General Education Council
Motions Passed January 1995-2001

1/13/95
Motions Passed:
- The minutes from past Council meetings of November 28 and November 14 were approved as written.
- The overall 1995 agenda was approved. Essential Skills presentations would appear on the agenda on an ad hoc basis and would be limited to three-page summaries. To hold Council meetings in the Psychology Building Room 132 when possible.

2/6/95
Motions Passed:
- The meeting agenda was adopted.
- The minutes from the January 13 meeting were approved as written.

3/6/95
Motions passed:
- The meeting agenda was adopted.
- The minutes from the Feb. 6 meeting were approved as written.
- To adopt English 3325, Russian Literature in Translation, as a writing intensive course.

4/10/95
Motions Passed:
- The meeting agenda was adopted.
- The minutes from the March 6 meeting were approved as written.
- To eliminate the capstone requirement and removing any reference to that requirement from the General Studies section of the Undergraduate Catalog, thereby reducing General Studies requirements by three hours. Individual departments will arrange capstone course where considered necessary.

10/2/95
Motions Passed:
- The Cultural Pluralism Emphasis Graduation Requirement proposal was tabled in order to allow school representatives to inform faculty within their schools and will return to the agenda at the November 6th meeting as the single agenda item.

11/6/95
Motions Passed:
- To take the Cultural Pluralism Proposal from the table.

1/22/96
Motions Passed:
- Motion that the General Studies Council maintain its current structure.

5/8/96
Motions Passed:
- General Studies Council recommends that membership be composed of 16 voting members; 2 from each school, and 2 student non-voting representatives.
- The voting school representatives will be from different departments of schools; this excludes chairs and alternate representatives.
To create procedures for non-members with concerns to bring before the General Studies Council: students wishing to raise issues will have 2 avenues of approach: they can either submit opinions in writing to the Council or ask student representatives to voice concerns to the Council. General Studies Council can invite non-members to attend meetings.

6/17/96  
**Motions Passed:**  
- General Studies Council recommends that the possible implementation of Synergy be postponed after careful campus-wide discussion, which includes consultation with the General Studies Council and with chairs and senior staff of all departments whose courses will be part of the program.

10/14/96  
**Motions Passed:**  
- To write a letter supporting Option A in the Coordinating Board's Staff Study. Dr. Brown, Dr. Geuras and Dr. Hays will compose the letter.

11/25/96  
**Motions Passed:**  
- Endorsement of draft letter to Commissioner Ashworth on general education options to be forwarded through channels for President Supple's consideration as an institutional response.  
- Dean Brown to ask each chair with International Perspective approved courses to submit a single page description of each course that will focus upon its learning outcomes and its rationale for inclusion as a course which satisfies the International Perspective requirement.

2/3/97  
**Motions Passed:**  
- The Synergy Project was approved unanimously contingent on funding from a Merrick Endowment fund request.

2/17/97  
**Motions Passed:**  
- To approve changes in English curriculum to include ENG 2359 and ENG 2360 as fulfilling the General Studies Literary Perspective.

3/31/97  
**Motions Passed:**  
- To accept English 2359 and 2360 as fulfilling the General Studies Literary Perspective requirement. Unanimous  
- Dr. Hennessy will make minor changes to the model for the definition of the Literary Perspective to facilitate its use in writing definitions for the remaining perspectives. For - 10,  
  Opposed - 1  
- A Council Development Committee will design a format for definitions of all General Studies perspectives. Unanimous  
- The format to be used for the definitions of perspectives will be as follows:  
  1. Definition  
  2. List of Objectives  
  3. Methods of Assessment  
  4. List of Courses  
  Unanimous. This motion nullifies the previous motion.

