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COORDINATING BOARD

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October 4, 2013

Pablo Arenaz, Ph.D.
Provost and Vice President
for Academic Affairs
Texas A&M International University
5201 University Blvd.
Laredo, Texas 78041-1999

Dear Dr. Arenaz:

Your institution's submission of the core curriculum report required by Chapter 4, Subchapter B, §4.30 (Criteria for Evaluation of the Core Curricula) of Coordinating Board rules was received and reviewed by Coordinating Board Staff.

Texas A&M International University has satisfied the core curriculum evaluation reporting requirement. Your report includes the criteria outlined in Board rules. The descriptions, table, and matrices included in the report are informative and well organized. I am pleased to see faculty involved in the full cycle of assessment and assessment planning.

Please keep in mind that the evaluation report applies to the current core curriculum. You can find more information about upcoming statewide changes to the core curriculum at www.thecb.state.tx.us/corecurriculum2014.

Thank you for your continuing efforts to deliver high quality academic programs to your students.

Sincerely,

Stacey Silverman

c: James Hallmark
Ray M. Keck
Core Webcenter

WAAR/MVE/18269

TEXAS A&M INTERNATIONAL UNIVERSITY

CURRENT CORE CURRICULUM

REVIEW REPORT

05/31/13

Texas A&M International University Core Curriculum Evaluation

The evaluation of the Core Curriculum at Texas A&M International University (TAMIU) was conducted from fall 2007 through fall 2012 in accordance with the criteria set forth by the Texas Higher Education Coordinating Board (hereafter, referred to as the Board). Thus, the report was prepared to address the following criteria:

1. the extent to which the core curriculum is consistent with the elements of the core curriculum recommended by the Board.
2. the extent to which the core curriculum is consistent with the Texas Common Course Numbering System (TCCNS).
3. the extent to which the core curriculum is consistent with the elements of the core curriculum component areas, intellectual competencies and perspectives as expressed in Core Curriculum: Assumptions and Defining Characteristics adopted by the Board.
4. The extent to which the institution's educational goals and the exemplary educational objectives of the core curriculum recommended by the Board are being achieved.

T o address these issues, the report contains the following components:

1. A careful examination of the core curriculum courses revealed that they are consistent with the Texas Common Course Numbering System (TCCNS) with the exception of a few courses created to address specific topics. These are identified in the Core Curriculum Table with a "*" symbol.
2. A table that compares the institution's core curriculum with the core component areas and exemplary educational objectives of the core curriculum recommended by the Board;
3. A brief description of the purpose and substance of the institution's core curriculum;
4. A description of the processes and procedures used to evaluate the institution's core curriculum; and
5. A description of the ways in which the evaluation results are being or will be utilized to improve the core curriculum at the institution.

TAMIU faculty placed in matrices (Appendices D-K) the exemplary objectives identified by the Board for the core curriculum areas of Communication, Mathematics, Natural sciences, Humanities & Visual and Performing Arts, and Social and Behavioral Sciences and university courses in each of these areas intended to address these objectives. A careful and detailed review of these comparisons indicated that all exemplary objectives are being addressed.

A review of the **Communications** matrix reveals that TAMIU students have multiple opportunities to develop their critical listening, speaking, thinking, writing, research and problem solving skills while enrolled in ENGL 1301 English Composition I, ENGL 1302 English Composition II, and in one of the following: ENGL 2311 Technical Writing, COMM 1311 Fundamentals of Speech, COMM 1315 Public Speaking or MATH 2371 Communications in Mathematics. Through the use of diagnostic instruments, diverse means of assessment, and

numerous individual and group activities, students are provided multiple opportunities to reflect upon and enhance their communication skills to effectively address wide audiences for different purposes through different and appropriate means of communication.

The matrix for the **Mathematics** component of the core curriculum indicates that students enrolled in MATH 1314 College Algebra have multiple opportunities to develop all of the Board's exemplary objectives. These include the ability to apply arithmetic, algebraic, geometric, higher order thinking, and statistical methods to modeling and solving real world problems. Students are also afforded numerous opportunities to use different kinds of resources, including technology, to demonstrate their understanding and reasoning intended to support different types of mathematical thinking. Finally, students are afforded opportunities to make cultural connections with mathematics and explore its relationship to other academic disciplines.

All of the exemplary objectives for the **Natural Sciences** component of the core curriculum are fully addressed through the astronomy, biology, chemistry, earth and planetary science, geology, and physics courses in which students can enroll. In these various courses, students participate in lecture and laboratory settings to acquire and demonstrate their understanding of natural sciences, scientific and quantitative methods, and other methods of inquiry in order to examine different issues involving modern science. Students' critical thinking is also enhanced as they clarify differences among scientific theories, examine scientific issues from ethical, values, and policy perspectives, and explore how science and technology influence our lives.

The matrices for the **Humanities and Visual and Performing Arts** clearly illustrate that students are provided with numerous opportunities to acquire all the exemplary objectives corresponding to this section of the core curriculum. For example, from the perspective of the **Humanities,** courses in British Literature (ENGL 2322, 2323), American Literature (ENGL 2327, 2328), and World Literature (ENGL 2332, 2333) encourage students to interact with numerous types of texts written by a variety of renowned authors in order to develop an awareness of the breadth of some of the greatest literature available. During these interactions, students critically examine the aesthetic elements in different literary texts, determine how well these texts serve as expressions of individual and human values within an historical and social context, and provide their personal reactions to different literary works.

The framework for the **Visual and Performing Arts** indicates that courses in Arts (ARTS 1301, 1303, 1304, 1316, 2317, 2323, 2326, 2356), Dance (DANC 1349, 1350, 1351, 1352, 2303, 2349, 2350, 2351, 2352), Applied Music (MUAP 1113, 1213), Music Ensemble (MUEN 1130, 1133, 1137, 1140, 1143, 1150, and 1160), Music (MUSI 1301, 1306, 1310), and Creative Writing (ENGL 2307) also provide students multiple opportunities to develop all the exemplary objectives applicable to the Humanities. In addition, these courses engage students in creative processes or interpretive performances to help them understand the physical and intellectual demands on the author or visual/performing artist.

Through their participation in history, political science, and other courses in the Social and Behavioral Sciences, students have multiple opportunities to develop all the exemplary objectives for the **Social and Behavioral Sciences** component of the core curriculum. Although curricular analyses revealed that HIST 1301 The U.S. to 1877, HIST 1302 The U.S. Since 1877, PSCI 2305 American National Government, and PSCI 2306 American State Government do not require students to conduct research or data collection, participation in GEOG 1303 General World Geography, ANTH 2346 Introduction to Anthropology, ECON 2301 Principles of Macroeconomics/ ECON 2302 Principles of Microeconomics, PSCY 2301 Introduction to Psychology, SOCI 1301 Introduction to Sociology /SOCI 1306 Contemporary Social Problems and Social Policy, and CRIJ 1301 Introduction to Criminal Justice do provide students with opportunities to use appropriate methods, technologies, and data to investigate the human condition. Moreover, enrollment in any of the 12 courses mentioned provide students with multiple opportunities to examine social institutions and processes within the contexts of different historical periods, social structures, and cultures. Participation in these courses also enables students to critically examine explanatory systems and theories, as well as potential solutions, aimed at addressing social problems. Students' critical thinking is further enhanced through experiences requiring them to apply appropriate criteria in an effort to determine the acceptability of historical evidence. Finally, all these courses provide students with a means to identify and understand similarities and differences depicted in diverse cultures.

Although all the courses mentioned allow students to examine the effects of historical, social, political, economic, cultural and global forces on the eight over-arching academic disciplines represented, students enrolled in ECON 2301/ECON 2302 do not have sufficient opportunities to acquire an in-depth understanding of these forces, or of the similarities and differences existing in diverse cultures. Nonetheless, enrollment in PSCI 2305 and PSCI 2306 and to some extent participation in ECON 2301/ECON 2302 do help students understand and assume the responsibilities of a citizen in a democratic society.

TAMIU opted to have as an institutionally designated option a one semester credit hour (SCH) activity/wellness course. The **Activity/Wellness** matrix depicts the major objectives for this component of the core curriculum, which can be addressed by any of the following courses: EDFS 1152 Health & Wellness; EDFS 1101 Aerobic Activities; EDFS 1130 Golf; EDFS 1143 Tennis; EDFS 1104 Beginner Swimming; and EDFS 1173 University Athletics, and MUEN 1137 Marching Band. In addition, any one of the courses in the following categories can appropriately address the activity/wellness outcomes formulated. These include courses in: Dance Conditioning (DANC 1131, 1132, 2131, 2132); Ballet (DANC 1241, 1242, 2241, 2242); Jazz (DANC 1247, 1248, 2247, 2248); Tap (DANC 1210, 1211, 2210, 2211); Dance Performance (DANC 1351, 1352, 2351, 2352); and Ballet Folklórico (DANC 1349, 1350, 2349, 2350). Participation in any of these courses will enable students to acquire an understanding of the importance of a holistic approach to health and wellness, as well as critically examine lifestyle factors that can improve one's health and longevity. Additionally, the experiences in these courses will provide students with a means to examine and assess psychological and

sociological health-related components of fitness, as well as develop personal wellness lifestyle plans.

Texas A&M International University Core Curriculum

A careful examination of the core curriculum courses revealed that they are consistent with the Texas Common Course Numbering System (TCCNS) with the exception of a few courses created to address specific topics. These are identified below with a "+" symbol.

COMPONENT AREA	COURSE OPTIONS	SCH
(10) Communication	ENGL 1301 and 1302 and one of the following:	6
(11)	ENGL 2311, HUM 2301+, MATH 2371+, COMM 1311 or COMM 1315	3
(20) Mathematics	College Algebra or above	3
(30) Natural Science	Courses with laboratories can be taken from: ASTR, BIOL, CHEM, EPSC, GEOL or PHYS	8
(40) Humanities	ENGL 2322, 2323, 2327, 2328, 2332, 2333 or 2365	3
(50) Visual, Literary and Performing Arts	Courses can be taken from: ARTS, COMM, DANC, ENGL, MUAP, MUEN, MUSI, SPAN or THAR	3
(60) History	HIST 1301 and 1302	6
(70) Political Science	PSCI 2305 and 2306	6
(80) Social & Behavioral Science	Courses can be taken from: ANTH, CRIJ, ECO, GEOG, GIS, HIST, HUM, PHIL, PSYC, SOCI, or URBS	3
(90) Institutional Option	Activity or wellness course	1
TOTAL		**42**

CORE SELECTIONS TO FULFILL CORE OPTIONS

MATHEMATICS

MATH	1314	College Algebra
MATH	1316	Plane Trigonometry
MATH	1324	Business Mathematics I
MATH	1325	Business Mathematics II
MATH	1342	Introductory Statistics
MATH	1348	Analytic Geometry
MATH	2412	Pre-Calculus
MATH	2413	Calculus I
MATH	2414	Calculus II
MATH	2415	Calculus II

NATURAL SCIENCE

ASTR	1311/1111	Planetary Astronomy/Laboratory
ASTR	1312/1112	Stellar Astronomy/Laboratory
BIOL	1370/1170	Survey of Life Science/Laboratory
BIOL	1406	Cell and Molecular Biology
BIOL	1411	General Botany
BIOL	1413	General Zoology
BIOL	1470+	Human Biology
BIOL	1471+	Natural History of South Texas
BIOL	2401	Anatomy and Physiology I

