Recommendations of the GEO Forum: General Education Core Curriculum, Basic Intellectual Competencies in the Core Curriculum, Core Area Exemplary Educational Objectives, and Additional Recommendations

Prepared by the
General Education Outcomes (GEO) Forum
Collin County Community College District

May 13, 2003

GEO Forum Members

Veronica Chavez, M.P.A.	Business & Computer Science Division
Chip Galloway, M.S.	Mathematics & Natural Sciences Division
Jean Helgeson, M.A.	Mathematics & Natural Sciences Division
Joan Jenkins, Ph.D.	Social Sciences, Health & Public Services Division
Joan Kennedy, Ph.D.	Communications & Humanities Division
Ralph Long, M.S.	Communications & Humanities Division
Sherry Schumann, M.Ed.	Mathematics & Natural Sciences Division
Betty Siber, M.A.	Fine Arts Division
Bill Slater, M.S.	Business & Computer Science Division
Debra St. John, Ph.D.	Social Sciences, Health & Public Services Division
Pam Gaiter, M.A. (Co-Chair)	Social Sciences, Health & Public Services Division
Tom Martin, Ph.D. (Co-Chair)	Instructional Administration

Deans with Core Curriculum Oversight Responsibility

Tom Chesney, Ph.D.	Communications & Humanities Division
Gaye Cooksey, B.F.A.	Fine Arts Division
Gary Hodge, M.A.	Social Sciences, Health & Public Services Division
Cameron Neal, Ph.D.	Mathematics & Natural Sciences Division
Bill Blitt, M.S.	Business & Computer Science Division

Note: The signatures below each of the core area sections represent GEO Forum faculty members' and deans' attestations that all courses included in the recommendations address the indicated basic intellectual competencies in the core curriculum and the indicated core area exemplary educational objectives. The deans' signatures represent no endorsement of this report.

Recommended Purpose Statement for CCCCD General Education Core Curriculum

The role of general education at Collin County Community College District is to cultivate within students

1. a common core of knowledge in the liberal arts tradition,
2. high-level cognitive skills, and
3. an educational foundation that facilitates and encourages life-long learning.

Introduction to the GEO Forum's Recommendations

In formulating its recommendations, the GEO Forum focused on five things: (1) embodying the statement of purpose for CCCCD's general education core curriculum (see above), (2) providing students with as much flexibility as possible in meeting their general education requirements while maintaining rigor and quality within the core, (3) giving faculty members the dominant voice in determining which courses are most appropriate in the core, (4) including deans in the discussions with faculty members, and (5) complying with external criteria mandated by SACS and the THECB. Faculty representatives on the GEO Forum took all proposals back to faculty within the appropriate divisions for discussion before GEO Forum members made their decisions. Once the faculty members had discussed the proposals, GEO Forum members discussed them with the appropriate deans to ensure that deans understood and concurred with their faculty members. The input from faculty members and deans was carefully considered before any final recommendations were made.

The GEO Forum based its recommendations on the premise that not every core course can or should address every competency and educational objective. Rather, students should have addressed all competencies and educational objective by the time they complete the entire CCCCD core. These competencies and learning objectives will, in turn, form the basis for assessing general education learning outcomes.

Note: On the following pages, red text identifies instances where the GEO Forum is recommending (1) additions to CCCCD current core curriculum, (2) adoption of core area exemplary educational objectives in addition to those prescribed by the Texas Higher Education Coordinating Board or (3) alternatives to wording in prescribed core area exemplary learning objectives that raise the expectations placed on CCCCD students beyond those prescribed. Blue text identifies core options specific to the AA degree. Green text identifies core options specific to the AS degree. Orange text identifies core options specific to the AAS degree. Courses in the listings that are followed by no blue, green, or orange text identify core options available to any degree-seeking student.

Basic Intellectual Competencies in the Core Curriculum

The competencies defined below are predicated on the judgment that a series of basic intellectual competencies--reading, writing, speaking, listening, critical thinking, and computer literacy--are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to the college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen careers or professions.

COURSES RECOMMENDED FOR CORE CURRICULUM WITH ASSOCIATED BASIC INTELLECTUAL COMPETENCIES

Competencies							
1	2	3	4	5	6	*Course ID*	*Course Title*
x	x	x	x	x	x	ANTH 2351	Cultural Anthropology (**AA**/**AS**)
x	x	x	x	x	x	ARTS 1301	Art Appreciation
x	x	x	x	x	x	ARTS 1303	Art History I
x	x	x	x	x	x	ARTS 1304	Art History II
x	x		x	x	x	**BCIS 1305**	Business Computer Applications (**AA**/**AS**)
x	x		x	x	x	**BCIS 1332**	COBOL I (**AA**/**AS**)
x	x		x	x	x	**BCIS 2332**	COBOL II (**AA**/**AS**)
x	x		x	x	x	**BCIS 2390**	Software Engineering (**AA**/**AS**)
x	x	x	x	x	x	BIOL 1406	General Biology I (**AA**/**AS**)
x	x	x	x	x	x	BIOL 1407	General Biology II (**AA**/**AS**)
x	x	x	x	x	x	BIOL 1408	Introduction to Biology I (**AA**)
x	x	x	x	x	x	BIOL 1409	Introduction to Biology II (**AA**)
x	x	x	x	x	x	BIOL 1411	General Botany (**AA**/**AS**)
x	x	x	x	x	x	**BIOL 1470**	Marine Biology (**AA**/**AS**)
x	x	x	x	x	x	**BIOL 1472**	Field Biology (**AA**/**AS**)
x	x	x	x	x	x	**BIOL 2401**	Anatomy and Physiology I (**AA**/**AS**)
x	x	x	x	x	x	**BIOL 2402**	Anatomy and Physiology II (**AA**/**AS**)
x	x	x	x	x	x	**BIOL 2404**	Human Anatomy and Physiology Basics (**AA**)
x	x	x	x	x	x	**BIOL 2406**	Environmental Biology (**AA**/**AS**)
x	x	x	x	x	x	**BIOL 2416**	Genetics (**AA**/**AS**)
x	x	x	x	x	x	**BIOL 2420**	Microbiology (**AA**/**AS**)
x	x	x	x	x	x	**BIOL 2428**	Comparative Vertebrate Anatomy (**AA**/**AS**)
x	x	x	x	x	x	**BIOL 2470**	Human Genetics (**AA**/**AS**)
x	x	x	x	x	x	CHEM 1405	Introduction to Chemistry I (**AA**)
x	x	x	x	x	x	CHEM 1407	Introduction to Chemistry II (**AA**)
x	x	x	x	x	x	CHEM 1411	General Chemistry I (**AA**/**AS**)
x	x	x	x	x	x	CHEM 1412	General Chemistry II (**AA**/**AS**)
x	x	x	x	x	x	**CHEM 1419**	Introduction to Organic/Biochemistry (**AA**)
x	x	x	x	x	x	**CHEM 2401**	Analytical Chemistry (**AA**/**AS**)

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COURSES RECOMMENDED FOR CORE CURRICULUM WITH ASSOCIATED BASIC INTELLECTUAL COMPETENCIES