4/14/97  
**Motions Passed:**  
- To adopt the Literary Perspective model as a template with which to write definitions for the other eight core curriculum perspective requirements.
- Approve as amended the Literary Perspective model as a template with which to write definitions for the other eight core curriculum perspective requirements. Unanimous.
- To modify the earlier motion to establish nine perspectives, “Philosophy” to be inserted into the wording, directly after International.
- To establish a subcommittee to write a definition of the International Perspective; members of the committee will be Dr. James Garber, Dr. Dennis Dunn, Dr. Robert Fischer, Dr. Grady Early, Dr. Kenneth Margerison, and Dr. Michael Hennessy.

9/22/97
Motions Passed:
- That Mathematics 1317 be added to the list of courses satisfying the General Studies basic skill course equivalents for Mathematics.

11/24/97
Motions Passed:
- To adopt the International Perspective definition as follows:
  The International Perspective broadens awareness of the world beyond the United States. It allows students to examine the cultures—that is, beliefs, practices, and materials—of different societies, as well as helping to foster an understanding of issues that affect past and present peoples and nations around the world.
- To accept the proposed procedures for adding and deleting classes to the General Studies curriculum as follows:
  When a department seeks to add, delete, or fundamentally alter a course from the basic skills, disciplinary perspectives, or writing intensive portions of the General Studies curriculum, the department chair will notify the GSC of the department's intention to modify its offerings in the core curriculum.

When a new course will become a departmental offering (whether or not adopted as an addition to the GS curriculum), the department will initiate a new course request, which, when approved by the school dean, will go simultaneously to the Curriculum Committee (CC) and the GSC. The GSC will hold an open hearing to gather information and will invite participation by the department chair, faculty and interested students. The GSC will then send its recommendation to both the CC and the Vice President for Academic Affairs (VPAA).

When proposed, a course addition will become a departmental offering only if it is approved as an addition to the General Studies curriculum, the department will initiate a new course request, which, when approved by the school dean, will go first to the GSC. The GSC will hold an open hearing to gather information and will invite participation by the departmental chair, faculty and interested students. When the GSC approves an addition, the course proposal will be forwarded with a statement of endorsement to the CC and the VPAA. When the GSC recommends against adding such a course to the General Studies curriculum, the GSC will draft an explanation which will be sent to the department and school dean. Action by the GSC will be noted in the GSC minutes and distributed through channels.

When a department seeks to delete or fundamentally alter a course in the General Studies curriculum, the request will be sent to the GSC, which will hold an open hearing to gather information. Students, departments, and school deans will be invited to the hearing to present information that would assist the GSC in making a recommendation on the proposed deletion or fundamental alteration. When such a request is approved, the GSC will forward a statement of support to the department or school dean. When the GSC opposes such a change, it will remain in communication with the department and the school dean so as to seek a resolution of the disagreement.

3/9/98
Motions Passed:
- To endorse Alumni Survey.
- Dr. Brown will ask for an exemption from the 42-hour curriculum requirement until Fall 2000 or after.
3/23/98
Motions Passed:
- To create 3-person subcommittees to review perspectives. Members will be chosen from Council members not in schools under review. Dr. Brown will select subcommittee members. Subcommittee members will review perspectives course syllabi for conformance to the definitions, then make reports to Council.
- Activities of the subcommittees are to conduct formative assessments of course syllabi in relationship to the redefined perspectives. Dr. Brown will write the charges for the subcommittees.

10/12/98
Motions Passed:
- The General Studies Council unanimously recommended the adoption of the revised General Studies Perspectives and Basic Skills as reviewed by the Council subcommittees. Reports from the subcommittees on the Historical Perspective and the International Perspective will be reviewed at the October 26th meeting.
- The General Studies Council recommends that the Central Administration appoint a permanent Dean of General Studies as soon as it is practical.

10/26/98
Motions Passed:
- The General Studies Council recommends that, effective Fall 1999, two years of the same high school foreign language be required as an institutional admissions requirement. In instances where students enter without the two high school units, their admission will specify that they have a foreign language deficiency which can be resolved by satisfactory completion of the Modern Language Placement Exam, CLEP, or completion of course work through the second semester of a foreign language.
- The General Studies Council recommends that the Office of Admissions determine whether each student admitted has high school deficiencies.