BIOL	2402	Anatomy and Physiology II
CHEM	1370/1170	Survey of Chemistry/Laboratory
CHEM	1400+	Chemistry in the Environment
CHEM	1406	Chemistry for Health Sciences
CHEM	1411	General Chemistry I
CHEM	1412	General Chemistry II
ENSC	1301/1101+	Introduction to Environmental Systems
EPSC	1370/1170	Survey of Earth Science/Laboratory
EPSC	2401+	Atmospheric Science
GEOL	1303/1103	Introduction to Physical Geology
GEOL	1305/1105	Environmental Geology
PHYS	1301/1101	General Physics I/Laboratory
PHYS	1302/1102	General Physics II/Laboratory
PHYS	1370/1170	Survey of Physical Science/Laboratory
PHYS	2325/2125	University Physics I/Laboratory
PHYS	2326/2126	University Physics II/Laboratory

VISUAL, LITERARY AND PERFORMING ARTS

ARTS	1100+	Art and Children
ARTS	1301	History of Painting, Sculpture and Architecture
ARTS	1303	Art History Survey: Prehistoric to Renaissance
ARTS	1304	Art History Survey: Renaissance to Modern
ARTS	1310+	Design I (non majors)
ARTS	1311	Design I
ARTS	1312	Design II
ARTS	1316	Drawing I
ARTS	1317	Drawing II
ARTS	2316	Painting I
ARTS	2323	Life Drawing
ARTS	2326	Sculpture I
ARTS	2333	Printmaking
ARTS	2346	Ceramics I
ARTS	2356	Photography I
COMM	2331	Photography I
DANC	1100+	Dance/Theatre and Children
DANC	1131, 1132+	Dance Conditioning I, Dance Conditioning II
DANC	1210, 1211	Tap I, Tap II
DANC	1241, 1242	Ballet I, Ballet II
DANC	1245, 1246	Modern I, Modern II
DANC	1247, 1248	Jazz I, Jazz II
DANC	1349, 1350	Ballet Folklórico I, Ballet Folklórico II
DANC	1351, 1352	Dance Performance I: Modern, Dance Performance II: Modern
DANC	1351, 1352	Dance Performance I: Flamenco, Dance Performance II: Flamenco
DANC	2131, 2132+	Dance Conditioning III, Dance Conditioning IV
DANC	2210, 2211	Tap III, Tap IV
DANC	2241, 2242	Ballet III, Ballet IV
DANC	2247, 2248	Jazz III, Jazz IV
DANC	2303	Dance Appreciation
DANC	2349, 2350	Ballet Folklórico III, Ballet Folklórico IV
DANC	2351, 2352	Dance Performance III: Modern, Dance Performance IV: Modern
DANC	2351, 2352	Dance Performance III: Flamenco, Dance Performance IV: Flamenco
ENGL	2307+	Introduction to Creative Writing
MUAP	1113	Applied Music Instruction
MUAP	1213	Applied Music Instruction
MUEN	1130	Chorale
MUEN	1133	Guitar Ensemble
MUEN	1137	Marching Band
MUEN	1140	Band

MUEN	1143	TAMIU Orchestra
MUEN	1150	Chamber Music
MUEN	1160	Mariachi
MUSI	1100	Music and Children
MUSI	1157/1158	Opera Workshop I - II
MUSI	2157/2158	Opera Workshop III - IV
MUSI	1161	Diction I English and Italian
MUSI	2160	Diction II German and French
MUSI	1181	Piano Class I (non majors)
MUSI	1182	Piano Class II (non majors)
MUSI	1301	Music Fundamentals
MUSI	1302	Computer/Electronic Music
MUSI	1306	Music Appreciation
MUSI	1307	Music Literature and Elements of Musical Style
MUSI	1310+	American Popular Music
MUSI	2161+	Diction III French
SPAN	2307+	Introduction to Creative Writing
THAR	1301	Stage Production
THAR	1310+	Performance
THAR	2100	Theatre Practicum
THAR	2300+	World Theater
THAR	2340+	Play Analysis

SOCIAL AND BEHAVIORAL SCIENCE

ANTH	2302	Introduction to Archaeology
ANTH	2346	Introduction to Anthropology
CRIJ	1301	Introduction to Criminal Justice
ECO	1301	Survey of Economics
ECO	2301	Principles of Macroeconomics
ECO	2302	Principles of Microeconomics
GEOG	1301	Physical Geography
GEOG	1303	General World Geography
GIS	2301+	Survey of Geographic Information
HIST	1310	Military History of the U. S.
HIST	2321	World Civilization to 1648
HIST	2322	World Civilization since 1648
HUM	2301+	The Western Cultural Tradition
PHIL	1301	Introduction to Philosophy
PHIL	2301	Introduction to Logic
PHIL	2306	Ethics
PSCI	2304	Introduction to Political Science
PSYC	2301	Introduction to Psychology
SOCI	1301	Introduction to Sociology
SOCI	1306	Contemporary Social Problems and Social Policy
URBS	2301+	Introduction to Urban Studies

INSTITUTIONAL OPTION

EDFS	1101	Aerobic Activities
EDFS	1104	Beginner Swimming
EDFS	1111	Weight Training and Conditioning
EDFS	1130	Golf
EDFS	1143	Tennis
EDFS	1152+	Health and Wellness
DANC	1131/1132+	Dance Conditioning I - II
DANC	2131/2132+	Dance Conditioning III – IV
MUEN	1137	Marching Band

Purpose and Substance of the Core Curriculum

The purpose of the core curriculum at Texas A&M International University is to provide the components of the core curriculum defined by the Texas Higher Education Coordinating Board in accordance with Texas Education Code 61.822. In April of 1998, the Texas Higher Education Coordinating Board articulated Basic Intellectual Competencies and Exemplary Educational Objectives for the core curriculums of all public institutions of higher learning in the State of Texas. The Basic Intellectual competencies are defined in the areas of Reading, Writing, Speaking, Listening, Critical Thinking, and Computer Literacy. Exemplary Education Objectives are defined in the areas of Communication, Mathematics, Natural Sciences, Humanities and Visual and Performing Arts, and Social and Behavioral Sciences. Furthermore, an institution has the option to include an additional, institutionally designated component in its core curriculum.

Texas A&M International University built its core curriculum to address the Basic Intellectual Competencies and Exemplary Educational Objectives as defined by the Texas Higher Education Coordinating Board. In 2007, the faculty of Texas A&M International University, represented by the University Core Curriculum Committee, articulated a set of Principles of Undergraduate Learning, which specify the intended summative outcomes of an undergraduate education at the university. Now that graduation-level intended general education outcomes have been defined by its faculty, the university—in addition to viewing its core curriculum as a means to meet State requirements—also views its core curriculum as a mechanism for providing an articulated path, in conjunction with the curriculum of a student's major discipline, to the intended graduation outcomes the university has defined with its Principles of Undergraduate Learning.

The intended learning outcomes for students completing their second year of university study are defined by the Exemplary Educational Objectives of each component of the core curriculum. In some cases, the core encompasses summative outcomes related to the Principles of Undergraduate Learning; in other cases, the core provides formative outcomes which are further developed through the curriculum of a student's major course of study.

In general, the Exemplary Educational Objectives related to Mathematics, Natural Sciences, Humanities and Visual and Performing Arts, and Social and Behavioral Sciences can be considered the summative, graduation-level learning outcomes for all students who do not major in a discipline related to that core component. Students who major in a discipline related to a core component, of course, will be expected to develop higher-level competencies in the discipline, through the curriculum of their major course of study. The Basic Intellectual Competencies of the Core Curriculum (Reading, Writing, Speaking, Listening, Critical Thinking and Computer Literacy), and the Exemplary Educational Objectives of the Communication component of the Core Curriculum, are developed, not only in the core, but also in a student's major course of study. For that reason, learning outcomes in these areas at the end of the second year of study are considered formative, or intermediary, and are considered benchmarks to indicate that a student is prepared to pursue advanced learning in his or her discipline.

Processes and Procedures to Evaluate the Core Curriculum

In September 2007, Dr. Dan Jones, Provost and Vice President for Academic Affairs, charged the Core Curriculum Task Force with the review of the Core Curriculum. He instructed the Task Force to focus on three broad areas:

1. Compliance: Assess the core curriculum using the principles and rubrics established by the Texas Higher Education Coordinating Board.
2. Alignment: Determine whether the Core aligns with and supports specific learning outcomes associated with University's academic programs, including majors, minors, certificates, and learning communities.
3. General Education: Determine, from a broad prospective, whether and how the Core Curriculum supports general competencies common to all degree programs, including but not limited to, writing, ethics, globalism, and critical thinking.

The Task Force included a cross-section of faculty and administrative staff from various areas in the University (see Appendix A – Task Force Roster). The Task Force began meeting in October 2007 with the goal of completing the report by spring 2009. Dr. Jones asked Dr. Juan Lira to serve as chair of the Task Force and he has continued in that role since then.

A subcommittee of the Task Force was formed to develop suggested Principles of Undergraduate Learning to guide the Core Curriculum review process. Over the course of the 2007-2008 academic year, the subcommittee developed the Principles of Undergraduate Learning (see Appendix B), which were endorsed by the Core Curriculum Task Force in February, 2008. These principles were subsequently distributed to the University community for consideration and feedback. Following minor editing changes, these principles were endorsed by the University community in the spring of 2008. Subsequently, the principles were disseminated on bookmarks and posted online to inform the University community of their significance.

The next phase of work involved a close examination of each course in the Core Curriculum to assess its contribution to the Exemplary Educational Objectives. To facilitate this process, additional individuals were asked to serve as members of the Task Force. Beginning in spring 2008, Task Force members were divided into work teams (see Appendix C) that worked with other faculty members in the different departments to critically analyze each course in light of the exemplary objectives. During the spring of 2008 and throughout the 2011-2012 academic year, Task Force members met to report on their progress and provide feedback, as needed.

In addition, Dr. Sean Chadwell led an effort to carefully examine how the Core Curriculum at TAMIU is addressing the required **Perspectives** and **Intellectual Competencies** set forth by the Board. These perspectives and competencies are addressed throughout the core curriculum in a variety of not-necessarily-parallel ways. Some perspectives and competencies are specifically referenced in the "exemplary educational objectives" for given courses, while others, though they may be an important part of a course or courses, are not specifically referenced anywhere. These

circumstances make methodical, course-by-course or requirement-by-requirement analyses redundant and unclear. Nonetheless, the following information serves as an example of how the perspectives and intellectual competencies are addressed throughout the core curriculum at TAMIU.

Eight perspectives are expected to be addressed by the Core Curriculum. **Perspective 1, explain broad and multiple perspectives of the individual in relationship to the larger society and world in which he or she lives, and understand the responsibilities of living in a culturally and ethnically diversified world,** is addressed throughout the core curriculum in courses such as Dance, Environmental Science, and Geography. TAMIU students are encouraged throughout the core curriculum to learn new ways of thinking about and expressing their relationship to others in the world.

Perspective 2 highlights the importance of students developing a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society. A number of courses in the core curriculum address this perspective directly. For example, ANTH 2346 focuses on students developing and communicating explanations or solutions for contemporary social issues. PSYC 2301 is intended, in part, to help students recognize and assume one's responsibility as a citizen in a democratic society by learning to think for oneself, by engaging in public discourse, and by obtaining information through appropriate information sources about politics and public policy. But, more importantly, the development of these perspectives, like that of many of the others, transcends single courses, especially when students are involved in Learning Communities that link core coursework or integrate materials and learning outcomes across disciplines.

