

# Core Recertification Guidelines

Use CARS to submit your course for Core recertification. Be sure to select yes for 'recertify for core'.

## Overview

In the CARS form you will address how your course fits its Foundational Component Area (FCA), how students are informed about the core objectives addressed by that FCA, how student learning is advanced and assessed for each objective in the FCA. You will also be asked to address what changes you plan to make on how your course addresses core objective based on feedback from the most current cycle of artifact submission. **If your course is a multi-section course** taught by different instructors, you will be asked to address how the core objectives are coordinated and met across course sections. **If your course is taught at more than one campus** (College Station, Galveston, Qatar), one campus will take the lead completing the CARS form and collecting supplemental forms from alternate campus sites and attaching those to the CARS form. Remember that the Core Curriculum Council consists of faculty from a large variety of disciplines, be sure to address the specifics of the CARS form answers to a broad-based professional audience.

## Foundational Component Areas (FCAs) & their objectives

All FCAs include critical thinking and communication as objectives. The communication objective must address all 3 components – written, visual, AND oral.

### Communication

Courses in this category focus on developing ideas and expressing them clearly, considering the effective of the message, fostering understanding, and building the skills needed to communicate persuasively. Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.

1. Critical Thinking: creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
2. Communication: effective development, interpretation and expression of ideas through written, oral and visual communication.
3. Team Work: ability to consider different points of view and to work effectively with others to support a shared purpose or goal.
4. Personal Responsibility: ability to connect choices, actions and consequences to ethical decision-making.

### Mathematics

Courses in this category focus on quantitative literacy in logic, patterns, and relationships. Courses involve the understanding of key mathematical concepts and the application of appropriate quantitative tools to everyday experiences.

1. Critical Thinking: creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.

2. Communication: effective development, interpretation and expression of ideas through written, oral and visual communication.
3. Empirical & Quantitative Skills: manipulation and analysis of numerical data or observable facts resulting in informed conclusions.

### Life & Physical Sciences

Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method. Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences.

1. Critical Thinking: creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
2. Communication: effective development, interpretation and expression of ideas through written, oral and visual communication.
3. Empirical & Quantitative Skills: manipulation and analysis of numerical data or observable facts resulting in informed conclusions.
4. Team Work: ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

### Language, Philosophy & Culture

Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.

1. Critical Thinking: creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
2. Communication: effective development, interpretation and expression of ideas through written, oral and visual communication.
3. Social Responsibility: intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.
4. Personal Responsibility: ability to connect choices, actions and consequences to ethical decision-making.

### Creative Arts

Courses in this category focus on the appreciation and analysis of creative artifacts and works of the human imagination. Courses involve the synthesis and interpretation of artistic expression and enable critical, creative, and innovative communication about works of art.

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2. Communication: effective development, interpretation and expression of ideas through written, oral and visual communication.

3. Team Work: ability to consider different points of view and to work effectively with others to support a shared purpose or goal.
4. Social Responsibility: intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

### American History

Courses in this category focus on the consideration of past events and ideas relative to the United States, with the option of including Texas History for a portion of this component area. Courses involve the interaction among individuals, communities, states, the nation, and the world, considering how these interactions have contributed to the development of the United States and its global role.

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3. Social Responsibility: intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.
4. Personal Responsibility: ability to connect choices, actions and consequences to ethical decision-making.

### Government/Political Science

Courses in this category focus on consideration of the Constitution of the United States and the constitutions of the states, with special emphasis on that of Texas. Courses involve the analysis of governmental institutions, political behavior, civic engagement, and their political and philosophical foundations.

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4. Personal Responsibility: ability to connect choices, actions and consequences to ethical decision-making.

### Social & Behavioral Sciences

Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.

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2. Communication: effective development, interpretation and expression of ideas through written, oral and visual communication.
3. Empirical & Quantitative Skills: manipulation and analysis of numerical data or observable facts resulting in informed conclusions.
4. Social Responsibility: intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

#### **CARS form questions**

1. Describe how this course continues to meet the Foundation Component Area.
  - Explain how the course meets the definition of the FCA.
  - i.e. what are the key aspects of your course's content that fit the FCA definition?
2. Describe how students are informed of the core objectives addressed in the course.
  - It should be clear how **each** core objective is addressed.
  - All core objectives for the course must be included on the course syllabus.
3. Describe how the course fostered and advanced general education and student development related to each of the core objectives in the FCA
  - Explain how student learning was advanced for **each** core objective. For example, what class activities, exercises or assignments were used and briefly explain how they worked to address that objective.
  - This should be what the course did to help the students learn the objective while working with your course's content.
  - Be sure to address each of the core objectives in the course's FCA.
  - For the core communication objective, be sure to explain how you address **all 3** aspects of communication: Written, Oral and Visual.
4. Describe how student learning of each objective was evaluated.
  - Explain how student learning was assessed for **each** core objective. Briefly explain the assessment strategies used to assess student learning through the activities, exercises, or assignments used in the course.
  - This should be what you did to determine how each student was doing and progressing in learning and achieving each core objective.
  - The assessment does not mean that students must receive a grade in the course for the assignment, activity, or exercise. Non-graded forms of feedback and instructor use of student work to inform teaching among others are alternatives and/or feedback are acceptable.
  - Be sure to address each of the core objectives in the course's FCA.
  - For the core communication objective, be sure to explain how you address **all 3** aspects of communication: Written, Oral and Visual.
5. Artifact assessment
  - In the previous year your course should have submitted artifacts of student learning on select core objectives. This year you should have received a report via e-mail or training meeting on how your FCA performed on addressing core objectives. If you need a duplicate copy of the report, please reach out to the CCC.
  - Indicate the core objectives address in the report.

- Based on the analysis of student learning for your FCA, indicated what changes or improvements you made or planned for the course.
6. In course management, select the description that best describes how the course is taught and managed. If the course has more than instructor teaches in the course, a box will be provided, in it describe how the course ensures the core objectives are met across all sections of the course.
  7. Additional Information:
    - Core course are required to be taught annually, have an average annual enrollment of 30 students per year, and have at least 10% of those students utilizing the course to meet their graduation requirement for that FCA.
    - If you course is currently not meeting one or more of these requirements use this space to address what the issue was or is and what will be done moving forward to mitigate the problem and ensure that it is corrected or improved and does not happen in the future.

### **Course Syllabus**

Attach a representative course syllabus from a section of the course taught in the last year. The syllabus must include the core objectives for the FCA being addressed by that course. If the course is taught at multiple campuses, then a representative syllabus must be attached for each campus. The Core Curriculum Council reserves the right the evaluate syllabi for the course from other sections or semesters posted in Howdy.