12/7/98
Motions Passed:
- The General Studies Council passed by canvas vote to approve the Historical Perspective.
- The General Studies Council recommends the elimination of the International Perspective requirement from the core curriculum.

1/11/99
Motions Passed:
- Council recommends that two courses in Physical Fitness and Wellness and Freshman Seminar be recommended for the Institutionally Designated Option category of the Coordinating Board’s core curriculum.

1/19/99
Motions Passed:
- Council recommends that the [THECB] Chart I Humanities hours specify three hours of literature (English 2310, 2320, 2330, 2340, 2359, or 2360) and the Chart II Humanities hours specify three hours of philosophy (Philosophy 1305).

3/9/99
Motions Passed:
- Council recommends a pilot study of senior student interviews as an instrument of the general education curriculum.
3/22/99
**Motions Passed:**
- The General Studies Council approve the recommended changes proposed by the Biology and Chemistry Departments.
- To approve with the following change in the wording of the motion on the senior interview model of assessment: The Council recommends the development of a pilot study of senior student interviews as an [assessment] instrument of the general education curriculum and report back to the General Studies Council.

10/11/99
**Motions Passed:**
- Barbara Melzer recommends the following change to the PPS:
  Paragraph 14, line 2 change to say; “Standard parliamentary procedure will be honored. The Council must have a quorum of eleven voting members to conduct business. A simple majority will carry an issue.”

2/14/00
**Motions Passed:**
- The minutes are approved from the January 24 meeting
- R. Northcutt moved the adoption of the changes to PPS 1.12 from one alternate to two alternates.
- R. Northcutt moved the adoption of the changes to PPS 1.12 to change Section 15 and create a new Section 15 to read:
  “Regular attendance is expected of representatives or their designated alternates. In the event a representative or alternate is unable to attend, a proxy may be designated by the representative in consultation with the appropriate dean or Chair of the Council of Chairs. The Dean of the College of General Studies will be notified. The proxy will be furnished appropriate materials for the meeting and will be a voting member for that meeting.”
- R. Brown said the College of General Studies should be changed to University College. The sentence should read:
  The Dean of University College will be notified.
- To endorse the institutional portfolio assessment proposal.

2/28/00
**Motions Passed:**
- The February 14th minutes were approved as prepared.

3/6/00
**Motions Passed:**
- To appoint a subcommittee with the charge of bringing a recommendation to the Council for the adoption or rejection of the Geography, Anthropology and Physics courses to the General Education Core Curriculum. (The subcommittee is charged with gathering information on each course criteria using the natural science and old general studies perspectives.)

3/27/00
**Motions Passed:**
- The February 28th minutes were approved as prepared.

4/10/00
**Motions Passed:**
- R. Brown asked for a motion to approve the minutes from March 6th and 27th pending review.
- To approve of ANTH 2414: Physical Anthropology as an additional Natural Science Perspective course to be included in the SWT General Education Core Curriculum.
- R. Brown asked the Council if they would allow L. Estaville to express his concerns to the Council, but for only 4 minutes.
- To defer consideration of GEO 2310: Introduction to Environmental Geography and GEO 2410: Introduction to Physical Geography until the first meeting of the 2000-2001 academic year.
- To approve PHYS 1340: Astronomy: Solar System, PHYS 1350: Astronomy: Stars and Galaxies, and PHYS 1140: Introductory Lab in Astronomy as additional natural science perspective courses to be included in the SWT General Education Core Curriculum.
- R. Brown asked the Council if they would allow L. Estaville to express his concerns to the Council, but for only 4 minutes.
- The Council tabled the subcommittee recommendation issue and will defer action until April 24th.