Perspective 3 emphasizes the importance of maintaining health and wellness. This perspective is directly addressed by EDFS, DANC, and MUEN courses in the core curriculum offered as the Institutional Option. For example, in EDFS 1152, students are expected to explain the importance of a holistic approach to health and wellness, as well as evaluate lifestyle factors that improve health and longevity.

Perspective 4 emphasizes the importance of students developing a capacity to use knowledge of how technology and science affect their lives. This perspective is most explicitly addressed in the science component of the core curriculum. For example, in EPSC 1370 Survey of Earth Science, GEOL 1305 Environmental Geology, and BIOL 1370 Survey of Life Science, students are expected to demonstrate knowledge of the interdependence of science and technology and their influence on, and contribution to, modern culture.

Perspective 5 focuses on experiences to help develop students' personal values for ethical behavior. A cursory look at the core curriculum matrices reveals a general lack of *specific* reference to the development of values or personally ethical behavior, though humanities and science components reference elements of this perspective. However, the development of "personal values for ethical behavior" can and does transcend the course objectives of specific classes and occurs throughout the core curriculum. This development also occurs by means of the expectation of responsibility for ethical and responsible practices in learning; the recent adoption of an *Honor Code* at TAMIU — and reference to that code throughout core coursework — should be considered as a component of this perspective. CHEM 1370 Survey of Chemistry illustrates how this perspective is addressed by expecting students to demonstrate knowledge of the major issues and problems facing modern science, including issues that touch upon ethics, values, and public policies.

Perspective 6 stresses the importance of developing students' ability to make aesthetic judgments. This perspective is addressed by Arts, Music Ensemble, Music Appreciation, Dance, and English courses found in the Humanities, and Visual and Performing Arts sections of TAMIU's core curriculum. For example, ARTS 1301 History of Painting, Sculpture, and Architecture seeks, among other competencies, to help students articulate an informed personal reaction to works in the arts and humanities.

Perspective 7 underscores the importance of students' use of logical reasoning in problem solving. While only MATH 1314 specifically references logic in its exemplary educational objectives (and while the development of this perspective is overtly addressed in that course), the use of logical reasoning in problem solving, as a component of a broader suite of perspectives that are brought to bear in Critical Thinking, is reinforced elsewhere throughout the core curriculum. For example, COMM 1311 centers on the importance of students understanding and applying basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument.

Perspective 8 signals the importance of students' ability to integrate knowledge and understand the interrelationships of the scholarly disciplines. This perspective is only specifically referenced as an exemplary educational objective for MATH 1314; its omission from other objective statements — and indeed from the more detailed descriptions of individual core courses — is surprising in light of recent institutional achievements in establishing Learning Communities composed of courses in the core curriculum. For example, in MATH 1314, students are expected to develop the view that mathematics is an evolving discipline, interrelated with human culture, and understand its connections to other disciplines.

Students are expected to develop the **competencies** associated with reading, writing, speaking, listening, critical thinking, and computer literacy by successfully completing the core curriculum requirements. **Reading** at the college level means the ability to analyze and interpret a variety of printed materials — books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines. Reading occurs throughout the core curriculum, but it is rarely identified directly in the "exemplary course objectives." The kinds of texts students read range from peer essays written in ENGL 1301, to primary historical texts in HIST 1302, to word problems in MATH 1314. Moreover, reading is manifested or implied in the many references to critical thinking objectives throughout the core curriculum. For example, in ENGL 2328 American Literature from the Civil War to the Present, students are expected to demonstrate an awareness of the scope and variety of works in the arts and humanities.

Competency in **writing**, according to the Board, "… is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a *sine qua non* in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process, including how to discover, develop, organize, and phrase a topic effectively for their audiences. These abilities can be acquired only through practice and reflection." Writing competence is addressed throughout the core curriculum. In courses like ENGL 1301 & 1302, HIST 1301 & 1302, MATH 2371, and ANTH 2302 & 2346, course learning outcomes echo the language and the spirit of the Board guidelines. But writing competence is reinforced in a number of other core disciplines. The frequency of specific references to writing — and the general commitment to writing in core coursework — is a result of the University-wide initiative known as *Write-On, TAMIU!,* which is the University's response to one of the accreditation requirements stipulated by the Southern Association of Colleges and Schools (SACS). ENGL 1301 and COMM 1311 illustrate the importance of writing by focusing on students being able to understand and demonstrate writing and speaking processes through invention, organization, drafting, revision, editing, and presentation.

Speaking competence reflects the ability to communicate orally in clear, coherent, and persuasive language appropriate to purposes, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, large groups, and through the media. No course in the core curriculum identifies a learning outcome with speaking as overtly as COMM 1311, although many core courses require both formal speaking, in the form of presentations of reports, and informal speaking, in the form of class participation. COMM 1311 highlights the importance of

students' ability to understand and appropriately apply modes of expression, i.e., descriptive, expositive, narrative, scientific, and self-expressive, in written, visual, and oral communication.

Critical Thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and construct alternative strategies. Problem solving is one of the applications of critical thinking used to address an identified task. Clearly, this intellectual competence is an institutional (if not a cultural) priority, as it is directly referenced in every area of the core curriculum. In fact, "critical thinking" seems to be the kind of competence that relies on competencies in *Reading* and *Listening*, and on perspectives such as *Reflection*. That critical thinking is so frequently referenced in the exemplary educational outcomes throughout the core suggests that these other competencies — while they may be less frequently specifically referenced — are also profoundly important. The importance of critical thinking is illustrated in CRIJ 1301, which, among other outcomes, emphasizes the importance of students developing the ability to analyze critically, assess, and develop creative solutions to public policy problems

Computer Literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available. Students seeking admission to the University must demonstrate basic computer literacy, a requirement satisfied by at least one-half high school credit in computer literacy, taken as part of a student's college preparation program. An entering student not able to show mastery of basic computer skills will enroll in Management Information Systems (MIS) 1305 Introduction to Computer Applications or a similar course, before beginning the third semester of University study. However, a number of courses in the core curriculum do reinforce computer literacy (by situating classes in computer labs, for example, as is the case in ENGL 1301 and ENGL 1302); moreover, other courses address the "limits, problems, and possibilities associated with the use of technology." For example, MATH 1314 illustrates the importance of computer literacy by expecting students to use appropriate technology to enhance their mathematical thinking and understanding to solve mathematical problems and judge the reasonableness of the results.

The preceding information indicates that the Board required perspectives and competencies are all addressed throughout the TAMIU core curriculum, but they are not always explicitly included in course objectives or in course descriptions. A few observations seem warranted.

- The competencies *Writing*, *Speaking*, and *Critical Thinking*, along with the perspectives addressing *Reflection* and *Technology*, are the most frequently and explicitly referenced requirements in the descriptions of core courses.
- Of the perspectives and competencies least frequently referenced (or not referenced), many are implicitly referenced by descriptions of the exemplary educational objectives or by other elements that pertain to enrollment in core courses. (*Personal values* is a good example of this.)
- The perspective addressing *Interrelationships* and the competency addressing *Reading* are the least directly referenced in core documentation thus far. Consequently, the Core Curriculum Task Force (CCTF) might consider recommending to the Board specific mention of Reading in future revisions of the exemplary educational outcomes.

Among the "other elements that pertain to enrollment in core courses" referenced above, the **Common Reading Program,** known as "Reading the Globe", and the participation of freshmen in learning communities directly address the following perspectives:

Perspective 1 calls for students to explain broad and multiple perspectives of the individual in relationship to the larger society and world in which he or she lives, and understand the responsibilities of living in a culturally and ethnically diversified world.

Perspective 2 highlights the importance of students developing a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society.

Perspective 5 focuses on experiences to help develop students' personal values for ethical behavior.

Perspective 8 signals the importance of students' ability to integrate knowledge and understand the interrelationships of the scholarly disciplines.

The **Common Reading Program** selection must meet certain criteria, three of which are the following: 1) it must focus on a foreign country, 2) lend itself to multi-disciplinary reading and study, and 3) engage the students by raising social, economic, political and/or ethical questions for discussion that develop their sense of responsibility as global citizens.

The **learning community** experiences are intentionally designed to expose students to the interdisciplinary nature of academic inquiry and give them concrete experience through integrative assignments. Learning community experiences are designed to enhance the following competencies among first year students:

Speaking: Through oral group presentations by all freshmen enrolled in UNIV 1101 Learning in a Global Context I and UNIV 1102 Learning in a Global Context II, most notably through students' participation in the First Year Academic Conference.
Writing: Through individual reflective essays describing students' views of their first year experience. (This essay is one of several written assignments that students are required to complete.)
Reading: Through students' involvement in discussions, written assignments, and participation in different types of co-curricular activities in the Common Reading Program. These activities are intended to help students make and explain the personal connections they are able to make with the selection they are reading.
Critical Thinking: Through evaluation of library sources, close reading of texts, debates, and group discussions.

Description of Core Curriculum Evaluation Plan

The Core Curriculum at TAMIU will be reviewed in a systematic fashion in accordance with the policies set forth by the Texas Higher Education Coordinating Board. This process will involve all core academic disciplines in a careful examination of how they are guiding students in an effort to meet the exemplary objectives set forth by the Coordinating Board and the Principles of Undergraduate Learning that are supportive of these objectives.

Every core academic discipline at the institution has identified student learning outcomes in accordance with the Exemplary Educational Objectives set forth by the Texas Higher Education Coordinating Board. These objectives are to be assessed by each discipline in a manner in keeping with the timeline provided below.

Timeline and the Number of Exemplary Educational Objectives Corresponding to Each Core Curriculum Discipline			
Core Curriculum Disciplines	Year I	Year II	Year III
Communication	2	2	2
Mathematics	2	2	3
Natural Sciences	2	2	1
Humanities / Visual & Performing Arts	2	2	3
Social and Behavioral Sciences	4	4	4
Institutional Option	1	2	1

Each academic discipline indicated will be responsible for annually assessing its corresponding student learning outcomes in accordance with the timeline specified above by completing the Core Curriculum Institutional Effectiveness Review (CCIER) template. The pertinent information will be collected by representatives from each core academic discipline from appropriate stakeholders through appropriate assessment methods. This information will be

examined and used to make sound decisions regarding the planning, implementation, and assessment of the core curriculum. Reports will be prepared, explained, and disseminated, as needed, to ensure that an appropriate record of this on-going process is maintained.

Examples of use of assessment results are illustrated below. Full reports are available online at http://www.tamiu.edu/adminis/iep/Reports.shtml.