Competencies							
1	2	3	4	5	6	*Course ID*	*Course Title*
x	x	x	x	x	x	**CHEM 2423**	Organic Chemistry I (**AA**/**AS**)
x	x	x	x	x	x	**CHEM 2425**	Organic Chemistry II (**AA**/**AS**)
x	x		x	x	x	COSC 1300	Computer Essentials (**AA**/**AS**)
x	x		x	x	x	**COSC 1320**	C++ for Programmers (**AA**/**AS**)
x	x		x	x	x	**COSC 1420**	Introduction to Programming with C++ (**AA**/**AS**)
x	x		x	x	x	**COSC 1437**	Object-Oriented Programming - Java (**AA**/**AS**)
x	x		x	x	x	**COSC 2315**	Object-Oriented Data Structures - C++ (**AA**/**AS**)
x	x		x	x	x	**COSC 2320**	Object-Oriented Programming (**AA**/**AS**)
x	x		x	x	x	**COSC 2325**	Assembly Language (**AA**/**AS**)
x	x		x	x	x	**COSC 2420**	Introduction to Object-Oriented Programming with C++ (**AA**/**AS**)
x	x		x	x	x	**COSC 2436**	Object Oriented Programming - Java (**AA**/**AS**)
x	x	x	x	x		DANC 1101	Improvisation
x	x	x	x	x		DANC 1110	Tap Technique I
x	x	x	x	x		DANC 1111	Tap Technique II
x	x	x	x	x		DANC 1122	Folk Dance
x	x	x	x	x		DANC 1141	Ballet Technique I
x	x	x	x	x		DANC 1142	Ballet Technique II
x	x	x	x	x		DANC 1145	Modern Dance Technique I
x	x	x	x	x		DANC 1146	Modern Dance Technique II
x	x	x	x	x		DANC 1147	Jazz Dance Technique I
x	x	x	x	x		DANC 1148	Jazz Dance Technique II
x	x	x	x	x		DANC 1151	Dance Performance I
x	x	x	x	x		DANC 1152	Dance Performance II
x	x	x	x	x		DANC 2141	Ballet Technique III
x	x	x	x	x		DANC 2142	Ballet Technique IV
x	x	x	x	x		DANC 2145	Modern Dance Technique III
x	x	x	x	x		DANC 2146	Modern Dance Technique IV
x	x	x	x	x		DANC 2147	Jazz Dance Technique III
x	x	x	x	x		DANC 2148	Jazz Dance Technique IV

Basic Intellectual Competencies in the Core Curriculum

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COURSES RECOMMENDED FOR CORE CURRICULUM WITH ASSOCIATED BASIC INTELLECTUAL COMPETENCIES

Competencies							
1	2	3	4	5	6	*Course ID*	*Course Title*
x	x	x	x	x		DANC 2151	Dance Performance III
x	x	x	x	x		DANC 2152	Dance Performance IV
x	x	x	x	x		**DANC 2303**	Dance Appreciation
x	x	x	x	x		DRAM 1310	Introduction to Theatre
x	x	x	x	x		**DRAM 2361**	History of Theater I
x	x	x	x	x		**DRAM 2362**	History of Theater II
x	x	x	x	x		ECON 1301	Introduction to Economics (**AAS**)
x	x	x	x	x		**ECON 2301**	Principles of Macroeconomics
x	x	x	x	x		**ECON 2302**	Principles of Microeconomics
x	x	x	x	x	x	ENGL 1301	Composition/Rhetoric I
x	x	x	x	x	x	ENGL 1302	Composition/Rhetoric II (**AA**/**AS**)
x	x	x	x	x	x	ENGL 2322	British Literature I (**AA**/**AS**)
x	x	x	x	x	x	ENGL 2323	British Literature II (**AA**/**AS**)
x	x	x	x	x	x	ENGL 2327	American Literature I (**AA**/**AS**)
x	x	x	x	x	x	ENGL 2328	American Literature II (**AA**/**AS**)
x	x	x	x	x	x	ENGL 2332	World Literature I (**AA**/**AS**)
x	x	x	x	x	x	ENGL 2333	World Literature II (**AA**/**AS**)
x	x	x	x	x	x	ENGL 2342	Introduction to Literature I (**AA**/**AS**)
x	x	x	x	x	x	ENGL 2343	Introduction to Literature II (**AA**/**AS**)
x	x	x	x	x	x	ENVR 1401	Environmental Science I (**AA**/**AS**)
x	x	x	x	x	x	**ENVR 1402**	Environmental Science II (**AA**/**AS**)
x	x	x	x	x		FREN 2303	French Literature I (**AA**/**AS**)
x	x	x	x	x		FREN 2304	French Literature II (**AA**/**AS**)
x	x	x	x	x	x	GEOL 1401	Earth Science (**AA**)
x	x	x	x	x	x	**GEOL 1402**	Dinosaurs! (**AA**/**AS**)
x	x	x	x	x	x	GEOL 1403	Physical Geology (**AA**/**AS**)
x	x	x	x	x	x	GEOL 1404	Historical Geology (**AA**/**AS**)
x	x	x	x	x	x	**GEOL 1405**	Earth Habitat (**AA**)
x	x	x	x	x	x	**GEOL 1445**	Oceanography (**AA**/**AS**)

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COURSES RECOMMENDED FOR CORE CURRICULUM WITH ASSOCIATED BASIC INTELLECTUAL COMPETENCIES

Competencies							
1	2	3	4	5	6	*Course ID*	*Course Title*
x	x	x	x	x	x	**GEOL 1447**	Introduction to Meteorology (**AA**/**AS**)
x	x	x	x	x	x	**GEOL 2409**	Rocks, Minerals, and Gem Stones (**AA**)
x	x	x	x	x		GOVT 2301	American Government I (**AA**/**AS**)
x	x	x	x	x		GOVT 2302	American Government II (**AA**/**AS**)
x	x	x	x	x		HIST 1301	US History I (**AA**/**AS**)
x	x	x	x	x		HIST 1302	US History II (**AA**/**AS**)
x	x	x	x	x		HIST 2301	History of Texas (**AA**/**AS**)
x	x	x	x	x	x	HUMA 1301	Introduction to the Humanities
x	x	x	x	x	x	MATH 1314	College Algebra
x	x	x	x	x	x	MATH 1316	Trigonometry
x	x	x	x	x	x	MATH 1324	Pre-Calculus for Business and Economics
x	x	x	x	x	x	MATH 1325	Calculus for Business and Economics I
x	x	x	x	x	x	MATH 1332	Contemporary Mathematics (**AAS**)
x	x	x	x	x	x	MATH 1342	Statistics
x	x	x	x	x	x	MATH 1350	Fundamentals of Mathematics I (**AAS**)
x	x	x	x	x	x	MATH 1351	Fundamentals of Mathematics II (**AAS**)
x	x	x	x	x	x	MATH 1370	Introduction to the History of Mathematics (**AAS**)
x	x	x	x	x	x	MATH 1376	Calculus for Business and Economics II (**AAS**)
x	x	x	x	x	x	**MATH 1414**	College Algebra
x	x	x	x	x	x	MATH 2305	Discrete Mathematics (**AAS**)
x	x	x	x	x	x	MATH 2318	Linear Algebra (**AAS**)
x	x	x	x	x	x	MATH 2320	Differential Equations (**AAS**)
x	x	x	x	x	x	MATH 2412	Pre-Calculus for Mathematics and Science (**AAS**)
x	x	x	x	x	x	MATH 2413	Calculus I (**AAS**)
x	x	x	x	x	x	MATH 2414	Calculus II (**AAS**)
x	x	x	x	x	x	MATH 2415	Calculus III (**AAS**)
x	x	x	x	x	x	MATH 2417	Accelerated Calculus I (**AAS**)
x	x	x	x	x	x	MATH 2419	Accelerated Calculus II (**AAS**)
x	x	x	x	x	x	MUSI 1306	Music Appreciation