4/24/00
Motions Passed:
- R. Brown asked for a motion to approve the minutes from March 6th and 27th and April 10th.
- To reject GEO 2410: Physical Environment as an additional SWT Natural Science Perspective to be included in the SWT General Education Core Curriculum listing at this time.
- To reject GEO 2310: Environmental Geography as an additional SWT Natural Science Perspective to be included in the SWT General Education Core Curriculum listing.
- The subcommittee recommends that the procedure for the General Education Council (GEC) to determine applicability of proposed courses to meet the SWT general education requirements be discussed by the GEC at the second meeting of the 2000-2001 academic year.
- The subcommittee recommends that the SWT administration critically assess the impact of resource allocation/reallocation that will result from the approval of additional courses to meet the SWT general education requirements prior to their implementation as a general education requirement.
- The subcommittee recommends that the GEC consider the following topics for discussion during the 2000-2001 academic year:
  1. Should general education requirements be allowed to be used to meet both a general education requirement and the requirements for a chosen major field of study?
  2. Should completion of a minimum of one natural science perspective general education course be required to come from biology, chemistry or physics?
- R. Northcutt asked the Council to create a committee to review the issue of student voting on the Council and have them provide a recommendation.
- A subcommittee should be appointed to review the issue of student voting and report at the 2nd meeting in September.

9/25/00
Motions Passed:
- R. Brown asked for a motion to approve the minutes from the April 24th meeting.

10/9/00
Motions Passed:
- S. Beebe moved that the council empower R. Brown appoint a committee to structure the components so they are aligned with coordinating board guidelines for the departments seeking these proposals. B. Melzer seconds the motion. The motion passes unanimously.

- S. Beebe moved the procedure for new proposals follow a specific path. First, the proposal is submitted to Dean Brown who then appoints a committee to review the proposal (nobody from the department submitting the proposal may serve on the committee or subcommittee). After the committee reviews the proposal they respond in writing about how the proposal met or did not meet the components. Individuals are invited to attend, but the subcommittee meeting will be considered an executive session. Last, they come to the council.

Amended Motion:
S. Beebe moved that the procedure for submitting a proposal to the council work in the follow manner. First, the Dean will appoint a subcommittee. The subcommittee will supply the department with the criteria (form) they expect the department to provide. Once the subcommittee has the written criteria the department may have a representative available to answer any questions the subcommittee may have. The chair of the council will preside and manage the minutes. Finally, the results of the subcommittee recommendation will be given to the department and the council at the same time. If the proposal is defeated by the council it can not be brought back before the council for two years. The amended motion passed unanimously.

10/23/00
Motions Passed:
- R. Brown asked for a motion to approve the minutes from September 25th and October 10th

The Subcommittee recommended the following: Since the student representatives to the General Education Council normally have completed their general education courses, responsibly attended the Council meetings, and served the student perspective on the Council, we would recommend their being granted voting status. While there are reasonable arguments on both sides of this issue, the Subcommittee members agreed that the Council is a recommending body and the student vote would represent only a part of the over-all consensus on any issue. Since the Dean of the College and Vice-President for Academic Affairs would be apprised of votes on critical issues, University interests should prevail. Motion passed unanimously.

The Subcommittee recommends that the Natural Science Component should incorporate all the following assumptions, definitions, objectives, requirements and assessments:

**Texas Coordinating Board Physical and Natural 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 the study of a natural sciences component of a 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.

**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 outcomes for student learning provide both guidelines for instruction and also a profile of the student. . . The student will be able to:
1. understand and apply method and appropriate technology to the study of natural sciences
2. recognize scientific and quantitative methods and the difference between these approaches and other methods of inquiry and to communicate finds, analyses and interpretation both orally and in writing
3. identify and recognize the differences among competing scientific theories
4. demonstrate knowledge of the major issues and problems facing modern science, including issues that touch upon ethics, values, and public policies
5. demonstrate knowledge of the interdependence of science and technology and their influence on, and contribution to, modern culture.

**Southwest Texas State University Natural Science Component**

**Definition**
The Natural Science Component encompasses that growing body of knowledge by which humans attempt to understand natural phenomena of the universe. These sciences constitute the knowledge base for a number of applied disciplines within the modern university, including industrial arts, physical education, the health sciences and nutrition.
Requirements

All students will complete two Natural Science Component courses from the approved list of courses. One of the two courses must be a laboratory course. If the two courses are from different sciences within the Natural Science Component, both courses must include a laboratory.