Domain:	**Communication (2011-2012)**
Component:	ENGL 1302, COMM 1311, COMM 1315, ENGL 2311
Outcome:	(SLO 2) To understand the importance of specifying audience and purpose to select appropriate communication choices. (SLO 4) To participate effectively in groups with emphasis on listening, critical reflective thinking, and responding.
Results:	(SLO 2) A faculty-developed scoring rubric was applied to randomly selected students' writing products in each section of ENGL 231. Of the 57 students assessed, 48 scored a cumulative average score ≥ 2.5, indicating that 84.2% of students met or exceeded the benchmark. Student knowledge was also assessed in COMM 1315 based upon five sub-categories: Invention, Disposition, Style, Memory and Delivery. Results indicated that students were limited in their understanding of specifying audience, purpose and appropriate communication choices. (SLO 4) In ENGL 1302, assessments were conducted to determine if the curriculum led to any significant change in how students viewed group work before and after having instruction and experience. Results indicated that while students met the benchmark of 80% for Collaborative Writing, Research, and Interpersonal Relations, they had a difficult time understanding the importance of group work in a writing class; only 42.5% of students met the benchmark. In COMM 1311, pre- and post-assessment exams were administered to measure achievement within four sub-categories (Effective Participation, Effective Listening, Critical Thinking, and Reflectivity). Collected data confirmed growth in all sub-categories indicating that after course completion student knowledge about group performance increased. Overall, TAMIU students exhibited a solid understanding of what it takes to participate effectively within a group. However, assessment data indicates this knowledge does not always translate into student's group experiences.
Results use:	The positive findings of assessment affirm that progressive and theoretical approaches to teaching are present within this component of the university core curriculum. Faculty discussions indicate that creating inter-disciplinary learning experiences such as designing cross-listed/ combination/learning community Service Learning courses would allow

not only for triangulation, but repetition of important core concepts that will engage students in life-long learning. However, faculty believe that essential changes must be made to assessment tools, pedagogy, and curriculum plans. ENGL 2311 is currently undergoing a significant curriculum redesign. The new curriculum places emphasis on discipline-specific audience, purpose, and rhetorical strategy that will continue to deepen students' understanding of specifying these criteria as they write. COMM 1315 faculty contend that future assessment instruments should potentially include both direct and indirect methods of assessment. Focus on audience analysis and audience centered issues will be a major consideration in future COMM 1315 course preparation and textbook selection.

Domain: **Mathematics (2010-2011)**
Component: MATH 1314
Outcome: (SLO 1) To apply arithmetic, algebraic, geometric, higher order thinking, and statistical methods to modeling and solving real world situations.
(SLO 3) To expand mathematical reasoning skills and formal logic to develop convincing mathematical arguments.
(SLO 5) To interpret mathematical models such as formulas, graphs, tables, and schematics, and draw inferences from them.
Results: (SLO 1) Pre-test results (30%) increased to (89%) at post-test and met criteria of a C or above;
(SLO 3) 71% met criteria of a C or above.
(SLO 5) 73% met criteria of a C or above.
Results use: The student learning outcomes will continue to be emphasized, whether part of the assessment cycle or not, to ensure student mastery.

Domain: **Science (2010-2011)**
Component: BIOL 1370, CHEM 1370, EPSC 1370
Outcome: (SLO 2) To recognize scientific and quantitative methods and the differences between these approaches and other methods of inquiry and to communicate findings, analyses, and interpretation both orally and in writing.
(SLO 4) To demonstrate knowledge of the major issues and problems facing modern science, including issues that touch upon ethics, values, and public policies.
(SLO 5) To demonstrate knowledge of the interdependence of science and technology and their influence on, and contribution to, modern culture.

Results: Questions, ranging from 3 to 5 per outcome, were embedded in the final exam. Students achieved overall mean scores on (SLO 2) of 79%; (SLO 4) of 77.3%; and (SLO 5) of 77.5%.

Results use: Although criteria were met, more questions will be added for assessment and accurate evaluation of these outcomes. A coordinated effort is being implemented to ensure courses with multiple sections taught by different instructors utilize the same embedded questions.

Domain: **Humanities/Visual and Performing Arts (2009-2010)**

Component: ARTS 1304, Applied Music courses, DANC Performance

Outcome: (SLO 1) To demonstrate awareness of the scope and variety of works in the arts and humanities.
(SLO 4) To engage in the creative process or interpretative performance and comprehend the physical and intellectual demands required of the author of visual or performing artist.
(SLO 5) To articulate an informed personal reaction to works in the arts and humanities.

Results: (SLO 1) Students in ARTS 1304 completed an assessment of knowledge instrument. Results indicated an average score of 2.21, between " 1 = not much understanding" and "3 = some understanding" of the scope of art works and concepts from the Renaissance to the 20th century.
(SLO 4) Student performances in all applied music (MUAP) sections were assessed by jury panels via a scoring rubric. Results indicated that 87% delivered an excellent performance.
(SLO 5) Student research projects were collected in all sections of Dance Performance and were assessed via a writing rubric. Overall results indicated that 77.7% submitted very good to excellent papers.

Results use: (SLO 1) A pre-test will be introduced and administered before instruction begins to better assess growth of student knowledge in the post-test administered at the end of the course.
(SLO 4) Jury forms will be revisited to ensure that all physical and intellectual components are included. A pre-assessment instructor jury form will be created to allow for comparison of the musical knowledge and performance elements gained during the semester.
(SLO 5) All research papers will continue to be scored using a writing rubric. In addition, a pre- and post-test will be developed to gauge increased knowledge of vocabulary and technique.

Domain:	**Behavioral Sciences (2011-2012)**
Component:	PSCI 2305, 2306
Outcome:	(SLO 11)To recognize and assume one's responsibility as a citizen in a democratic society by learning to think for oneself, by engaging in public discourse, and by obtaining information through the news media and other appropriate information sources about politics and public policy.
Results:	(SLO 11) Students in PSCI 2305 and 2306 participated in a pre- and post-core assessment survey. Results indicated a marked increase in conventional and advanced political participation in both PSCI 2305 and 2306. There was a larger than expected positive measure of conventional political participation in the pre-survey. It was not expected that more than 50% of students would be planning to register to vote and to then vote. These students are being exposed to both new and more complex information about politics, campaigns, media, and the role of citizens, which may be motivating them to become informed and participate in local and national politics. In addition, intermediary variables might have affected these results such as, increased media exposure regarding election during the Republican primaries. During the semester the College Democrats organization was also started; late in the spring semester this group began a "register to vote" campaign on campus, which might have affected the results of the survey.
Results use:	The survey questions will be vetted to determine whether rewording or adding questions might be better measures of the outcome. Faculty will introduce specific projects into their classes that incorporate the concepts of: responsibility as a citizen in a democratic society, engaging in public discourse, and obtaining information about politics and public policy through various media sources.

Domain:	**Health and Wellness (Institutional Component) (2011-2012)**
Component:	EDFS 1152
Outcome:	(SLO 1) Explain the importance of holistic approach to health and wellness.
Results:	(SLO 1) Students conduct pre-self-assessments on each health dimension to identify areas in which they excel and those in which they could improve. Students select a behavior they would like to change (Behavior Change Contract). After implementation of the plan, a post-assessment is conducted. Results indicated that knowledge obtained promoted a healthier lifestyle. An overall score of 18 (or 90% accuracy) on post-assessment was attained, exceeding the 85% benchmark. Strengths were identified in social health, intellectual health, and spiritual health.

Results use: (SLO 1) Instructors will address each of the health dimensions throughout the semester through various activities to help students develop an understanding of their overall health and develop new ways to address their current behavior. Students will be given additional resources on and off-campus to help them with the change process and will be asked to track their progress using a behavior change log.

Appendix A – Core Curriculum Task Force Membership Roster 2007-2013

Claudio Arias, Interim Director of Athletics
Rafic A. Bachnak, Professor and Chair, Department of Engineering, Mathematics, and Physics
*Rex Ball, Instructor of History, Department of Social Sciences
*Mohamed A. Ben-Ruwin, Associate Professor, Department of Social Sciences
Frances P. Bernat, Professor and Chair, Department of Public Affairs and Social Research
Deborah L. Blackwell, Associate Professor, Department of Humanities
Manuel Broncano, Professor, Department of Humanities
Carmen L. Bruni, Assistant Professor, College of Nursing and Health Sciences
Pablo Camacho, Associate Professor, Division of International Business and Finance Studies
*Sean M. Chadwell, Associate Professor, Department of Language & Literature
Stephen M. Duffy, Associate Professor and Chair, Department of Humanities
Christopher J. Ferguson, Associate Professor and Chair, Department of Psychology and Communication
Rohitha Goonatilake, Associate Professor, Department of Engineering, Mathematics, and Physics
*Barbara J. Greybeck, Associate Professor and Chair, Department of Curriculum and Instruction
Roberto R. Heredia, Professor, Department of Behavioral Sciences
Conchita Hickey, Dean, University College
Juan H. Hinojosa, Professor, Department of Engineering, Mathematics, and Physics
*Dan R. Jones, Provost and Vice President for Academic Affairs
Michael R. Kidd, Assistant Professor, Department of Biology and Chemistry
*Janet E. Krueger, Associate Professor, Department of Fine and Performing Arts
Bede Leyendecker, Assistant Professor and Chair, Department of Fine and Performing Arts
Kevin Lindberg, Associate Professor and Associate Dean, College of Arts and Sciences
Juan R. Lira, Regents Professor, Associate Provost and Task Force Chair
Jose C. Lozano, Professor, Department of Psychology and Communication
Paul E. Madlock, Assistant Professor, Department of Psychology and Communication
William F. Manger II, Assistant Professor, Department of Public Affairs and Social Research
Veronica Martinez, Director, Institutional Effectiveness and Planning
Mark A. Menaldo, Associate Professor, Department of Public Affairs and Social Research
Thomas R. Mitchell, Professor and Dean, College of Arts & Sciences
Dan Mott, Associate Professor and Chair, Department of Biology and Chemistry
Paul J. Niemeyer, Assistant Professor, Department of Humanities
*Jaime S. Ortiz, Associate Vice President for International Programs
*Kati Pletsch de Garcia, Associate Professor and Chair, Department of Language and Literature
Philip S. Roberson, Clinical Associate Professor, Department of Curriculum and Pedagogy
Antonio J. Rodriguez, Professor and Associate Dean, Division of International Banking and Finance
Rafael E. Romo, Assistant Professor, Department of Curriculum and Pedagogy
Bonnie A. Rudolph, Professor, Department of Behavioral Sciences
Bernice Y. Sanchez, Assistant Professor, Department of Professional Programs
Deborah M. Scaggs, Assistant Professor and Director of Writing, Department of Humanities
*Lynne M. Stamoulis, Assistant Professor and Associate Vice President of Institutional Effectiveness and Planning
Kenneth J. Tobin, Associate Professor, Department of Biology and Chemistry

Mary Treviño, Associate Vice President for Academic Affairs
Carol F. Waters, Associate Professor and Associate Dean, College of Arts and Sciences
Richard Wright, Associate Professor, Department of Fine and Performing Arts

*No longer at this institution as of 2012

Appendix B – Principles of Undergraduate Learning

Receptive and Expressive Communication Skills

Use appropriate reading strategies to acquire and demonstrate an understanding of the meaning of different texts

Orally express ideas to others (e.g., one-to-one; small groups; large groups) in a clear, coherent, and organized manner through various means for different purposes (e.g., inform, persuade, describe, entertain, others)

Communicate ideas in writing through clear, coherent and appropriately organized prose that fits the intended audience, occasion and purpose

Identify a research topic; utilize appropriate resources to locate relevant literature on the topic; synthesize and organize the literature; gather, analyze, and interpret data, as appropriate; and, utilize appropriate resources for effectively disseminating information

Critical Thinking

Interpret, analyze and evaluate various forms of communication (print, non-print, image-based and oral) from multiple perspectives and synthesize this information to arrive at conclusions and decisions supported by the evidence

Critically examine one's own arguments and conclusions, as well as those of others

Construct well-reasoned arguments to explain phenomena, validate conjectures, or support positions

Gather evidence to support arguments, findings, or lines of reasoning

Support or refine claims based on the results of an inquiry

Use quantitative and/or qualitative skills to solve problems and address issues creatively and constructively

Develop a working knowledge of the scientific method

Integration and Application of Knowledge

Utilize an understanding of more than one academic discipline to identify and explain a social, legal, economic, political, or technological issue and utilize appropriate resources, including technology, to clearly communicate how that issue could be addressed

Establish knowledge and skills that enable students to extend the scope of a topic beyond an individual discipline.