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COURSES RECOMMENDED FOR CORE CURRICULUM WITH ASSOCIATED BASIC INTELLECTUAL COMPETENCIES

Competencies							
1	2	3	4	5	6	*Course ID*	*Course Title*
x	x	x	x	x	x	MUSI 1307	Introduction to Music Literature
x	x	x	x	x	x	PHED 1100	Beginning Weight Training
x	x	x	x	x	x	PHED 1102	Intermediate Weight Training
x	x	x	x	x	x	PHED 1103	Advanced Weight Training
x	x	x	x	x	x	PHED 1104	Beginning Jogging and Fitness
x	x	x	x	x	x	PHED 1105	Intermediate Jogging and Fitness
x	x	x	x	x	x	PHED 1106	Walking and Fitness
x	x	x	x	x	x	PHED 1107	Cycling
x	x	x	x	x	x	PHED 1108	Cross Training I
x	x	x	x	x	x	PHED 1109	Cross Training II
x	x	x	x	x		PHED 1111	Basketball
x	x	x	x	x		PHED 1112	Soccer
x	x	x	x	x		PHED 1113	Softball
x	x	x	x	x		PHED 1114	Volleyball
x	x	x	x	x		PHED 1115	Archery
x	x	x	x	x		PHED 1116	Badminton
x	x	x	x	x		PHED 1117	Beginning Tennis
x	x	x	x	x		PHED 1118	Intermediate Tennis
x	x	x	x	x		PHED 1119	Advanced Tennis
x	x	x	x	x		PHED 1120	Beginning Racquetball
x	x	x	x	x		PHED 1121	Intermediate Racquetball
x	x	x	x	x		PHED 1122	Advanced Racquetball
x	x	x	x	x		PHED 1123	Beginning Golf
x	x	x	x	x		PHED 1124	Intermediate Golf
x	x	x	x	x		PHED 1125	Bowling
x	x	x	x	x		PHED 1126	Self-Defense
x	x	x	x	x		PHED 1127	Beginning Karate
x	x	x	x	x		PHED 1128	Intermediate Karate
x	x	x	x	x		PHED 1129	Intro to Hatha Yoga

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COURSES RECOMMENDED FOR CORE CURRICULUM WITH ASSOCIATED BASIC INTELLECTUAL COMPETENCIES

Competencies							
1	2	3	4	5	6	*Course ID*	*Course Title*
x	x	x	x	x		PHED 1130	Intermediate Hatha Yoga
x	x	x	x	x		PHED 1131	Beginning Swimming
x	x	x	x	x		PHED 1132	Intermediate Swimming
x	x	x	x	x		PHED 1133	Introduction to Racquet Sports
x	x	x	x	x	x	PHED 1136	Water Aerobics
x	x	x	x	x	x	PHED 1137	Swimming Conditioning
x	x	x	x	x		PHED 1138	Synchronized Swimming
x	x	x	x	x	x	PHED 1140	Beginning Aerobic Dance
x	x	x	x	x	x	PHED 1141	Intermediate Aerobic Dance
x	x	x	x	x		PHED 1146	Popular Social Dance
x	x	x	x	x		PHED 1147	Beginning Aerobic Kickboxing/Karate
x	x	x	x	x		**PHED 1251**	Beginning Scuba
x	x	x	x	x		**PHED 1252**	Advanced Open Water Scuba
x	x	x	x	x	x	**PHED 1338**	Concepts of Physical Fitness and Wellness
x	x	x	x	x	x	PHED 2140	Advanced Aerobic Dance
x	x	x	x	x		PHED 2147	Intermediate Aerobic Kickboxing
x	x	x	x	x		PHIL 1301	Introduction to Philosophy
x	x	x	x	x		PHIL 1304	Comparative Religion
x	x	x	x	x		PHIL 2303	Introduction to Logic
x	x	x	x	x		PHIL 2306	Introduction to Ethics
x	x	x	x	x		PHIL 2307	Introduction to Social and Political Philosophy
x	x	x	x	x		**PHIL 2321**	Philosophy of Religion (**AAS**)
x	x	x	x	x		**PHIL 2371**	Philosophy of Art/Aesthetics (**AAS**)
x	x	x	x	x	x	PHYS 1401	General Physics I (**AA**/**AS**)
x	x	x	x	x	x	PHYS 1402	General Physics I (**AA**/**AS**)
x	x	x	x	x	x	**PHYS 1405**	Conceptual Physics (**AA**)
x	x	x	x	x	x	PHYS 1411	Elementary Astronomy (**AA**)
x	x	x	x	x	x	**PHYS 1415**	Physical Science I (**AA**)
x	x	x	x	x	x	PHYS 2425	University Physics I (**AA**/**AS**)

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COURSES RECOMMENDED FOR CORE CURRICULUM WITH ASSOCIATED BASIC INTELLECTUAL COMPETENCIES

Competencies							
1	2	3	4	5	6	*Course ID*	*Course Title*
x	x	x	x	x	x	PHYS 2426	University Physics II (**AA**/**AS**)
x	x	x	x	x	x	PSYC 2301	General Psychology (**AA**/**AS**)
x	x	x	x	x	x	SOCI 1301	Introduction to Sociology (**AA**/**AS**)
x	x	x	x	x		SPAN 2321	Spanish Literature I (**AA**/**AS**)
x	x	x	x	x		SPAN 2322	Spanish Literature II (**AA**/**AS**)
x	x	x	x	x	x	SPCH 1311	Fundamentals of Speech Communication
x	x	x	x	x	x	SPCH 1315	Public Speaking I
x	x	x	x	x	x	**SPCH 1321**	Business and Professional Speaking

COMPETENCY DEFINITIONS

6 - COMPUTER LITERACY: The ability to use computer based technology in communicating, solving problems, acquiring information; an understanding of the relationships between technology and society; and the tools to evaluate and learn new technologies as they become available.

5 - CRITICAL THINKING: The ability to apply both qualitative and quantitative skills analytically and creatively to subject matter in order to solve problems, evaluate arguments, and construct alternate strategies.

4 - LISTENING: The ability to analyze and interpret various forms of spoken communication [above 12th grade].

3 - SPEAKING: The ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience [above 12th grade].

2 - WRITING: The ability to produce clear, correct, and coherent prose adapted to purpose, occasion, audience [above 12th grade level].

1 - READING: The ability to analyze and interpret a variety of printed materials - books, documents, and articles [above 12th grade level].

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COURSES RECOMMENDED FOR CORE CURRICULUM WITH ASSOCIATED BASIC INTELLECTUAL COMPETENCIES

Competencies						*Course ID*	*Course Title*
1	2	3	4	5	6		

GEO Forum: Veronica Chavez

GEO Forum: Pam Gaiter

GEO Forum: Chip Galloway

GEO Forum: Jean Helgeson

GEO Forum: Joan Jenkins

GEO Forum: Joan Kennedy

GEO Forum: Ralph Long

GEO Forum: Betty Siber

GEO Forum: Bill Slater

GEO Forum: Debra St. John

Dean: Tom Chesney

Interim Dean: Gaye Cooksey

Dean: Gary Hodge

Dean: Cameron Neal

Dean: Bill Blitt

Core Area Exemplary Educational Objectives

CORE AREA: Communication, Composition, Speech, and Modern Language

The objective of the communication, composition, speech, and modern language component of CCCCD's core curriculum is to enable the student to communicate effectively in clear and correct prose in a style appropriate to the subject, occasion, and audience.