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

- What is the basic information that one should know for this area of science?
- What are the techniques for using the equipment characteristics of this area of science?
- What laws of nature support this science?
- How does one approach nature from an objective (impersonal) point of view?
- What are the significant features of a given observation?
- What is the significance of a given pattern?
- How does one use the Scientific Method to create new knowledge?
- How do laboratory experiments illustrate natural phenomena in a structured way?
- What constitutes valid science?

Objectives

As students find answers to the above questions, they will develop a set of skills that will enable them to approach the world from a scientific perspective. Corresponding to the questions posed about the student should be able to:

- answer objective questions on basic facts and theory from the given area of science.
- use properly the equipment from the given area of science.
- perceive natural phenomena objectively
- structure their powers of observation in a given situation.
- recognize examples of patterns they have studies.
- use the Scientific Method to create knowledge new to them.
- formulate specific tasks as part of an organized approach to accomplishing a complex goal.
- recognize the occurrence of scientific phenomena in the world around them.
- determine if, in a given situation involving the using of the Scientific Method, the use is valid.

Assessment

In evaluating students’ success in meeting the objectives of the Natural 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. 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 Natural Science Component:

Prior to Fall 2000:

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<tr>
<th>Course number</th>
<th>Course Title</th>
<th>Prerequisites</th>
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<td>BIO 1310</td>
<td>Principles of Biology</td>
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<td>BIO 1410</td>
<td>Introduction to Plant Biology</td>
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<td>BIO 1420</td>
<td>General Zoology</td>
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<td>CHEM 1310/1430</td>
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<td>For 1430: 1310 or 1410</td>
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<td>CHEM 1410/1420</td>
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### Course Requirements

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<td>Physical Geology</td>
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<td>GEOL 1420</td>
<td>Historical Geology</td>
<td>GEO 1410</td>
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#### Fall 2000 and after:

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<td>Modern Biology II (nonmajors)</td>
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<td>BIO 1431</td>
<td>Organismal Biology (majors)</td>
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<td>Intro Chem for Non-science Majors</td>
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<td>Chemistry for Non-science Majors</td>
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<td>Electricity and Magnetism</td>
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**12/4/00**

**Motions Passed:**
- R. Brown asked for a motion to approve the minutes from October 23rd.
- 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.
- **Amended Motion:** R. Brown asked for a motion to approve the following minimum criteria for the General Education Model Syllabus:
  - Semester (i.e. Fall, Spring, Summer I, or Summer II).
  - Instructor's name, office number, office telephone number, and e-mail address.
  - Office hours
  - Course prefix/number and title.
  - Course description and objectives.
  - Required textbook(s) and materials (title, authors, publication date and/or edition, etc.).
  - Brief course outline and schedule
  - Any special requirements (especially those introducing students to the library as a resource for research and/or those which make use of computer applications).
  - Instructor's grading policy.
  - Instructor's attendance policy.
  - Date/time for final exam (optional, but very helpful)
Also important to students with special needs is a policy statement that might read:
Students with special needs (as documented by the Office of Disability Services) should identify themselves at the beginning of the term.

Institutional Academic Honesty Policy

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.
The Council will defer the Texas Coordinating Board Mathematics Component to a later date.
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**
3. Every institution of higher education will adopt a core curriculum. . .
4. . . . 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:
6. to employ the appropriate methods, technologies, and data that social and behavioral scientist use to investigate the human condition.
7. to examine social institutions and processes across a range of historical periods, social structures and cultures
8. to use and critique alternative explanatory systems or theories
9. to develop and communicate alternative explanations or solutions for contemporary social issues
10. to analyze the effects of historical, social, political, economic, cultural and global forces on the area under study
11. 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
12. to understand the evolution and current role of the U.S. in the world
13. to differentiate and analyze historical evidence (documentary and statistical) and differing points of view
14. to recognize and apply reasonable criteria for the acceptability of historical evidence and social research
15. to analyze, critically assess, and develop creative solutions to public policy questions
16. to 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
17. 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 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?

