Council Members Present:
B. Melzer-Health Professions
W. Stone-Applied Arts
M. Lord-Education
V. Sriraman-Science
R. Northcutt-Science
S. Springer-Applied Arts
M. Hennessy-Liberal Arts
C. McCall-Education
L. Thomas-Health Professions
T. Mottet-Fine Arts and Comm
F. Blevens-Fine Arts and Comm
S. Beebe-Chair
B. Brown-Liberal Arts
S. Day-Chair
T. Hindson-Liberal Arts

Council Members Absent:
K. Moffeit-Business Administration
J. Ross-Business Administration

Meeting convened at 3:35 p.m.

Motion:
R. Brown asked for a motion to approve the minutes from October 23rd. M. Lord so moves. R. Northcutt seconds the motion. The October 23rd minutes were approved as prepared.

R. Brown distributed correspondence from Dr. Estaville to the Council. Dr. Estaville requested an extension until December 14th to respond to the subcommittees concerns and Dr. Ellis was in support.

Motion:
The Council will postpone the discussion of the GEO 2410 course until the January 22nd meeting if Dr. Estaville has the information to R. Brown by December 14th.
F. Blevens so moved. S. Beebe seconds the motion.

Amended Motion:
The Council will meet on February 12th as the first meeting of 2001 in order to give all the Council members time to review the materials Dr. Estaville has provided.
R. Northcutt so moved. B. Melzer seconds the amended motion. Amended motion passed unanimously.

R. Northcutt discussed some interesting changes that might take place in the next few years with the Mathematics department and its requirements. He told
the Council that he thought they should leave the GS Perspectives in the bulleted form until after the transition. V. Sriraman and R. Northcutt will confer about the mathematics philosophy.

**Motion:**
The Council will defer the Texas Coordinating Board Mathematics Component to a later date.
S. Beebe so moved. M. Lord seconds the motion. Motion passed unanimously.

**Motion:**
The Subcommittee recommends that the Social and Behavioral Science Component should incorporate all the following assumptions, definitions, objectives, requirements and assessments:

### Texas Coordinating Board Social and Behavioral Science Component

**Assumptions**
1. Every institution of higher education will adopt a core curriculum.
2. . . . . a core curriculum should contain courses that establish multiple perspectives on the individual and the world in which he or she lives.

**Definition**
The objective of a social and behavioral science component of a core curriculum is to increase students knowledge of how social and behavioral scientist 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**
The way in which colleges and universities achieve these outcomes will thus vary in accordance with the particular circumstances of the institutions. The student will be able to:
1. to employ the appropriate methods, technologies, and data that social and behavioral scientist use to investigate the human condition.
2. to examine social institutions and processes across a range of historical periods, social structures and cultures
3. to use and critique alternative explanatory systems or theories
4. to develop and communicate alternative explanations or solutions for contemporary social issues
5. to analyze the effects of historical, social, political, economic, cultural and global forces on the area under study
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, civil and human rights
7. to understand the evolution and current role of the U.S. in the world
8. to differentiate and analyze historical evidence (documentary and statistical) and differing points of view
9. to recognize and apply reasonable criteria for the acceptability of historical evidence and social research
10. to analyze, critically assess, and develop creative solutions to public policy questions
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
12. to identify and understand differences and commonalities within diverse cultures

Southwest Texas State University Social and Behavioral Science Component

Definition
The Social and Behavioral Science Component encompasses three of the previous SWT perspectives. It includes the Political Perspective, Historical Perspective and the Social Science Perspective that were in existence prior to THECB's General Education Core. The Social and Behavioral Science Component objective is to increase students' knowledge of how social and behavioral scientist discover, describe, and explain the behaviors and interactions among individuals, groups, institution, events, and ideas. It includes the ability to conceptualize the chronological development of societies and the political systems they use for governments.