COURSES RECOMMENDED FOR CORE AREA WITH ASSOCIATED EXEMPLARY LEARNING OBJECTIVES

Competencies								
1	2	3	4	5	6	7	*Course ID*	*Course Title*
x	x	x	x	x			ENGL 1301	Composition/Rhetoric I
x	x	x	x	x	x	x	ENGL 1302	Composition/Rhetoric II (AA/AS)
x	x	x	x	x	x	x	SPCH 1311	Fundamentals of Speech Communication
x	x	x	x	x	x	x	SPCH 1315	Public Speaking I
x	x	x	x	x	x	x	**SPCH 1321**	Business and Professional Speaking

EXEMPLARY EDUCATIONAL OBJECTIVES: STUDENTS WILL . . .

7 - DEVELOP an awareness and understanding of cultural diversity.

6 - DEVELOP the ability to research and write a documented paper and/or to give an oral presentation.

5 - UNDERSTAND and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument.

4 - PARTICIPATE effectively in groups with emphasis on listening, critical and reflective thinking, and responding.

3 - UNDERSTAND and appropriately apply modes of expression, i.e., descriptive, expositive, narrative, scientific, and self-expressive, in written, visual, and oral communication.

2 - UNDERSTAND the importance of specifying audience and purpose and to select appropriate communication choices.

1 - UNDERSTAND and demonstrate writing and speaking processes through invention, organization, drafting, revision, editing, and presentation.

GEO Forum: Joan Kennedy

GEO Forum: Ralph Long

Dean: Tom Chesney

Core Area Exemplary Educational Objectives

CORE AREA: Computer Science

The objective of the computer science component of CCCCD's core curriculum is to give students an understanding of how computers, and information technology in general, affect our society. Students will engage in learning how to use computers to perform various tasks and will learn the advantages and limitations of information technology in various activities.

COURSES RECOMMENDED FOR CORE AREA WITH ASSOCIATED EXEMPLARY LEARNING OBJECTIVES

Competencies								
1	2	3	4	5	6	7	*Course ID*	*Course Title*
x	x	x	x	x	x	x	**BCIS 1305**	Business Computer Applications (**AA**/**AS**)
x	x	x	x	x	x	x	**BCIS 1332**	COBOL I (**AA**/**AS**)
x	x	x	x	x	x	x	**BCIS 2332**	COBOL II (**AA**/**AS**)
x	x	x	x	x	x	x	**BCIS 2390**	Software Engineering (**AA**/**AS**)
x	x	x	x	x	x	x	COSC 1300	Computer Essentials (**AA**/**AS**)
x	x	x	x	x	x	x	**COSC 1320**	C++ for Programmers (**AA**/**AS**)
x	x	x	x	x	x	x	**COSC 1420**	Introduction to Programming with C++ (**AA**/**AS**)
x	x	x	x	x	x	x	**COSC 1437**	Object-Oriented Programming - Java (**AA**/**AS**)
x	x	x	x	x	x	x	**COSC 2315**	Object-Oriented Data Structures - C++ (**AA**/**AS**)
x	x	x	x	x	x	x	**COSC 2320**	Object-Oriented Programming (**AA**/**AS**)
x	x	x	x	x	x	x	**COSC 2325**	Assembly Language (**AA**/**AS**)
x	x	x	x	x	x	x	**COSC 2420**	Introduction to Object-Oriented Programming with C++ (**AA**/**AS**)
x	x	x	x	x	x	x	**COSC 2436**	Object Oriented Programming - Java (**AA**/**AS**)

EXEMPLARY EDUCATIONAL OBJECTIVES: STUDENTS WILL . . .

7 - IDENTIFY and UNDERSTAND issues related to information technology and society.

6 - DEMONSTRATE knowledge of computer communications including using local networks and the Internet.

5 - DEMONSTRATE the formal logic and problem solving processes that are used in the development of computer software.

4 - DEMONSTRATE general knowledge of computer software, data storage and retrieval, and mathematical calculations.

3 - DEMONSTRATE general knowledge of operating systems/utility software and usage.

2 - DEMONSTRATE general knowledge of computer hardware and how computers function (including capabilities and limitations).

1 - DEMONSTRATE competency in general computer concepts.

GEO Forum: Bill Slater

Dean: Bill Blitt

Core Area Exemplary Educational Objectives

CORE AREA: Humanities and Visual and Performing Arts

The objective of the humanities and visual and performing arts component of CCCCD's core curriculum 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.

COURSES RECOMMENDED FOR CORE AREA WITH ASSOCIATED EXEMPLARY LEARNING OBJECTIVES

Competencies								
1	2	3	4	5	6	7	*Course ID*	*Course Title*
x	x	x	x	x	x	x	ANTH 2351	Cultural Anthropology (**AA**/**AS**)
x	x	x	x	x	x	x	ARTS 1301	Art Appreciation
x	x	x	x	x	x	x	ARTS 1303	Art History I
x	x	x	x	x	x	x	ARTS 1304	Art History II
x	x	x	x	x	x	x	**DANC 2303**	Dance Appreciation
x	x	x	x	x	x	x	DRAM 1310	Introduction to Theatre
x	x	x	x	x	x	x	**DRAM 2361**	History of Theater I
x	x	x	x	x	x	x	**DRAM 2362**	History of Theater II
x	x	x	x	x	x	x	ENGL 2322	British Literature I (**AA**/**AS**)
x	x	x	x	x	x	x	ENGL 2323	British Literature II (**AA**/**AS**)
x	x	x	x	x	x	x	ENGL 2327	American Literature I (**AA**/**AS**)
x	x	x	x	x	x	x	ENGL 2328	American Literature II (**AA**/**AS**)
x	x	x	x	x	x	x	ENGL 2332	World Literature I (**AA**/**AS**)
x	x	x	x	x	x	x	ENGL 2333	World Literature II (**AA**/**AS**)
x	x	x	x	x	x	x	ENGL 2342	Introduction to Literature I (**AA**/**AS**)
x	x	x	x	x	x	x	ENGL 2343	Introduction to Literature II (**AA**/**AS**)
x	x	x	x	x	x	x	FREN 2303	French Literature I (**AA**/**AS**)
x	x	x	x	x	x	x	FREN 2304	French Literature II (**AA**/**AS**)
x	x	x	x	x	x	x	HUMA 1301	Introduction to the Humanities
x	x	x	x	x	x	x	MUSI 1306	Music Appreciation
x	x	x	x	x	x	x	MUSI 1307	Introduction to Music Literature
x	x	x		x	x	x	PHIL 1301	Introduction to Philosophy
x	x	x		x	x	x	PHIL 1304	Comparative Religion
x	x	x		x	x	x	PHIL 2303	Introduction to Logic
x	x	x		x	x	x	PHIL 2306	Introduction to Ethics
x	x	x		x	x	x	PHIL 2307	Introduction to Social and Political Philosophy
x	x	x		x	x	x	**PHIL 2321**	Philosophy of Religion (**AAS**)
x	x	x	x	x	x	x	**PHIL 2371**	Philosophy of Art/Aesthetics (**AAS**)

Core Area Exemplary Educational Objectives

CORE AREA: Humanities and Visual and Performing Arts

The objective of the humanities and visual and performing arts component of CCCCD's core curriculum 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.