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:

3. Objective quizzes and tests that determine whether students have mastered the cognitive skills in the course.
4. Written assignments and essay exam questions that reflect competent understanding of course material and concepts.
5. Class participation that indicates a satisfactory level of student comprehension of course material.
6. 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>
</table>

The motion passed unanimously.

2/12/01
Motions Passed:
- R. Brown asked for a motion to approve the minutes from December 4th.

The subcommittee recommends rejecting GEO 2410: Physical Geography for inclusion as an additional SWT Natural Science Component of the SWT General Education Core Curriculum.

Support statement: Following a thorough review of the materials submitted in support of this request the subcommittee could not support this course addition to the SWT Natural Science Component for the following reasons:

1. the proposed course does not meet the General Education Council’s approved definition as a Natural Science Component courses; instead of providing fundamental information that provides “the knowledge base for a number of applied disciplines. .” the information presented in this course appears to be applied and, thus, does not meet the definition of providing the knowledge base on which other disciplines can make application
2. although the field experiences have been incorporated to add the process of data collection to the laboratory portion of the course, there continues to be predominant emphasis on application of existing data in laboratory activities versus generating data that can be applied by other disciplines; thus, there is application of theories and hypotheses versus developing of theories and hypotheses in the laboratory activities
3. the laws of nature listed in response to item #1c provided support for application of theories rather than building an understanding of the theories themselves

Of concern was one additional issue: although MATH 1315 is a pre-requisite it does not appear that the content of that course is used sufficiently throughout this course to require it as a pre-requisite for understanding the material presented in the text or applied through laboratory activities

2/26/01
Motions Passed:
- R. Brown asked for a motion to approved the minutes with the above mentioned corrections from February 12th.

The Subcommittee recommends that the Humanities & Visual and Performing Arts Component should incorporate all the following assumptions, definitions, objectives, requirements and assessments:

**Texas Coordinating Board Humanities & Visual and Performing Arts 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 the humanities and visual and performing arts component of the 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 judgements, and develop an appreciation of the arts and humanities as fundamental to the health and survival of any society. As a strand running throughout the core curriculum, the essential skill of critical thinking which is embodied in this component, embraces methods for applying both qualitative and quantitative skills analytically and creatively to appropriate subject matter in order to evaluate arguments and construct alternative strategies.

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 outcomes for student learning provide both guidelines for instruction and also a profile of the student . . . The student will be able to:
1. demonstrate awareness of the scope and variety of works in arts and humanities;
2. understand those works as expressions of individual and human values within an historical and social context;
3. respond critically to works in the arts and humanities;
4. engage in the creative process or interpretive performance and comprehend the physical and intellectual demands required of the writer or visual or performing artist;
5. articulate an informed personal reaction to works in the arts and humanities;
6. develop an appreciation for the aesthetic principles that guide or govern the humanities and arts;
7. demonstrate knowledge of the influence of literature, philosophy, and/or the arts on intercultural experiences.

Southwest Texas State University Humanities & Visual and Performing Arts Component
Definition
The SWT Humanities & Visual and Performing Arts Component encompasses three of the previous SWT perspectives which existed prior to THECB's General Education Core. It includes the Fine Arts Perspective, the Philosophical Perspective, and the Literary Perspective.

- Fine Arts
  - The Fine Arts requirement introduces students to the elements, principles, and history of art, music, theatre, and dance from pre-history to the present.

2. Philosophy/Critical Thinking
   The Philosophy requirement introduces students to certain key matters which are foundational for all areas of human inquiry and experience including the nature of knowledge, belief, and value and the norms governing correct thought and action. Its content consists of specific views philosophers have developed about these fundamental issues, and its methodology includes the study and application of these norms. A component of the philosophy requirement, the essential skill of critical thinking is the ability to use the principles of good thinking in the development and evaluation of arguments or the reasons offered to support a claim. Its content consists of the nature of an argument, the types of reasoning, the features of clear, correct thinking and the fallacies of reasoning.