Understanding Society and Culture

Examine the similarities and differences among individuals as evidenced in human history, societies, and ways of living

Recognize and understand the contributions of individuals from different ethnic and cultural backgrounds

Explore and communicate an understanding of the interdependence of global, national, state, and local issues

Effectively interact with others in a changing global context

Values and Ethics

Appreciate and respect the value systems of diverse cultures

Utilize ethical reasoning to guide personal and professional decision-making and be accountable for one's actions

Appendix C – 2007-2012 Core Curriculum Review Assignment Roster

Core Curriculum Component	Responsible Parties
Communication and Humanities	Dr. Chadwell Dr. Greybeck Dr. Mitchell Dr. Scaggs
Mathematics	Dr. Bachnak Dr. Goonatilake
Natural Sciences	Ms. Bruni Dr. Hinojosa Dr. Mott Dr. Tobin
Visual and Performing Arts	Ms. Leyendecker Dr. Wright
Social and Behavioral Sciences	Dr. Ben-Ruwin Dr. Blackwell Dr. Heredia Dr. Ortiz Dr. Manger Dr. Menaldo Dr. Rodriguez Dr. Rudolph
Activity and Wellness	Ms. Leyendecker Mr. Romo Mr. Arias

Appendix D – Communication (010) Matrix

The objective of a communication component is to enable the student to communicate effectively in correct prose in a style appropriate to the subject, occasion and audience.

Exemplary Educational Objectives	**ENGL 1301 (3 SCH)**	**ENGL 1302 (3 SCH)**	**ENGL 2311, HUM 2301, MATH 2371, COMM 1311 or COMM 1315 (3 SCH)**	**ENGL 2311, HUM 2301, MATH 2371 (3 SCH)**
Do these courses meet the objective below? What means were employed to make this determination? What types of evidence were used for verification?				
1. To understand and demonstrate writing and speaking processes through invention, organization, drafting, revision, editing, and presentation.	Yes. Thru diagnostic essays (compared with final exam essays); a portfolio that demonstrates success in each stage of the writing process; participation at various stages of the writing process.	Yes. Thru diagnostic essays (compared with final exam essays); a portfolio that demonstrates success in each stage of the writing process; participation at various stages of the writing process.	Yes. While ENGL 1301 and ENGL 1302 focus on the early parts of the processes (invention, organization, drafting, revision), COMM 1311 and COMM 1315 focus on the latter components of editing and presentation.	Yes. MATH 2371, ENGL 2311, and HUM 2301 focus on enhancing students' communication skills in mathematics and reading and writing mathematical proofs.
2. To understand the importance of specifying audience and purpose and to select appropriate communication choices.	Yes. Students are introduced to the concept of writing for an audience of academic peers; this is reinforced throughout the semester in peer review requirements for essays in development.	Yes. ENGL 1302 requires students to write a proposal to a specific, identified audience and be able to support and defend their choices in communicating effectively with that audience.	Yes. Communication is most fundamentally about understanding and responding to audience. In COMM 1311/1315, students complete self-evaluations of each speech in which they address the degree to which they effectively addressed their audience and why.	Yes. MATH 2371, ENGL 2311, and HUM 23011 are fundamentally about under-standing and responding to the needs of a scientific or techni-cal audience. Information must be presented in a proper manner and in acceptable format.
3. To understand and appropriately apply modes of expression, i.e., descriptive, expositive, narrative, scientific, and self-expressive, in written, visual, and oral	Yes. ENGL 1301 requires that successful students write essays in a variety of expressive modes (descriptive, expositive, narrative).	Yes. Specifically, ENGL 1302 requires an ethnographic essay for which students must choose appropriate expressive modes and apply these effectively.	Yes. COMM 1311/1315 require each student to deliver speeches in four different genres during the semester; these are demonstrative, persuasive, informative, and ceremonial.	Yes. Students in MATH 2371, ENGL 2311, and HUM 2301 present papers in class, participate in local/regional conferences, and submit at least three written reports.

communication.				
4. To participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding.	Yes. Both ENGL 1301 and ENGL 1302 require peer review and commentary. These peer review sessions require students to listen to peers' critical insights and commentaries about their work, and to respond reflectively in revision.	Yes. Both ENGL 1301 and ENGL 1302 require peer review and commentary. These peer review sessions require students to listen to peers' critical insights and commentaries about their work, and to respond reflectively in revision.	Yes. COMM 1311/1315 students must participate in peer evaluations -- which require careful listening reflection, critical thinking, and a written response – of all speeches.	Yes. MATH 2371, ENGL 2311, and HUM 2301 students participate in peer evaluations - requiring careful listening reflection, critical thinking; submit written responses to writing samples from other students; read the textbook for comprehension; and work problems to demonstrate understanding.
5. To understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument.	Yes. ENGL 1301 requires as its third major assignment, a review essay. Students must support and defend evaluative conclusions about another work (a text, a film, etc.) in the context of an essay adhering to formal technical standards (of source citation, document style, etc.).	Yes. ENGL 1302 requires two argumentative essays: a straightforward argument and a proposal requiring students to apply critical thinking skills, anticipate audience's response, construct well-supported arguments and address the relationship between technical proficiency and effective argument.	Yes. In COMM 1311/1315, the most heavily-weighted speech of the semester is the persuasive speech, which requires successful students to conduct research, anticipate the perspectives (and objections) of audience members, and attend to technical details.	Yes. In MATH 2371, ENGL 2311, and HUM 2301, the instructions are most heavily-weighted on the inclusion of set theory, logic, and properties of numbers at an elementary level based on a foundation of mathematics.
6. To develop the ability to research and write a documented paper and/or to give an oral presentation.	Yes. ENGL 1301 requires research and documentation for at least two of its major assignments (the profile and review essays).	Yes. ENGL 1302 requires research and documentation of nearly all of its major assignments; it requires a thorough annotated bibliography for the ethnographic essay.	Yes. Students who succeed in COMM 1311/1315 cannot do so without delivering the four required speeches, three of which mandate attributed sources.	Yes. Students in MATH 2371, ENGL 2311, and HUM 2301 are required to generate at least three written reports, the majority of which must be based on relevant literature. Students use appropriate software to generate the reports and give a minimum of one oral presentation.

Appendix E – Mathematics (020) Matrix

Mathematics (3 SCH): The objective of the mathematics component is to develop a quantitatively literate college graduate.

Exemplary Educational Objectives	**College Algebra and Above (3 SCH)**	*Additional mathematics courses*
Does this course meet the objective below? What means were employed to make this determination? What types of evidence were used for verification?		
1. To apply arithmetic, algebraic, geometric, higher order thinking, and statistical methods to modeling and solving real world situations.	Yes, Math 1314, College Algebra, applies arithmetic, algebraic, geometric, and higher-order thinking beyond the topic at hand such as summation and solving real-world situations involving sequences and series. An algebraic sum is an algebraic expression in which the terms are connected by the operation of addition. The polynomials, examples of these sums, provide abundant applications throughout college algebra. Problems involving polynomials and others are included in students' homework assignments, quizzes, and exams to allow them to apply their understanding of these mathematical concepts.	N/A
2. To represent and evaluate basic mathematical information verbally, numerically, graphically, and symbolically.	Yes, in MATH 1314 students have opportunities to represent and evaluate basic mathematical information verbally, numerically, graphically, and symbolically while covering coordinates and graphs of functions in many dimensions. Pólya's four-step process provides necessary steps for problem-solving: understanding the problem, devising a plan, carrying out the plan, and looking back. Word problems require that students first change to the mathematical version of the problem into mathematical symbols. Students are then expected to obtain solutions and explain the solution in relationship to the original problem. This practice provides students an opportunity to represent and evaluate mathematical information verbally, numerically, graphically, and symbolically as they attempt to solve these problems.	N/A
3. To expand mathematical reasoning skills and formal logic to develop convincing mathematical arguments.	Yes, Math 1314 enables students to expand their mathematical reasoning skills and logic to help them develop convincing mathematical arguments needed for further expansion of the relevant topics. Accomplishing this goal requires that students understand mathematical concepts, procedures, and processes, and to use a variety of strategies to support meaningful learning. Students conduct small research inquiries which allow them to apply mathematical reasoning. Students will be able to discuss mathematics with others, reflecting and clarifying individual thinking about mathematical outcomes thus, making convincing arguments and informed decisions.	N/A

4. To use appropriate technology to enhance mathematical thinking and understanding to solve mathematical problems and judge the reasonableness of the results.	Yes, MATH 1314 incorporates the use of appropriate technology such as graphing calculators and computer software to enhance students' mathematical thinking and understanding to solve mathematical problems and judge the reasonableness of the results at all levels of the course. Technology is used throughout the course to demonstrate and emphasize the connections between mathematics and applications. Mathematical modeling and practical application problems using computer software and graphing calculators are used to illustrate the use of and connections between the concepts learned. Math labs provide students with actual data collection and analysis opportunities.	N/A
5. To interpret mathematical models such as formulas, graphs, tables and schematics, and draw inferences from them.	Yes, students interpret mathematical models such as formulas, graphs, tables, and schematics, and draw necessary inferences to be derived from them. Formulas, graphs, tables, and schematics are usually employed when students are drawing inferences in any modeling activity. Having students construct suitable mathematical models allows them to solve problems involving percents, perimeter, area, uniform motion, mixture, and work.	N/A
6. To recognize the limitations of mathematical and statistical models.	Yes, Math 1314 enables students to recognize the limitations of mathematical modeling with linear, polynomial, exponential, and logarithmic functions. In mathematics, an extraneous solution represents a solution that emerges from the process of solving the problem, but is not a valid solution to the original problem. A missing solution is a solution that was a valid solution to the original problem, but disappeared during the process of solving the problem. Both frequently occur for some or all values of the variables in making the mathematical arguments. Physical situations and limitations can eliminate these solutions.	Math 1342 Introductory Statistics allows students to recognize the limitations of mathematical and statistical models. Students will be able to learn to organize and summarize data as a way to study descriptive statistics and to find the probability of a compound event and the conditional probability of an event. For example, an Excel assignment will be used as a supplemental activity to help students understand linear functions.
7. To develop the view that mathematics is an evolving discipline, interrelated with human culture, and understand its connections to other disciplines.	Yes, the course MATH 1314 is intended to help students develop the view that mathematics is an evolving discipline that has many applications, is interrelated with human culture, and has connections to other disciplines such as biology, finance, economics, and the social sciences. It draws on the student's general background in mathematics to construct models for problems arising from such diverse areas as the physical sciences, life sciences, political science, economics, and computation. Emphasis is placed on the design, analysis, accuracy, and appropriateness of a model for a problem. Students are also required to explain the relationship of their model to the problem.	Math 1324 Business Mathematics I- students are able to set up and solve problems involving simple and compound interest, as well as future and present value of an annuity.

Appendix F – Natural Sciences (030) Matrix

Natural Sciences (030): The objective of the study of a natural sciences is to enable the student to understand, construct, and evaluate relationships in the natural sciences, and to enable the student to understand the bases for building and testing theories.