COURSES RECOMMENDED FOR CORE AREA WITH ASSOCIATED EXEMPLARY LEARNING OBJECTIVES

Competencies								
1	2	3	4	5	6	7	*Course ID*	*Course Title*
x	x	x	x	x	x	x	SPAN 2321	Spanish Literature I (**AA**/**AS**)
x	x	x	x	x	x	x	SPAN 2322	Spanish Literature II (**AA**/**AS**)

EXEMPLARY EDUCATIONAL OBJECTIVES: STUDENTS WILL . . .

7. DEMONSTRATE knowledge of the influence of literature, philosophy, and/or the arts on intercultural experiences.

6 - DEVELOP an appreciation for the aesthetic principles that guide or govern the humanities and arts.

5 - ARTICULATE an informed personal reaction to works in the arts and humanities.

4 - ENGAGE in the creative process of interpretive performance and comprehend the physical and intellectual demands required of the author or visual or performing artist.

3 - RESPOND critically to works in the arts and humanities.

2 - UNDERSTAND those works as expressions of individual and human values within an historical and social context.

1 - DEMONSTRATE awareness of the scope and variety of works in the arts and humanities.

GEO Forum: Joan Kennedy

GEO Forum: Betty Siber

Dean: Tom Chesney

Interim Dean: Gaye Cooksey

Dean: Gary Hodge

Core Area Exemplary Educational Objectives

CORE AREA: Mathematics

The objective of the mathematics component of CCCCD's core curriculum is to develop a quantitatively literate college graduate. Every college graduate should be able to apply basic mathematical tools in the solution of real-world problems.

COURSES RECOMMENDED FOR CORE AREA WITH ASSOCIATED EXEMPLARY LEARNING OBJECTIVES

Competencies								
1[A]	2	3	4	5	6[A]	7	*Course ID*	*Course Title*
x	x	x	x	x	x	x	MATH 1314	College Algebra
x	x	x	x	x	x	x	MATH 1316	Trigonometry
x	x	x	x	x	x	x	MATH 1324	Pre-Calculus for Business and Economics
x	x	x	x	x	x	x	MATH 1325	Calculus for Business and Economics I
x	x	x	x	x	x	x	MATH 1332	Contemporary Mathematics (AAS)
x	x	x	x	x	x	x	MATH 1342	Statistics
x	x	x	x	x	x	x	MATH 1350	Fundamentals of Mathematics I (AAS)
x	x	x	x	x	x	x	MATH 1351	Fundamentals of Mathematics II (AAS)
x	x	x	x	x	x	x	MATH 1370	Introduction to the History of Mathematics (AAS)
x	x	x	x	x	x	x	MATH 1376	Calculus for Business and Economics II (AAS)
x	x	x	x	x	x	x	**MATH 1414**	College Algebra
x	x	x	x	x	x	x	MATH 2305	Discrete Mathematics (AAS)
x	x	x	x	x	x	x	MATH 2318	Linear Algebra (AAS)
x	x	x	x	x	x	x	MATH 2320	Differential Equations (AAS)
x	x	x	x	x	x	x	MATH 2412	Pre-Calculus for Mathematics and Science (AAS)
x	x	x	x	x	x	x	MATH 2413	Calculus I (AAS)
x	x	x	x	x	x	x	MATH 2414	Calculus II (AAS)
x	x	x	x	x	x	x	MATH 2415	Calculus III (AAS)
x	x	x	x	x	x	x	MATH 2417	Accelerated Calculus I (AAS)
x	x	x	x	x	x	x	MATH 2419	Accelerated Calculus II (AAS)

EXEMPLARY EDUCATIONAL OBJECTIVES: STUDENTS WILL . . .

7. DEVELOP the view that mathematics is an evolving discipline interrelated with human culture and will understand its connections to other disciplines.

6 - RECOGNIZE the limitations of mathematical and statistical models.

5 - INTERPRET mathematical models such as formulas, graphs, tables and schematics, and draw inferences from them.

4 - USE appropriate technology to enhance mathematical thinking and understanding and to solve mathematical problems and judge the reasonableness of the results.

3 - EXPAND mathematical reasoning skills and formal logic to develop convincing mathematical arguments.

2 - REPRESENT and evaluate basic mathematical information verbally, numerically, graphically, and symbolically.

1 - APPLY arithmetic, algebraic, geometric, higher-order thinking, and statistical methods to modeling and solving real-world situations.

Core Area Exemplary Educational Objectives

CORE AREA: Mathematics

The objective of the mathematics component of CCCCD's core curriculum is to develop a quantitatively literate college graduate. Every college graduate should be able to apply basic mathematical tools in the solution of real-world problems.

COURSES RECOMMENDED FOR CORE AREA WITH ASSOCIATED EXEMPLARY LEARNING OBJECTIVES

Competencies								
1[A]	2	3	4	5	6[A]	7	*Course ID*	*Course Title*

GEO Forum: Chip Galloway

Dean: Cameron Neal

[A]The seven core area exemplary educational objectives for mathematics are mandated by the Texas Higher Education Coordinating Board (THECB). Consequently, CCCCD is not at liberty to alter them. All CCCCD mathematics courses address objectives 2, 3, 4, 5, and 7 in their entireties. All CCCCD mathematics courses address parts of objectives 1 and 6. Only MATH 1342 (Statistics) addresses objectives 1 and 6 in their entirety, because only this course specifically addresses statistical methods and models. However, it became clear from discussions with THECB officials that the phrase "and statistical methods" in objective 1 and the phrase "and statistical models" in objective 6 must be construed as "or statistical methods" and "or statistical models" respectively since nonstatistical mathematics courses cannot be expected to address statistical methods and models.

Core Area Exemplary Educational Objectives

CORE AREA: Natural Sciences

The objective of the natural sciences component of CCCCD's core curriculum 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.