3. Literature
   The Literary requirement introduces students to literature as an academic discipline—teaching basic methods of critical analysis, promoting understanding and appreciation of
literature as an art form, and illustrating the role of literature in its historical, social and cultural contexts.

Some defining characteristics of the literature requirement are:

- It emphasizes survey-rather than specialized-knowledge about literature.
- This basic knowledge lays the groundwork for advanced study, giving students the facility to ask increasingly sophisticated questions of literary texts.
- It equips students with basic tools of textual analysis, teaching them to read literature closely with attention to form, syntax, and language.
- It heightens students' awareness of literature as art, its capacity to order experience in aesthetically pleasing and moving ways.
- It places literary work in context--historical, social, cultural--exploring particular works as a record of human experience and as part of a definable tradition.

Requirements

All students will complete the following credit hours within this component:

- Fine Arts: Three semester hours
- Philosophical: Three semester hours
- Literary: Three semester hours

Objectives

The SWT Fine Arts requirement sets forth the following objectives:

- To foster student awareness by exposing students to a wide variety of works in the arts and humanities.
- To enable students to present and explain the historical and social context in which a given work of art was created; articulate the meaning/meanings of a given work of art within a historical and social context; present and explain the given works of art in the context of an individual artist's career, aesthetic convictions and/or personal history.
- To enable students to articulate the elements which make up works in the various artistic disciplines; comprehend historical and social influences upon critical procedures and values applied to the arts.
- To enable students to apply the principles of critical and aesthetic judgement.
- To enable students to comprehend the concept of aesthetic principles, articulate the elements which make up works in the various artistic disciplines, and define principles within the artistic discipline.
- To enable students to comprehend the influence of philosophy and its impact on various arts across cultures and within cultures; to enable students to comprehend the relationships between literature and arts across cultures.

No longer considered a separate component with the core curriculum, SWT considers Philosophy and Critical Thinking and Problem Solving to be important for enabling students to:

- Identify philosophical issues
- Read philosophical texts
- Understand the foundational nature of these thoughts
- Understand contributions of major philosophers
- Understand and evaluate the reasons philosophers have offered for their views
- Understand and apply basic guidelines for good thinking and proper action
- Identify, construct and evaluate arguments
- Understand the nature of inductive and deductive reasoning and valid and sound arguments
Assess claims, hypotheses, theories, these, and beliefs with reference to the evidence and reasons which support them.

Identify and avoid confused thinking in their study of such common fallacies and *ad hominem*, equivocation, hasty generalization, and false cause.

The SWT Literary requirement sets forth the following objectives:

Students will:

- Read a literary text with a grasp of its content--for example, details of plot and character, major structural divisions, key images and ideas
- Analyze a literary text in order to explicate its meaning and to identify significant formal and linguistic features
- Explain ways in which a particular literary work reflects and shapes the historical, social and cultural circumstances in which it was produced
- Identify representative authors and works in a particular literary tradition
- Recognize significant themes and techniques shared by works in a particular literary tradition

Assessment

In evaluating students' success in meeting the objectives of the requirement for the Humanities & Visual and Performing Arts Component, faculty will rely on a variety of assessment tools:

- Objective exams will test students' comprehension of arts terminology and trends
- Critiques of gallery exhibitions, concerts, recitals, and dramatic productions will be used to measure students' abilities to articulate aesthetic aspects in specific contexts
- Review of syllabi and other written course materials by the Fine Arts 2313 Coordinating Committee will assure consistency across the four departments and across sections within departments
- Essay questions and exams that determine whether students have achieved a satisfactory grasp of content and achieved minimum competence in reading and analyzing literature
- Papers, essays and other writing assignments that determine whether students have achieved minimum competence in reading and analyzing literature, and present a central idea that is adequately developed and competently organized
- To help determine instructor, course and program effectiveness:
  a. Faculty surveys, including peer review of syllabi and tests
  b. Mid-course student assessments
  c. End-of-course student evaluation