Exemplary Educational Objectives	**Natural Science Core: ASTR 1311/1111, ASTR 1312/1112, BIOL 1370/1170, BIOL 1406. BIOL 1411, BIO 1413, BIOL 1470, BIOL 1471, BIOL 2401, BIOL 2402, CHEM 1370/1170, CHEM 1400, CHEM 1406, CHEM 1411, CHEM 1412, EPSC 1370/1170, EPSC 2401, GEOL 1303/1103, GEOL 1305/1105, PHYS 1301/1101, PHYS 1302/1102, PHYS 1370/1170, PHYS 2325/2125, PHYS 2326/2126**
Do these courses meet the objective below? What means were employed to make this determination? What types of evidence were used for verification?	
1. To understand and apply method and appropriate technology to the study of natural sciences.	Yes. Students are instructed in course-appropriate methods and exposed to applicable technology. Means of assessment include pre- and post-testing or embedded questions on comprehensive final exams or successful completion of lab practicals. Evidence includes a tabulation of student responses.
2. To recognize scientific and quantitative methods and the differences between these approaches and other methods of inquiry and to communicate findings, analyses, and interpretation both orally and in writing.	Yes. Students are required to think analytically and to use quantitative methods in problem solving. Means of assessment include pre- and post-testing or embedded questions on comprehensive final exams that test students' critical thinking skills. Course appropriate oral components may be assessed in the lecture or lab settings. Evidence includes a tabulation of student responses.
3. To identify and recognize the differences among competing scientific theories.	Yes. Students are provided with the necessary tools to identify the underlying assumptions and limitations inherent in a scientific theory. Means of assessment include pre- and post-testing or embedded questions on comprehensive final exams or successful completion of lab practicals. Evidence includes a tabulation of student responses.
4. To demonstrate knowledge of the major issues and problems facing modern science, including issues that touch upon ethics, values, and public policies.	Yes. Students are prepared to deal with current issues and problems by first introducing the basic scientific principles, then requiring that students make the connections between the scientific principles and current issues and problems. Means of assessment include pre- and post-testing or embedded questions on comprehensive final exams or successful completion of lab practicals. Evidence includes a tabulation of student responses.
5. To demonstrate knowledge of the interdependence of science and technology and their influence on, and contribution to, modern culture.	Yes. Scientific applications are discussed in the context of technology, and its relation to modern society. Means of assessment include pre- and post-testing or embedded questions on comprehensive final exams or successful completion of lab practicals. Evidence includes a tabulation of student responses.

Appendix G – Humanities (other 040) Matrix

The objective of the humanities and visual and performing arts is to expand students' knowledge of the human condition and human cultures, especially in relation to behaviors, ideas, and values expressed in works of human imagination and thought. Through study in disciplines such as literature, philosophy, and the visual and performing arts, students will engage in critical analysis, form aesthetic judgments, and develop an appreciation of the arts and humanities as fundamental to the health and survival of any society. Students should have experiences in both the arts and humanities.

Exemplary Educational Objectives	**ENGL 2322, 2323, 2327, 2328, 2332, 2333 (Literature Survey Courses).**
Do these courses meet the objective below? What means were employed to make this determination? What types of evidence were used for verification?	
1. To demonstrate awareness of the scope and variety of works in the arts and humanities.	Yes. Though each literature survey course has its framework ("British Literature to the Romantics," for example, or "American Literature from the Civil War to the Present"), a broad spectrum of literary work is addressed, written by a wide range of authors in an equally wide range of genres and styles. This objective is measured through reading quizzes, testing, and writing assignments.
2. To understand those works as expressions of individual and human values within an historical and social context.	Yes. Students read and discuss works with an understanding – provided by their texts and by lectures and discussions -- of the historical social context in which they were produced. In papers and essay examinations, students are expected to articulate this understanding.
3. To respond critically to works in the arts and humanities.	Yes. Regular class meetings are at least partially devoted to discussion of literary works, and students are expected to articulate and support responses to the work.
4. To engage in the creative process or interpretive performance and comprehend the physical and intellectual demands required of the author or visual or performing artist.	No.
5. To articulate an informed personal reaction to works in the arts and humanities.	Yes. Students are expected to participate in class discussions and share their personal reactions to literature and criticism.
6. To develop an appreciation for the aesthetic principles that guide or govern the humanities and arts.	Yes. Students read from a wide variety of literary texts and are introduced to (and must write about) the aesthetic elements of these.

Appendix H – Visual and Performing Arts (050) Matrix

The objective of the humanities and visual and performing arts is to expand students' knowledge of the human condition and human cultures, especially in relation to behaviors, ideas, and values expressed in works of human imagination and thought. Through study in disciplines such as literature, philosophy, and the visual and performing arts, students will engage in critical analysis, form aesthetic judgments, and develop an appreciation of the arts and humanities as fundamental to the health and survival of any society. Students should have experiences in both the arts and humanities.

Exemplary Educational Objectives	**ARTS *1301, 1303, 1304, ^1316, #2317, 2323, 2326, 2356.**	**DANC 1349, 1350, 1351, 1352, 2303, 2349, 2350, 2351, 2352.**	**MUAP 1113, 1213.**	**MUEN 1130, 1133, 1137, 1140, 1143, 1150, 1160.**	**MUSI 1301, 1306, 1310.**	**ENGL 2307.**
Do these courses meet the objective below? What means were employed to make this determination? What types of evidence were used for verification?						
1. To demonstrate awareness of the scope and variety of works in the arts and humanities.	Yes. ARTS*-via student discussions in class, quizzes, essay exams. ARTS^ / ARTS# via museum or gallery reports. Verification by student grades; via QEP process in ARTS* and program assessment in ARTS^.	Yes. Via in class discussions, quizzes, written essays, viewing of live and recorded performance and subsequent critique, and participation in discipline specific conference.	Yes. MUAP classes are one to one sessions that allow the student to learn musical works from all genres. This is accomplished via rehearsal and a final performance for a panel of jurors.	Yes. MUEN classes rehearse and perform works from different styles and periods. This is accomplished via rehearsal and a final performance for a panel of jurors.	Yes. MUSI lecture classes cover historical aspects of music from different styles and periods. Accomplished via cognitive, aural and visual examinations.	Yes. ENGL 2307, as an introduction to Creative Writing, naturally engages students in reading works in a variety of genres and from a variety of cultures.
2. To understand those works s expressions of individual and human values within an historical and social context.	Yes. ARTS*-via student discussions in class, quizzes, essay exams. ARTS^ and ARTS#- via museum or gallery reports. Verification by student grades; also	Yes. Via individual choreographic and performance opportunities as well as in class discussion, written critiques and reports, and exposure to live and recorded	Yes. MUAP classes require not only the musical performance ability to execute a selected piece, but also the understanding of the historical and social context in	Yes. MUEN classes require the student to successfully execute a piece of music and also the understanding of the historical and social context in which the composer developed such work.	Yes. MUSI class students are exposed to the aesthetic works and expressions that are connected to the historical and social context of the musical period so that the students	Yes. Works – those aforementioned as well as those created by students – are subject to reflection and discussion focused on the conditions and contexts of their

	via QEP process in ARTS* and program assessment in ARTS^.	performance.	which the composer developed such work. Assessment will be accomplished via Jury evaluation.	Assessment will be accomplished via final semester performance.	understand the musical works of a composer and/or a musical period. Assessment is accomplished via cognitive, aural and visual examinations.	creation. Short essays and course discussion constitute assessment of this objective.
3. To respond critically to works in the arts and humanities.	Yes. ARTS#-via student critiques, both oral and written often given and received at student level; museum or gallery reports are often required; ARTS^ - Self critiques are assigned as part of program assessment. Verification by success in having one's work selected by external jurors for inclusion in student gallery exhibits (done in ARTS#) results from refinement and improvement of one's work that is often an outgrowth of/response to the critique process carried out in ARTS#.	Yes. Via students critiques both written and oral, observation and critique of live and recorded performances; self critique of student inspired works, participation in state, regional and national discipline specific conferences and selection of student work for adjudicated performance.	Yes. MUAP students respond critically during their classes via performing and/ or discussion of the works assigned during their applied lessons. The assessment of such critical work is done through the critique report of the jury panels.	Yes. MUEN students have the opportunity to discuss the repertoire with their instructors in a critical manner during any given session. The assessment of such critical work is done through their semester and/or annual ensemble performances.	Yes. MUSI students are required to critique the historical music works either via written or oral examinations. These critiques are often part of their final examination.	Yes. Students are expected to develop and use – orally and in writing – a critical vocabulary for the discussion of all genres of literary expression.
4. To engage in the creative	Yes. ARTS#-via student critiques,	Yes. Via student inspired works,	Yes. MUAP students are actively	Yes. MUEN students actively	Yes. MUSI students are engaged in such	Yes. All students are required to produce

process or interpretive performance and comprehend the physical and intellectual demands required of the author or visual or performing artist.	both oral and written given and received at student level; museum or gallery reports are required; ARTS^ - Self critiques are assigned as part of program assessment. Also (a): quizzes on techniques and materials in ARTS#; (b): ARTS^ gives focused introduction to creative process via drawing exercises and quizzes on tests and materials. Verifi-cation by success in having one's work selected by external jurors for inclusion in student gallery exhibits (done in ARTS#) results from refinement and improvement of one's work that is an outgrowth of response to the critique process in ARTS# and via Program assessment administered to students in ARTS^ and ARTS#.	which allow for self expression as interpretive choreography, exposure to performances and master classes by professional companies and artists and subsequent discussion and critique.	engaged in the composer's Creative process and they understand the aesthetic and physical demand of the performing artist. MUAP students are engaged in such experiences throughout countless hours of rehearsal and ultimately in performance at either a panel jury or a music convocation.	engage in composer's creative process and understand the aesthetic and physical demands of the performing artist. MUEN students are engaged in such experiences throughout countless hours of rehearsal and ultimately in performance at a formal concert.	experiences by listening to the works of the composers and/or periods discussed during class. Frequently reviews and critiques are required as part of the program assessment.	literary work in a variety of genres. These are subject to workshop discussions by other students and evaluation by faculty.
5. To articulate an informed	Yes. Same as 1, 2 and 3. In ARTS#,	Yes. Via research and reporting on	Yes. MUAP students are	Yes. MUEN students are	Yes. MUSI students are required to	Yes. Among the required

personal reaction to works in the arts and humanities.	students do research on individual artists of their choosing as part of the assessment on the sketchbook they are required to turn in; more engagement with this research generally leads to a better assessment on the sketchbook component of the course.	particular genres of dance, historical tracking of dance and on individual professionals in the field. Also through discussion and critique of live and recorded performance.	required to create a written report of their reaction to the works discussed during sessions, including the background and historical aspect of a musical composition and/or musical style. Assessment will be accomplished via evaluation.	required to orally respond to works and/or musical compositions assigned, including the background and historical aspect of a musical composition and/or musical style. Assessment is accomplished via evaluation.	report via written or oral examinations the works, composers and/or musical historical periods assigned, including the background and historical aspect of a musical composition and/or musical style. Assessment is accomplished via evaluation.	student work in the course is clear, supported feedback to other writers in the class.
6. To develop an appreciation for the aesthetic principles that guide or govern the humanities and arts.	Yes. Same as 5.	Yes. Via a compilation of all methods listed previously.	Yes. Via Objectives 1-4	Yes. Via Objectives 1-4	Yes. Via Objectives 1-4	Yes. Through the creation and discussion of those works for class.

Appendix I – Social and Behavioral Science (060, 070, 080) Matrix

The objective of a social and behavioral science component is to increase students' knowledge of how social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events and ideas. Such knowledge will better equip students to understand themselves and the roles they play in addressing the issues facing humanity.