COURSES RECOMMENDED FOR CORE AREA WITH ASSOCIATED EXEMPLARY LEARNING OBJECTIVES

Competencies							
1	2	3	4	5	6	*Course ID*	*Course Title*
x	x	x	x	x	x	BIOL 1406	General Biology I (AA/AS)
x	x	x	x	x	x	BIOL 1407	General Biology II (AA/AS)
x	x	x	x	x	x	BIOL 1408	Introduction to Biology I (AA)
x	x	x	x	x	x	BIOL 1409	Introduction to Biology II (AA)
x	x	x	x	x	x	BIOL 1411	General Botany (AA/AS)
x	x	x	x	x	x	BIOL 1470	Marine Biology (AA/AS)
x	x	x	x	x	x	BIOL 1472	Field Biology (AA/AS)
x	x	x	x	x	x	BIOL 2401	Anatomy and Physiology I (AA/AS)
x	x	x	x	x	x	BIOL 2402	Anatomy and Physiology II (AA/AS)
x	x	x	x	x	x	BIOL 2404	Human Anatomy and Physiology Basics (AA)
x	x	x	x	x	x	BIOL 2406	Environmental Biology (AA/AS)
x	x	x	x	x	x	BIOL 2416	Genetics (AA/AS)
x	x	x	x	x	x	BIOL 2420	Microbiology (AA/AS)
x	x	x	x	x	x	BIOL 2428	Comparative Vertebrate Anatomy (AA/AS)
x	x	x	x	x	x	BIOL 2470	Human Genetics (AA/AS)
x	x	x	x	x	x	CHEM 1405	Introduction to Chemistry I (AA)
x	x	x	x	x	x	CHEM 1407	Introduction to Chemistry II (AA)
x	x	x	x	x	x	CHEM 1411	General Chemistry I (AA/AS)
x	x	x	x	x	x	CHEM 1412	General Chemistry II (AA/AS)
x	x	x	x	x	x	CHEM 1419	Introduction to Organic/Biochemistry (AA)
x	x	x	x	x	x	CHEM 2401	Analytical Chemistry (AA/AS)
x	x	x	x	x	x	CHEM 2423	Organic Chemistry I (AA/AS)
x	x	x	x	x	x	CHEM 2425	Organic Chemistry II (AA/AS)
x	x	x	x	x	x	ENVR 1401	Environmental Science I (AA/AS)
x	x	x	x	x	x	ENVR 1402	Environmental Science II (AA/AS)
x	x	x	x	x	x	GEOL 1401	Earth Science (AA)
x	x	x	x	x	x	GEOL 1402	Dinosaurs! (AA/AS)
x	x	x	x	x	x	GEOL 1403	Physical Geology (AA/AS)
x	x	x	x	x	x	GEOL 1404	Historical Geology (AA/AS)
x	x	x	x	x	x	GEOL 1405	Earth Habitat (AA)

Core Area Exemplary Educational Objectives

CORE AREA: Natural Sciences

The objective of the natural sciences component of CCCCD's core curriculum 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.

COURSES RECOMMENDED FOR CORE AREA WITH ASSOCIATED EXEMPLARY LEARNING OBJECTIVES

Competencies							
1	2	3	4	5	6	*Course ID*	*Course Title*
x	x	x	x	x	x	**GEOL 1445**	Oceanography (**AA**/**AS**)
x	x	x	x	x	x	**GEOL 1447**	Introduction to Meteorology (**AA**/**AS**)
x	x	x	x	x	x	**GEOL 2409**	Rocks, Minerals, and Gem Stones (**AA**)
x	x	x	x	x	x	PHYS 1401	General Physics I (**AA**/**AS**)
x	x	x	x	x	x	PHYS 1402	General Physics I (**AA**/**AS**)
x	x	x	x	x	x	**PHYS 1405**	Conceptual Physics (**AA**)
x	x	x	x	x	x	PHYS 1411	Elementary Astronomy (**AA**)
x	x	x	x	x	x	**PHYS 1415**	Physical Science I (**AA**)
x	x	x	x	x	x	PHYS 2425	University Physics I (**AA**/**AS**)
x	x	x	x	x	x	PHYS 2426	University Physics II (**AA**/**AS**)

EXEMPLARY EDUCATIONAL OBJECTIVES: STUDENTS WILL . . .

6 - DEMONSTRATE proficiency in laboratory procedures involving the collection, analysis and interpretation of data.

5 - DEMONSTRATE knowledge of the interdependence of science and technology and their influence on, and contribution to, modern culture.

4 - DEMONSTRATE knowledge of the major issues and problems facing modern science, including issues that touch upon ethics, values, and public policies.

3 - IDENTIFY and recognize the differences among competing scientific theories.

2. RECOGNIZE scientific and quantitative methods and the differences between these approaches and the other methods of inquiry and to communicate findings, analysis, and interpretation both orally and in writing.

1 - UNDERSTAND and apply methods and appropriate technologies to the study of the natural sciences.

GEO Forum: Jean Helgeson

Dean: Cameron Neal

Core Area Exemplary Educational Objectives

CORE AREA: Physical Education

The objective of the physical education component of CCCCD's core curriculum is to create a foundation of skill and knowledge essential for lifetime health and wellness. The curriculum provides opportunities for students to engage in a variety of movement experiences that contribute to the motor and fitness development of the individual and provide an understanding of the scientific basis for movement, health, fitness, and wellness.

COURSES RECOMMENDED FOR CORE AREA WITH ASSOCIATED EXEMPLARY LEARNING OBJECTIVES

Competencies					*Course ID*	*Course Title*
1	2	3	4	5		
x	x	x	x	x	DANC 1101	Improvisation
x	x	x	x	x	DANC 1110	Tap Technique I
x	x	x	x	x	DANC 1111	Tap Technique II
x	x	x	x	x	DANC 1122	Folk Dance
x	x	x	x	x	DANC 1141	Ballet Technique I
x	x	x	x	x	DANC 1142	Ballet Technique II
x	x	x	x	x	DANC 1145	Modern Dance Technique I
x	x	x	x	x	DANC 1146	Modern Dance Technique II
x	x	x	x	x	DANC 1147	Jazz Dance Technique I
x	x	x	x	x	DANC 1148	Jazz Dance Technique II
x	x	x	x	x	DANC 1151	Dance Performance I
x	x	x	x	x	DANC 1152	Dance Performance II
x	x	x	x	x	DANC 2141	Ballet Technique III
x	x	x	x	x	DANC 2142	Ballet Technique IV
x	x	x	x	x	DANC 2145	Modern Dance Technique III
x	x	x	x	x	DANC 2146	Modern Dance Technique IV
x	x	x	x	x	DANC 2147	Jazz Dance Technique III
x	x	x	x	x	DANC 2148	Jazz Dance Technique IV
x	x	x	x	x	DANC 2151	Dance Performance III
x	x	x	x	x	DANC 2152	Dance Performance IV
x	x	x	x	x	PHED 1100	Beginning Weight Training
x	x	x	x	x	PHED 1102	Intermediate Weight Training
x	x	x	x	x	PHED 1103	Advanced Weight Training
x	x	x	x	x	PHED 1104	Beginning Jogging and Fitness
x	x	x	x	x	PHED 1105	Intermediate Jogging and Fitness
x	x	x	x	x	PHED 1106	Walking and Fitness
x	x	x	x	x	PHED 1107	Cycling
x	x	x	x	x	PHED 1108	Cross Training I
x	x	x	x	x	PHED 1109	Cross Training II

Core Area Exemplary Educational Objectives

CORE AREA: Physical Education

The objective of the physical education component of CCCCD's core curriculum is to create a foundation of skill and knowledge essential for lifetime health and wellness. The curriculum provides opportunities for students to engage in a variety of movement experiences that contribute to the motor and fitness development of the individual and provide an understanding of the scientific basis for movement, health, fitness, and wellness.

