

Summary of Core Curriculum Steering Committee Activity

Faculty Senate Meeting November 12, 2008

- Additions and Deletions to the Core Curriculum.

	Current core curriculum requirement fulfilled	Core Area Committee recommendation	Steering Committee recommendation
Additions			
ADRS 2310	Social & Behavioral Sciences Core	Add to core	Approve, 1/22/2010
CLAS 3353	Social & Behavioral Sciences Core	Add to core	Approve, 1/22/2010
SOC 3335	Social & Behavioral Sciences Core	Add to core	Approve, 2/26/2010
AGED 2300	Social & Behavioral Sciences Core	Add to core	Approve, 2/26/2010
Deletions			
ART 3311	Social & Behavioral Sciences Core and Multicultural	Remove from core and multicultural requirement (11/20/09)	Approve, 11/20/2009
ART 4313	Social & Behavioral Sciences Core and Multicultural	Remove from core and multicultural requirement (11/20/09)	Approve, 11/20/2009
PSS 2311	Technology & Applied Sciences	Remove from core (11/19/2009)	Approve, 11/20/2009
GEOG 3300	Technology & Applied Sciences	Remove from core (11/19/2009)	Approve, 11/20/2009

- The State Undergraduate Education Advisory Committee will probably recommend that the Exemplary Education Objectives be dropped and replaced by measureable Student Learning Outcomes.
- The term General Education Core Curriculum was recommended because it incorporates both terminology used by the Texas Higher Education Coordinating Board (core curriculum) and SACSCOC (general education).
- THECB has established new rules regarding the periodic core curriculum reports that must be submitted to the Coordinating Board. The reports will now be on a 10 year cycle with a 5 year interim review that will coincide with the SACS-COC reporting requirements. The dead line for TTU to submit the report to THECB is May 1, 2010.
- There is an inconsistency among TTU colleges on how transfer students are accommodated.
 - If students come in to TTU from another Texas public institution, TTU must accept the core courses they have already completed.
 - If students come in from private institutions in Texas or out of state institutions, it is up to the college in which the student registers to determine which transfer courses meet the core requirements.
 - Some advisors require that there be a TTU counterpart course in order for a transfer course to be accepted for core curriculum credit.
 - There is nothing in the SACS requirements nor is there anything in our general education and core curriculum standards that says a course must have an identical counterpart at TTU in order to meet the core requirements.

- Efforts are underway to insure that similar standards for awarding core curriculum credit for transfer courses in all colleges.
- The committee discussed the removal of the Technology requirement from the core curriculum. No decision has been made, but Faculty Senate will have to approve the removal.
- Beginning in the Fall 2009, the syllabi for core curriculum course must be uploaded to Digital Measures. The syllabi must follow the criteria identified by the CCC (see below).

Core Curriculum Course Syllabus Requirements

The CCC uses the following criteria to determine whether a core course syllabus meets Core Curriculum requirements.

General Core Curriculum Course Criteria

- The course should be a 1000- or 2000-level course. (In some situations, the CCC will consider 3000- or 4000-level courses, but such courses must fulfill all other criteria clearly.)
- The course must be designed for any student to take as part of his or her general university education (as opposed to courses designed primarily for a major or specialization).
- The course must not have any prerequisites within the same core category the course is meant to fulfill (unless there is a clear sequence of courses in the category, such as MATH 1300 and MATH 2300).
- In the case of sequenced courses, both courses must be submitted together and approved as a single category offering.

Core Curriculum Course Syllabus Requirements

- The course syllabus must contain the exact wording from the University Catalog for the objective of the Core Curriculum the course is intended to satisfy.
- The course syllabus must begin with a course purpose statement, followed by the competency statement for the category (" Students graduating from TTU should be able to ..." which immediately follows the category objective in the catalog) then a list of student learning outcomes statements. At least one of the outcomes specified by the CCC for that Core Curriculum category must be included in the list of learning outcomes. Core Competencies and SLOs for each Core Curriculum requirement are listed on the Core Curriculum Committee website (<http://www.depts.ttu.edu/provost/councilscmtes/ccc/corecurriculum.php>)
- The purpose statement must specify to students that the course fulfills the requirements for a particular core category ("This course satisfies the Core Curriculum (graduation requirement) in XXX.").
- The learning outcome statements must follow best practices for measurability and include methods of assessment *for each outcome*. Each outcome must be directly paired with one or more assessment methods. A concise introduction to assessment is available on line at the Office of Planning and Administration website (http://www.depts.ttu.edu/opa/resources/docs/Writing_Learning_Outcomes_Handbook3.pdf).
- The learning outcome statements must align with and contribute to the appropriate core category outcome statement.