Exemplary Educational Objectives	**HIST 1301 and HIST 1302 (6 SCH) (060)**	**PSCI 2305 and PSCI 2306 (6 SCH) (070)**	**Social and Behavioral Science (3 SCH) (080)** ANTH, CRIJ, ECO, EOG, HIST, HUM, PHIL, PSCI, PSYC, SOCI, SOCW, or URBS.	**Social and Behavioral Science (3 SCH) (080)** ANTH, CRIJ, ECO, EOG, HIST, HUM, PHIL, PSCI, PSYC, SOCI, SOCW, or URBS.	**ECO 2301/2302 (3 SCH) (080)**
Do these courses meet the objective below? What means were employed to make this determination? What types of evidence were used for verification?					
1. To employ the appropriate methods, technologies, and data that social and behavioral scientists use to investigate the human condition.	No. HIST 1301 and 1302 do not require that students actually conduct research or data collection.	**No.** PSCI 2305 and 2306 do not require that students actually conduct research or data collection.	Yes. GEOG 1303 (Physical Geography) requires several small projects investigating specific aspects of physical geography in which students collect and analyze quantitative and qualitative data from a variety of sources. Evaluation comes through assessing the quality of the projects and from periodic exams.	Yes. ANTH 2346 (Introduction to Anthropology) requires several projects investi-gating specific aspects of human nature in which students collect and analyze qualitative data based on their own social science field-work. Evaluation through assessing the quality of the projects and periodic exams.	Yes. Students are instructed about appropriate theories and exposed to relevant economic issues. Means of assessment include questions at the beginning and end of the semester regard-ing their applications to daily economic phenomena. Evidence is from assessment results.
2. To examine social institutions and processes across a range of historical periods, social structures, and cultures.	Yes. HIST 1301 and 1302 examine issues such as religion, education, slavery and Jim Crow, immigration, industrialization, and	Yes**.** PSCI 2305 and 2306 examine issues of political communication, the media, the branches of government and public opinion. Evaluation of is through periodical tests	Yes. GEOG 1303 examines the major regions of the world by focusing on the natural environment, population and settlement, political geography, cultural	Yes. ANTH 2302 (Intro to Archaeology) and ANTH 2346 use standard anthro-pological approaches by being cross-cultural, comparative, and based	Yes. Students analytically examine past and current economic problems and their future implications. Students are assessed

	urbanization over the span of U.S. history from 1492 to the present. Evaluation is through pre- and post-testing of students in 1301 and 1302.	and exercises given to students.	geography, and economic and social development in each region. Evaluation of is through periodic map quizzes and exams.	on the concept that human processes evolve over time. ANTH 2302 students trace the development of human communities and civilizations from pre-history to the recent past, in cultures from Mesopotamia to Texas. ANTH 2346, students focus on human universals and how the range of human variation developed over time and in environments throughout the world. Evaluation is through periodic exams, exercises and written assignments.	through questions given at the beginning and end of the semester that test students' critical thinking skills. Evidence is from assessment results.
3. To use and critique alternative explanatory systems or theories.	Yes. HIST 1301 and 1302 students exercise their ability to see different sides of issues from the U.S. past, such as the arguments on both sides of the Civil War. Pre- and post-testing of students in both semesters. establishes the evidence.	Yes. PSCI 2305 and 2306 students are asked to exercise their ability to examine and understand different political issues from different angles. Evaluation of this point comes through periodic tests and exercises.	Yes. GEOG 1303 students are asked to exercise their ability to examine and understand regions of the world from different perspectives. Evaluation comes from periodic assessment.	Yes. ANTH 2302 and ANTH 2346 students compare competing models of evolutionary and cultural theory in the development of human communities and customs. Evaluation comes through periodic exams, exercises and written assignments.	Yes. Students are provided with basic tools to identify the underlying assumptions and limitations inherent in an economic theory. Assessed through questions at the beginning and end of the semester. Evidence is from assessment results.

4. To develop and communicate explanations or solutions for contemporary social issues.	Yes. One aim of U.S. history is to explain where we have been as a nation in order to facilitate under-standing of the present. Examples: discussions of slavery, Indian removal, and discrimination against women as a way of under-standing current race, class, and gender dynamics. Verification is available via course syllabi and pre- and post-testing for both HIST 1301 and 1302, which include a component of social history.	Yes. One of the aims of politics and government courses is to explain and for the students to understand how to solve the major issues facing our country and to deal with the changes facing our people. Evaluation of this point comes through periodic tests and exercises.	Yes. One of the aims of Geography is that students demonstrate a firm grasp of geographic concepts and theories used to explain world patterns and distributions of the natural environment, population, culture, and economic and social development around the world. Students are also expected to interpret quantitative indicators of economic development.	Yes. ANTH 2302 and ANTH 2346 students compare competing models of evolutionary and cultural theory in the development of human communities and customs and test those models on current and, usually, controversial issues in the world today. Evaluation comes through periodic exams, exercises and written assignments	Yes. Students are able to explain current issues and problems based on basic economic theories and assumptions. Means of assessment include a writing sample dealing with the relevance of course content to current issues. Evidence is from assessment results.
5. To analyze the effects of historical, social, political, economic, cultural and global forces on the area under study.	Yes. HIST 1301 and 1302 bring together social, political, economic, and global issues in order to explain the complicated past of our nation. Lectures include material that references current	Yes**.** In PSCI 2305 and 2306 the effects of historical, social, political, economic, cultural and global forces are analyzed in relation to the American system. Evaluation of this point comes through periodical tests, term papers, and	Yes. GEOG 1303 is an interdisciplinary course that focuses on the natural environment, population characteristics, and patterns of rural and urban settlement, political geography, cultural geography, and economic development in each	Yes. ANTH 2302 and ANTH 2346 use the traditional holistic, interdisciplinary, and comparative approaches of classic anthropology to study human nature. ANTH 2302 applies this approach to the past. ANTH 2346	Not quite. Students are offered a set of primary analytical tools to understand how economic agents behave. Yet, it is overreaching to assume that it allows them to analyze the complexities of the

	events as a means of increasing student comprehension. Pre- and post-testing allows tracking of student performance in this area.	exercises.	region. The forces of globalization are particularly emphasized in the discussion of each world region.	applies it more broadly to both the past and present, with an emphasis on human ecology. Evaluation comes through periodic exams and writing assignments.	underlying global forces. Means of assessment include questions at the beginning and end of the semester regard-ing their applications to daily economic phenomena. Evi-dence is from assessment results.
6. To comprehend the origins and evolution of U. S. and Texas political systems, with a focus on the growth of political institutions, the constitutions of the U. S. and Texas, federalism, civil liberties, and civil and human rights.	Yes. While there is no particular focus on Texas during HIST 1301 and 1302, a significant portion of both classes involves the development of U.S. political institutions and the challenges they have faced over the centuries. Pre- and post-testing contain elements that particularly address these issues.	Yes**,** one of the PSCI 2305 and 2306 objectives is to enable students to comprehend the origins and evolution of U. S. and Texas political systems, with a focus on the growth of political institutions, the constitutions of the U. S. and Texas, federalism, civil liberties, and civil and human rights. Evaluation of this point comes through periodic tests, term papers, and exercises.	Yes. There is no particular emphasis on Texas in GEOG 1303, but the evolution of political systems in the U.S. and each world region is emphasized from pres-history to the present. Evaluation of this point comes through periodic exams.	No.	N.A.
7. To understand the evolution and current role of the U. S. in the world.	Yes. U.S. history necessarily involves the incorporation of information about much of the rest of the world, from colonization to	Yes**.** Another objective of PSCI 2305 and 2306 is to understand the evolution and current role of the U. S. in the world. Evaluation of this point comes through periodic	Yes. GEOG 1303 looks at each major region of the world, including North America. The role of the U.S. in the world and its impact on a regional and global scale	Not specifically, although as students apply various theoretical models to cultures around the world, they compare those with the U.S. The	Not quite. Students are offered a set of analytical tools to determine the role of the U.S. in the global economy. Yet, it is overly optimistic to assume that it allows

	isolation to World Wars and the Cold War. A specific segment of pre- and post-testing addresses this particular element.	tests, term papers, and exercises.	is addressed. Evaluation of this point comes from periodic testing.	emphasis, however, is on other cultures.	them to fully analyze the underlying global forces. Means of assessment include questions given at the beginning and end of the semester regard-ing their applications to daily economic phenomena. Evidence is provided from assessment results.
8. To differentiate and analyze historical evidence (documentary and statistical) and differing points of view.	Yes. HIST 1301 and 1302 teach students that history is a matter of interpretation as much as fact, and they are called upon in a variety of essay-writing formats to address issues as complex as whether or not the U.S. should have used the atomic bomb during World War II.	Yes**,** Another objective of PSCI 2305 and 2306 is to differentiate and analyze historical evidence (documentary and statistical) and differing points of view. Evaluation of this point comes through periodic tests, term papers, and exercises.	Yes. GEOG 1303 focus on the historical geography of each major world region. Historical evidence (documentary and statistical) and differing points of view are address in the discussion of each regional. Evaluation of this point comes through periodic testing.	Yes. While the focus is on prehistory, ANTH 2302 traces the devel-opment of humans and their communities up to the recent past. Strong interpretive nature of archaeology is stressed, and students are given exercises in which they must use a variety of approaches to interpret prehistoric and historic evidence. Evaluation through exercises and periodic exams.	Yes. Students are given the concepts to qualitatively and quantitatively explore the influence of economic trends. Means of assessment include questions given at the beginning and end of the semester regarding their applications to daily economic phenomena. Evidence is provided from assessment results.
9. To recognize and apply reasonable criteria for the acceptability of historical evidence and social research.	Yes. Students in HIST 1301 and 1302 are asked to make judgments on the believability of various forms of primary evidence,	Yes**.** Another objective of PSCI 2305 and 2306 is to enable students to recognize and apply reasonable criteria for the acceptability of historical evidence and social	Yes. Students in GEOG 1303are expected to recognize the reliability of historical sources and social research. Evaluation of this point comes from periodic	Yes. ANTH 2302 and ANTH 2346 students are asked to make judgments on the acceptability of various forms of historical evidence and social	Yes. Students are equipped with the basic tools to objectively understand the past and consequences of economic events. Means of assessment include questions

	such as conflicting reports of the Boston Massacre. Course examinations as well as pre- and post-testing help establish this point.	research. Evaluation of this point comes through periodic tests, term papers, and exercises.	testing.	research-from excavated archaeo-logical artifacts to ancient texts to oral histories to modern newspaper accounts. Evaluation through periodic exams, exercises and written assignments.	given at the beginning and end of the semester regarding their applications to daily economic phenomena. Evidence is provided from assessment results.
10. To analyze critically, assess, and develop creative solutions to public policy problems.	Not specifically, though background in the historical past allows for a more thorough analysis of such issues.	Yes**,** Another objective of PSCI 2305 and 2306 is to analyze critically, assess, and develop creative solutions to public policy problems. Evaluation of this point comes through periodic tests, term papers, and exercises.	Not specifically, but students are expected to discuss and analyze creative solutions to political problems around the world. Evaluation of this point comes through periodic testing.	No.	Yes. Students are able to intelligently discuss economic issues. Means of assessment include questions at the beginning and end of the semester regard-ing their applications to daily economic phenomena. Evidence is provided from assessment results.
11. To recognize and assume one's responsibility as a citizen in a democratic society by learning to think for oneself, by engaging in public discourse, and by obtaining information through the news media and other appropriate information sources about politics and public policy.	No. While U.S. history helps students understand the importance of citizenship, the emphasis in these courses is on the past rather than the present.	Yes**,** Another objective of PSCI 2305 and 2306 is to recognize and assume one's responsibility as a citizen in a democratic society by learning to think for oneself, by engaging in public discourse, and by obtaining information through the news media and other appropriate information sources about	Yes. Student responsibility as citizens in a democratic society is emphasized. The role of the U.S. around the world is discussed along with the student's responsi-bility to become involved in public discourse and obtaining their informa-tion from a variety of sources. For example, the role students played	Yes. Students are taught to think for themselves in that they are required to compare other models of human beliefs and behaviors against that of their own culture and to explain why and how the differences occur. Nearly every exam in ANTH 2302 and ANTH 2346 includes	Not quite. Students partially obtain analytical tools that assist them to become better informed citizens. Means of assessment include questions given at the beginning and end of the semester regarding their applications to daily economic phenomena. Evidence is provided