COURSES RECOMMENDED FOR CORE AREA WITH ASSOCIATED EXEMPLARY LEARNING OBJECTIVES

Competencies						
1	2	3	4	5	*Course ID*	*Course Title*
x	x	x	x	x	PHED 1111	Basketball
x	x	x	x	x	PHED 1112	Soccer
x	x	x	x	x	PHED 1113	Softball
x	x	x	x	x	PHED 1114	Volleyball
x	x	x	x	x	PHED 1115	Archery
x	x	x	x	x	PHED 1116	Badminton
x	x	x	x	x	PHED 1117	Beginning Tennis
x	x	x	x	x	PHED 1118	Intermediate Tennis
x	x	x	x	x	PHED 1119	Advanced Tennis
x	x	x	x	x	PHED 1120	Beginning Racquetball
x	x	x	x	x	PHED 1121	Intermediate Racquetball
x	x	x	x	x	PHED 1122	Advanced Racquetball
x	x	x	x	x	PHED 1123	Beginning Golf
x	x	x	x	x	PHED 1124	Intermediate Golf
x	x	x	x	x	PHED 1125	Bowling
x	x	x	x	x	PHED 1126	Self-Defense
x	x	x	x	x	PHED 1127	Beginning Karate
x	x	x	x	x	PHED 1128	Intermediate Karate
x	x	x	x	x	PHED 1129	Intro to Hatha Yoga
x	x	x	x	x	PHED 1130	Intermediate Hatha Yoga
x	x	x	x	x	PHED 1131	Beginning Swimming
x	x	x	x	x	PHED 1132	Intermediate Swimming
x	x	x	x	x	PHED 1133	Intro to Racquet Sports
x	x	x	x	x	PHED 1136	Water Aerobics
x	x	x	x	x	PHED 1137	Swimming Conditioning
x	x	x	x	x	PHED 1138	Synchronized Swimming
x	x	x	x	x	PHED 1140	Beginning Aerobic Dance
x	x	x	x	x	PHED 1141	Intermediate Aerobic Dance
x	x	x	x	x	PHED 1146	Popular Social Dance

Core Area Exemplary Educational Objectives

CORE AREA: Physical Education

The objective of the physical education component of CCCCD's core curriculum is to create a foundation of skill and knowledge essential for lifetime health and wellness. The curriculum provides opportunities for students to engage in a variety of movement experiences that contribute to the motor and fitness development of the individual and provide an understanding of the scientific basis for movement, health, fitness, and wellness.

COURSES RECOMMENDED FOR CORE AREA WITH ASSOCIATED EXEMPLARY LEARNING OBJECTIVES

Competencies						
1	2	3	4	5	*Course ID*	*Course Title*
x	x	x	x	x	PHED 1147	Beginning Aerobic Kickboxing/Karate
x	x	x	x	x	**PHED 1251**	Beginning Scuba
x	x	x	x	x	**PHED 1252**	Advanced Open Water Scuba
x	x	x	x	x	**PHED 1338**	Concepts of Physical Fitness and Wellness
x	x	x	x	x	PHED 2140	Advanced Aerobic Dance
x	x	x	x	x	PHED 2147	Intermediate Aerobic Kickboxing

EXEMPLARY EDUCATIONAL OBJECTIVES: STUDENTS WILL . . .

5 - DEVELOP the kinesthetic sense in the process of acquiring movement skills.

4 - DEMONSTRATE the biomechanics of fundamental movements and skills.

3 - RECOGNIZE the importance of the relationship between lifetime activity and the quality of life.

2 - DEMONSTRATE knowledge of nutrition and its implications for sport performance, physical fitness, and wellness.

1 - DEMONSTRATE sport and fitness-related skills and apply the use of these skills in lifetime activity in the promotion of health and wellness.

GEO Forum: Betty Siber_____

GEO Forum: Jean Helgeson_____

Interim Dean: Gaye Cooksey_____

Dean: Cameron Neal_____

Core Area Exemplary Educational Objectives

CORE AREA: Social and Behavioral Sciences

The objective of the social and behavioral sciences component of CCCCD's core curriculum 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.

COURSES RECOMMENDED FOR CORE AREA WITH ASSOCIATED EXEMPLARY LEARNING OBJECTIVES

Competencies													
1	2	3	4	5	6	7	8	9	10	11	12	*Course ID*	*Course Title*
x	x	x	x	x		x	x	x	x	x	x	ECON 1301	Introduction to Economics (AAS)
x	x	x	x	x		x	x	x	x	x	x	ECON 2301	Principles of Macroeconomics
x	x	x	x	x		x	x	x	x	x	x	ECON 2302	Principles of Microeconomics
x	x	x	x	x	x		x			x		GOVT 2301	American Government I (AA/AS)
x	x	x	x	x	x	x	x		x	x		GOVT 2302	American Government II (AA/AS)
x	x	x	x	x		x	x	x		x	x	HIST 1301	US History I (AA/AS)
x	x	x	x	x		x	x	x		x	x	HIST 1302	US History II (AA/AS)
x	x	x	x	x	x	x	x	x		x	x	HIST 2301	History of Texas (AA/AS)
x		x	x				x	x		x	x	PSYC 2301	General Psychology (AA/AS)
x		x	x				x	x		x	x	PSYC 2302	Applied Psychology (AAS)
x	x	x	x	x		x	x	x	x	x	x	SOCI 1301	Introduction to Sociology (AA/AS)

EXEMPLARY EDUCATIONAL OBJECTIVES: STUDENTS WILL . . .

12. TO IDENTIFY and understand differences and commonalties within diverse cultures.

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.

10. TO ANALYZE, critically assess, and develop creative solutions to public policy problems.

9. TO RECOGNIZE and apply reasonable criteria for the acceptability of historical evidence and social research.

8. TO DIFFERENTIATE and analyze historical evidence (documentary and statistical) and differing points of view.

7. TO UNDERSTAND the evolution and current role of the U.S. in the world.

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.

5 - TO ANALYZE the effects of historical, social, political, economic, cultural, and global forces on the area under study.

4 - TO DEVELOP and communicate alternative explanations or solutions for contemporary social issues.

3 - TO USE and critique alternative explanatory systems or theories.

2 - TO EXAMINE social institutions and processes across a range of historical periods, social structures, and cultures.

1 - TO EMPLOY the appropriate methods, technologies, and data that social and behavioral scientists use to investigate the human condition.

GEO Forum: Veronica Chavez

GEO Forum: Pam Gaiter

GEO Forum: Joan Jenkins

GEO Forum: Debra St. John

Dean: Gary Hodge

Dean: Bill Blitt

Additional Recommendations

Additional Recommendation 1: The GEO Forum recommends that degree-specific requirements outside the major that are not specifically identified as core requirements in the A.A.S. core curriculum not be referred to in the CCCCD Catalog as "core curriculum requirements." Rather they should be referred to by some other designation such as "extra-major requirements."

Rationale: The A.A.S. core curriculum (pp. 68-69 in CCCCD's 2002-2003 Catalog) specifies 22 semester credit hours for graduation. The A.A.S. section of the Catalog (pp. 68-116) makes frequent italicized references to degree-specific "core" requirements. Several of those italicized references specify courses not identified among those in the A.A.S. core curriculum as listed on pp. 68-69. For example, in numerous instances, courses in the natural sciences are identified as core when the definition of the A.A.S. core (pp. 68-69) specifies no natural sciences component. Referring to these extra-major requirements as core courses implies that CCCCD's A.A.S. core curriculum is greater than the 22 semester credit hours specified on pp. 68-69 and also implies that the core, as outlined on those two pages, is not really the core. This has created confusion in the minds of students, academic advisors, and faculty.

Additional Recommendation 2: The GEO Forum recommends that CCCCD's Catalog clearly list all courses that meet the general education core requirements.