Requirements
All students will complete fifteen hours of the Social and Behavioral Science Component courses from the approved list of courses. Texas law requires that every student graduating from a state supported college or university must take six hours of American history and six hours of American government (six hours of equivalent junior or senior ROTC course work may be substituted for three hours of the history and three hours of the political science requirement). For native SWT students the remaining three hours must be taken from the areas outside of the legislated requirements for American history and American Government.

The courses that satisfy the Social and Behavioral Science Component present the basic information for the discipline. In addition, these courses also present the scientific approach to the world: how does a social/behavioral scientist view society, cultures, and individuals, test observations, and create new knowledge? The questions that should be addressed in any Social and Behavioral Science Component include:

- What is the appropriate methods, technologies, and data that social and behavioral scientist use to investigate the human condition?
- What are the techniques used to examine social institutions and processes across a range of historical periods, social structures, and cultures?
- What are the effects of historical, social, political, economic, cultural, and global forces on the area under study?
- How does one analyze, critically assess, and develop creative solutions to public policy questions?
- How does one develop and communicate alternative explanations or solutions for contemporary social issues?
• How does one differentiate and analyze historical evidence (documentary and statistical) and differing points of view?
• How does one recognize and assume ones 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?

Assessment
In evaluating students’ success in meeting the objectives of the Social and Behavioral Science Component, and in assessing the overall effectiveness of courses that satisfy this component, faculty use some or all of the following measures:
1. Objective quizzes and tests that determine whether students have mastered the cognitive skills in the course.
2. Written assignments and essay exam questions that reflect competent understanding of course material and concepts.
3. Class participation that indicates a satisfactory level of student comprehension of course material.
4. To help determine instructor, course and program effectiveness:
   a. Faculty surveys, including peer review of syllabi and tests;
   b. End-of-course student evaluation.

Courses meeting the Social and Behavioral Science Component:

<table>
<thead>
<tr>
<th>Course number</th>
<th>Course Title</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 1310*</td>
<td>History of U.S. to 1877</td>
<td>None</td>
</tr>
<tr>
<td>HIST 1320*</td>
<td>History of U.S. 1877 to date</td>
<td>None</td>
</tr>
<tr>
<td>POSI 2310*</td>
<td>Principles of American Government</td>
<td>None</td>
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<tr>
<td>POSI 2320*</td>
<td>Functions of American Government</td>
<td>None</td>
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<tr>
<td>ANTH 1312</td>
<td>Cultural Anthropology</td>
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</tr>
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<td>ECO 2301</td>
<td>Economics of Contemporary Issues</td>
<td>None</td>
</tr>
<tr>
<td>GEO 1310</td>
<td>World Geography</td>
<td>None</td>
</tr>
<tr>
<td>PSY 1300</td>
<td>Intro to Psychology</td>
<td>None</td>
</tr>
<tr>
<td>SOC I 1310</td>
<td>Intro to Sociology</td>
<td>None</td>
</tr>
</tbody>
</table>

*Courses that meet legislative requirements

The motion passed unanimously.

The next meeting will take place on February 12th.

Spring objectives:
- Senior Interviews
  - Contemplate having the participate deadline 2 weeks before Spring Break
  - The University College office has the Kansas conversations on videotape if anyone wants to review them
Evaluation of teacher learning

The interview will consist of 2 faculty (one female and one male) with one faculty person beginning the interview and the other entering at a later time

T. Mottet and R. Brown will meet before February 12th to discuss the process and training

R. Northcutt mentioned these dates for the senior interviews

- February-Recruiting
- March-Interview
- April-Review

Mathematics

V. Sriraman and R. Northcutt will bring to the Council their collaborative efforts for the mathematics component on February 12th.

R. Brown shared his experience from the AAC&U conference where he presented the Portfolio Presentation.

**Motion:**
R. Brown entertained a motion to adjourn. C. McCall so moved. B. Melzer seconds the motion. Meeting was adjourned at 4:55 p.m.