		politics. Evaluation of this point comes through periodic tests, term papers, and exercises.	promoting disinvestment from South Africa is discussed. Evaluation through periodic tests.	questions that address this issue.	from assessment results.
12. To identify and understand differences and commonalities within diverse cultures.	Yes. U.S. history is the story of wildly diverse people working both with and against one another to form one nation, a point that both HIST 1301 and 1302 stress. Pre- and post-testing emphasizes this diverse nature of the American nation.	Yes**,** Another objective of PSCI 2305 and 2306 is to identify and understand differences and commonalities within diverse cultures. Evaluation of this point comes through periodic tests, term papers, and exercises given to students.	Yes. One of the objectives of GEOG 1303 is that students understand the interrelationships among people and their environments, the increasing interconnectedness of the world through forces of globalization, and the persistence of geographic diversity and difference. Evaluation of this point comes through periodic testing.	Yes. As beginning courses in anthro-pology, both ANTH 2302 and ANTH 2346 fulfill the purpose of the discipline, which is to determine what is universal in human beings and to under-stand the circumstances that bring about differences. Evaluation through exercises, periodic exams and written assignments.	No. Students are offered an introductory set of economic tools. However, such a set is clearly insufficient to let them find out and disaggregate cultural elements. Means of assessment include questions at the beginning and end of the semester regarding their applications to daily economic phenomena. Evidence is provided from assessment results.

Appendix J –Behavioral Science (080) Matrix

The objective of a social and behavioral science component is to increase students' knowledge of how social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events and ideas. Such knowledge will better quip students to understand themselves and the roles they play in addressing the issues facing humanity.

Exemplary Educational Objectives	**PSYC 2301, SOCI 1301, SOCI 1306, CRIJ 1301**.
Do these courses meet the objectives below? What means were employed to make this determination? What types of evidence were used for verification?	
1. To employ the appropriate methods, technologies, and data that social and behavioral scientists use to investigate the human condition.	Yes. Students are exposed to concepts, perspectives, and methodologies to study social phenomena and psychological behavior (CRIJ, PSYC, & SOCI). Means of assessment include class projects (e.g. SOCI 1301; social analysis of advertisements and movies), and written tests regarding the application of these concepts, perspectives, and methodologies to everyday life and currents events. Evidence is provided by students' scores.
2. To examine social institutions and processes across a range of historical periods, social structures, and cultures.	Yes. Students have the opportunity to analytically examine past and present social conditions, cross-cultural problems and their future implications in the continuous evolution of human behavior (CRIJ, SOCI). Means of assessment include a series of questions given both at the beginning and end of the semester in the lecture section that test students' critical thinking skills. Evidence is provided by their score results.
3. To use and critique alternative explanatory systems or theories.	Yes. Students are exposed to basic theoretical approaches (CRIJ, PSYC, SOCI) relevant to understanding and explaining psychological and sociological behavior. Students compare and contrast among different theories and perspectives, and are presented contemporaneous views that challenge traditional perspectives (PSYCH). Means of assessment include a series of questions given both at the beginning and end of the semester in the lecture section. Evidence is provided by their score results.
4. To develop and communicate explanations or solutions for contemporary social issues.	Yes. Students are able to gain competency and skills in explaining current issues and social problems based on sociological theories and perspectives (CRIJ, SOCI). Means of assessment include a writing sample dealing with the relevance of course content to current issues. Evidence is provided by their score results.
5. To analyze the effects of historical, social, political, economic, cultural and global forces on the area under study.	CRIJ and SOCI students are provided with the basic set of interdisciplinary analytical tools to understand the sociological context in which humans interact and behave given the constraints imposed by our society. Means of assessment includes written and objective tests given at the end of the semester. Evidence is provided by their score results.
6. To comprehend the origins and evolution of U.S. and Texas political systems, with a focus on the growth of political institutions, the constitutions of the U.S. and Texas, federalism, civil liberties, and civil and human rights.	Yes. Students in CRIJ are exposed to judicial procedures of the U.S. Constitution and addresses specifics issues related to the Bill of Rights. Evidence is provided by student's test score results.
7. To understand the evolution and current role of the U.S. in the world.	Yes. Students in CRIJ are exposed to how the United States and its criminal justice system evolved from influences of other world judicial systems. Students in SOCI are exposed to perspectives,

	theories, and issues regarding social change, international development, and globalization. SOCI students are introduced to the role of the U.S. as a social and cultural force, and political and economic power in contemporary global system through its impact on mass media, and international financial and economic institutions (e.g. United Nations, World Bank, International Monetary Fund, and the World Trade Organization). Evidence is provided by students' scores in written tests.
8. To differentiate and analyze historical evidence (documentary and statistical) and differing points of view.	Yes. Students are exposed to analytical and methodological tools such as logic, statistical techniques, and the scientific method (CRIJ, PSYC, SOCI), to critically assess, systematically evaluate, and ultimately become well-informed consumers of science and of information in general. Means of assessment includes written and objective tests given at the end of the semester. Evidence is provided by their score results.
9. To recognize and apply reasonable criteria for the acceptability of historical evidence and social research.	Yes. CRIJ, SOCI, and PSYC students are exposed to the basic scientific tools to objectively examine past social behavioral research employing psychological and sociological perspectives. Means of assessment includes written and objective tests given at the end of the semester. Evidence is provided by their score results.
10. To analyze critically, assess and develop creative solutions to public policy problems.	Yes. CRIJ students are provided with an overview of the US criminal justice system with a focus on decision points and administrative practices in police, criminal court and correctional bureaucracies. Means of assessment includes written and objective tests given at the end of the semester. Evidence is provided by their score results.
11. To recognize and assume one's responsibility as a citizen in a democratic society by learning to think for oneself, by engaging in public discourse, and by obtaining information through the news media and other appropriate information sources about politics and public policy.	Yes. Students are exposed to current issues and debates, taught to think critically, and learn analytical tools that help them become better informed citizens and consumers of information (CRIJ, SOCI, PSYC). Means of assessment includes written and objective tests given at the end of the semester. Evidence is provided by their score results.
12. To identify and understand differences and commonalities within diverse cultures.	SOCI exposes students to the study of the cultural and social basis of human behavior, and the impact of gender, race/ethnicity, religion, and class on social, economic, political, and technological inequality. Means of assessment includes written and objective tests given at the end of the semester. Evidence is provided by their score results.

Appendix K –Institutional Option: Activity/Wellness (090) Matrix

The objective of the activity / wellness component is to discuss health issues relevant to students which include mental health, stress, fitness, weight control, use and abuse of drugs, human sexuality, communicable and infectious diseases, environmental and consumer health.

Exemplary Educational Objectives	EDFS 1152, EDFS 1101, EDFS 1111, EDFS 1130, EDFS 1143, EDFS 1104	EDFS 1173	DANC 1131, 1132, 2131, 2132, 1241, 1242, 2241, 2242, 1247, 1248, 2247, 2248, 1210, 1211, 2210, 2211, 1351, 1352, 2351, 2352, 1349, 1350, 2349, 2350	MUEN 1137
Do these courses meet the objective below? What means were employed to make this determination? What types of evidence were used for verification?				
1. Explain the importance of a holistic approach to health and wellness.	Yes. Exams, presentations, performance on physical fitness tests, class assignments, provide evidence to document the accomplishment of this objective. EDFS 1152 Health & Wellness, EDFS 1101, 1111, 1130, 1143, 1104	Yes. Evidence of this is demonstrated by the athlete's physical performance, demonstrated understanding of nutritional needs, and overall holistic approach to their life as an athlete.	Yes. Via textbook readings, in-class discussions, quizzes, written essays, presentations, and examinations. Classes are structured to examine the "bigger picture" of health and wellness.	Yes. Via in class discussions, written essays, and presentations.
2. Evaluate lifestyle factors that improve health and longevity.	Yes. Exams, presentations, class assignments and activities involving different ways for coping with emotional situations and stress, and the overall grade earned in the course provide evidence that the objective has been met. EDFS 1152, 1101, 1111, 1130, 1143, 1104	Yes. Athletes are instructed and monitored concerning their emotional health and stress. Students monitor their nutrition and receive instruction on healthy choices. Their keen understanding of how lifelong exercise improves overall health is evident in how they conduct themselves when not being supervised. They continue workouts and positive approach to overall health on their own time.	Yes. Via textbook readings, in-class discussions, quizzes, written essays, presentations, examinations, and ultimately through students' grades. The importance of physical activity as a lifetime activity is a component of these classes.	Yes. Via in class discussions, written essays, presentations, and ultimately through students grades. The importance of physical activity as a lifetime activity is a component of these classes.

3. Analyze and assess psychological and sociological health related components of fitness.	Yes. Exams, presentations, class assignments, performing on physical fitness testing, the overall grade earned in the course provide evidence the objective has been met. EDFS 1152, 1101, 1111, 1130, 1143, 1104	Yes. Presentations and class assignments, strategies for healthy nutrition and weight management provide evidence of this objective being met. Programming is provided on healthy relationships, values clarification, communication skills and self-esteem.	Yes. Via textbook readings, in-class discussions, quizzes, written essays, presentations, and examinations. The correlation between an active lifestyle and good mental and emotional health is a component of these classes.	Yes. Via in class discussions, quizzes, written essays, presentations, and examinations. The correlation between an active lifestyle and good mental and emotional health is a component of these classes.
4. Develop a personal wellness lifestyle plan	Yes. Exams, presentations, class assignments, performance on physical fitness testing and the overall grade earned in the course provide evidence the objective has been met. Students' performance in the course will be influenced, in part, by their participation in lectures involving the dangers of tobacco and other drugs delivered by experts in the field e.g. doctors, counselors, city health professionals, and other qualified individuals. EDFS 1152, 1101, 1111, 1130, 1143, 1104	Yes. Programming is required for all athletes on the NCAA Drug Free Sport program and all athletes are required to voluntary random drug testing. Athletic Trainers and Team Doctors provide information on substance abuse and healthy lifestyles. Coaches provide ongoing instruction in personal wellness. Athletes are monitored more closely in these areas than the general student population. Their behaviors and demonstrated lifestyles provide evidence of these objectives being met.	Yes. Via textbook readings, in-class discussions, quizzes, written essays, presentations, and examinations. The importance of an active lifestyle that extends beyond the academic semester is a component of these classes.	Yes. Via in class discussions, quizzes, written essays, presentations, and examinations. The importance of an active lifestyle that extends beyond the academic semester is a component of these classes.