Rationale: Currently, the CCCCD Catalog identifies PHED and DANC courses that are part of the core curriculum by simply saying, "Any PHED/DANC Activity Course (1 credit hour)." Since there are PHED and DANC courses that are not part of the core, and since there are a few courses greater than 1 credit hour that are part of the core, the current Catalog statement has created confusion in the minds of students, academic advisors, and faculty. Also, there are numerous courses that meet the A.A.S. mathematics core requirement (any nonremedial mathematics course). The catalog identifies these courses (p. 68) as "MATH1 xxx" and "MATH2 xxx." For the sake of clarity, it would be better either to list the courses completely or, at the very least, to indicate that any 1000-level or higher mathematics course meets the A.A.S. core requirement.

Additional Recommendation 3: The GEO Forum recommends that the curriculum in COSC 1300 (Computer Essentials) be redesigned to elevate the level of instruction sufficiently to justify its inclusion in a collegiate core curriculum or that it be dropped from the core curriculum and be made a remedial computing course.

Rationale: COSC 1300 covers some knowledge and skills that students should have acquired in high school. The course is designed the way it is because some students did not learn what they should have learned in high school and some students either never had the opportunity to learn the material in high school or left high school long enough ago to have forgotten it. The GEO Forum applauds the Computer Science faculty for designing a course that clearly meets important needs for these students while still addressing some college-level knowledge and skills. However, the overall level of instruction should be elevated sufficiently to justify its inclusion in the collegiate core curriculum or the course should be redesigned as a remedial course specifically addressing needs of students who come to CCCCD without appropriate computer knowledge and skills. If the faculty decide to raise the level of this course, some provision should be made to address the needs of under-prepared students through a new credit course below the 1000-level or through the Continuing Education Division.

Additional Recommendation 4: Eliminate the distinct economics requirement from the A.A.S. general education core curriculum; add ECON 1301 (Introduction to Economics), ECON 2301 (Principles of Macroeconomics), and ECON 2302 (Principles of Microeconomics) as options in the social/behavioral sciences core for the A.A.S.; and add ECON 2301 and ECON 2302 as options in the social/behavioral sciences core for the A.A./A.S. (Note: ECON 1301 is not being recommended for addition to the A.A./A.S. core because it was designed to support workforce education programs and students sometimes have trouble transferring the course.)

Rationale: GEO Forum members found no justification for a distinct economics requirement in the current A.A.S. general education core curriculum. The A.A.S. core currently consists of 22 semester hours while the less restrictive 45 semester hour A.A./A.S. core has no economics requirement. The THECB limits A.A.S. programs to 72 semester hours and some A.A.S. programs struggle to balance effective workforce preparation with general education requirements within the 72 hour limit. Elimination of a distinct economics requirement while making economics an option under social/behavioral sciences frees up three semester hours giving those programs increased flexibility in meeting the demands of effective workforce preparation. Furthermore, investigation of general education requirements at universities suggests that economics is commonly included in the general education curriculum as an option for meeting social/behavioral sciences requirements. CCCCD students currently are limited to selecting from only two courses to meet their social/behavioral sciences obligation. Thus, adding the recommended courses to the social/behavioral sciences core significantly expands students' flexibility.

Additional Recommendation 5: Eliminate the computer science requirement from the A.A.S. general education core curriculum, but hold A.A.S. students to the same standards required of A.A./A.S. students with regards to demonstrating attainment of basic intellectual competencies and core area exemplary learning objectives related to computer literacy.

Rationale: As mentioned in Additional Recommendation 4, above, some programs struggle to comply with the dual demands of workforce preparation and general education within the THECB's 72 semester hour limit. Anything that can be done should be done to allow those programs greater flexibility in preparing CCCCD students for the workplace while maintaining the integrity of CCCCD's core and while complying with all SACS and THECB expectations. Since CCCCD's workforce education programs include significant information technology components specifically geared toward the careers in which students are interested, faculty members contend that A.A.S. students obtain the computer skills and knowledge they need to function in today's information society without completing a separate computer course. To ensure that A.A.S. students are receiving a comparable computer education to other degree-seeking students, workforce education faculty should integrate the same computer-related competencies and learning objectives into their syllabi and courses that are taught the computer science core and A.A.S. students should be required to demonstrate the same level of learning outcomes as other degree-seeking students.
In some cases, faculty members in an A.A.S. program may be unable to effectively integrate all computer science learning objectives into the program's curriculum. In other cases, students in an A.A.S. program may fail to demonstrate the same level of computer science learning as degree-seeking students in other majors who complete the computer science requirement. In such cases, the GEO Forum recommends that A.A.S. programs add the computer science core requirement back into the core curriculum.

Additional Recommendation 6: Any A.A.S. programs (e.g., Dental Assisting) that are missing components of the A.A.S. general education core in their curricula must add the missing components in order to comply with the SACS principles and THECB guidelines and to ensure the integrity of a CCCCD degree.

Rationale: Any associate's degree program within SACS and THECB jurisdiction must require at least 15 semester hours of general education consisting of at least one course in each of the following areas: humanities/fine arts, social/behavioral sciences, and natural sciences/mathematics. In addition, the THECB requires that all degree programs include mathematics, computer, and communication competencies. Any CCCCD associate degree program failing to comply with these expectations places at risk the integrity of CCCCD's degrees and invites the imposition of serious SACS and THECB sanctions on the District as a whole. If the Additional Recommendations 3 and 4 are adopted, the A.A.S. core will be reduced from 22 to 16 semester hours while still complying with all SACS and THECB expectations. This will allow all A.A.S. programs increased flexibility in providing effective workforce education while complying with all SACS and THECB criteria.

Minority Reports

This section of the report summarizes proposals that stimulated extensive and earnest discussion, and were conceptually supported by most, if not all, GEO Forum members. However, the group also had sufficient reservations about the proposals that neither was formally adopted. They are summarized here as a means to stimulate further discussion at higher levels of the institution.

Minority Recommendation 1: Add a requirement to the core curriculum that students complete a three-hour literature course in addition to the 45 semester credit hours already required.

Rationale: CCCCD students currently have an option to take a literature course to complete the humanities core, but few do so because they perceive other options to be less demanding. GEO Forum faculty members have little doubt that our students woefully lack (1) exposure to the great ideas and literatures of world cultures and (2) ability to write clear well-reasoned prose and to rationally substantiate and defend assertions. The addition of a mandatory literature course on top of current core requirements, particularly a world literature course, could effectively address both deficiencies without diminishing students' exposure to other equally important courses in the humanities. However, adding this requirement to the current core curriculum would increase the total hours in the core from 45 to 48 semester credit hours, the maximum allowable by the THECB. Such an expansion of the core curriculum could adversely affect (1) development of fields of study, (2) numbers of core curriculum completers, and (3) numbers of degree recipients.

Minority Recommendation 2: Require all students to complete at least one learning community experience as part of the core curriculum.

Rationale: If the institution is truly committed to the concept of learning communities and if we truly believe that they positively affect the learning experiences of our students (e.g., teaching them to integrate knowledge from disparate disciplines), such a requirement would dramatically increase participation in learning communities. This requirement would require no increase in credit hours included in the core. It would simply mean that, in the process of completing the core curriculum, students would need to complete at least two of their core courses in a learning community. Implementation of such a requirement would set CCCCD apart from other community colleges and demonstrate that the awards we have received translate into more than platitudes. While universally supporting this concept, the group decided not to include it among its recommendations because of concerns about the logistics and costs of adding such a requirement to the core curriculum.