Courses meeting the Humanities & Visual and Performing Arts Component:

**Fine Arts Requirement:**

- Art 2313  Introduction to Fine Arts
- Dance 2313  Introduction to Fine Arts
- Music 2313  Introduction to Fine Arts
- Theatre 2313  Introduction to Fine Arts

**Philosophy/Critical Thinking requirement:**

- Philosophy 1305  General Philosophy

**Literary requirement:**

- English 2310  British Literature before 1785
- English 2320  British Literature after 1785
- English 2330  World Literature before 1600
- English 2340  World Literature after 1600
- English 2359  American Literature before 1865
The Subcommittee recommends that the Mathematics Component should incorporate all the following assumptions, definitions, objectives, requirements and assessments:

**Texas Coordinating Board Mathematics 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 the mathematics component of the 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.

**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 outcomes for student learning provide both guidelines for instruction and also a profile of the student . . . The student will be able to:
1. to apply arithmetic, algebraic, geometric, higher order thinking, and statistical methods to modeling and solving real-world situations;
2. to represent and evaluate basic mathematical information verbally, numerically, graphically, and symbolically;
3. to expand mathematical reasoning skills and formal logic to develop convincing mathematical arguments;
4. to use appropriate technology to enhance mathematical thinking and understanding and to solve mathematical problems and judge the reasonableness of the results;
5. to interpret mathematical models such as formulas, graphs, tables and schematics, and draw inferences from them;
6. to recognize the limitations of mathematical and statistical models;
7. to develop the view that mathematics is an evolving discipline, interrelated with human culture, and understand its connections to other disciplines.

**Southwest Texas State University Mathematics Component**

**Definition**
Mathematics serves as the means for calculation, and the description and prediction of phenomena in the world. Mathematics solves problems, both practical and abstract, in a process that begins with the recognition and creation of patterns, acts through logic and axiomatic development, and culminates in the invention of algorithms.

**Requirements**
All students will complete one Mathematics Component course from the approved list of courses. The courses that satisfy the Mathematics Component present the basic information for the discipline. The following set of goals should be addressed by courses satisfying the Mathematics Component:

1. Calculation and Manipulation
2. Mathematical Patterns in Geometric and Numerical Systems
3. Algorithms and their Application
4. Modeling Phenomena from the World
5. Axiomatic and Theoretical Mathematical systems

**Objectives**
After completing the course, the student should be able to demonstrate facility with the concepts of the course through the solution of problems. The skills to be demonstrated include:

- mastery of calculation skills taught;
- recognition of problem types;
- carrying out correctly the appropriate algorithms for solution;
- construction of models by reformulating verbal problems mathematically; and
- application of the basic axioms to solve problems which are not merely repetitions of situations fully explored in class.

Complete understanding could be demonstrated by solving problems from the natural or social world: modeling an observed phenomenon, recognizing a pattern which suggests a method of solution, and using calculation and manipulation techniques taught in the course to carry out a procedure known to solve the problem. More sophisticated problems would require some theoretical development, perhaps modifying an algorithm taught in the course, or even creating a new algorithm.

Assessment

In evaluating students' success in meeting the objectives of the requirement for Essential Skills Computation in Mathematics, and in assessing the overall effectiveness of courses that satisfy the requirement, faculty use some or all of the following measures:

1. Objective quizzes and tests that determine whether students have mastered the skills in the course. Many questions test skills pertaining to one of the categories listed above. There are also problems which require correct use of skills in two or more of the categories. Determination of the proper suite of skills to be applied is a significant component of many of these problems.

2. a) Faculty surveys, including peer review of syllabi and tests; and
   b) End-of-course student evaluation

These measures help determine instructor, course, and program effectiveness.

Courses

Courses satisfying the Mathematics Component are:

<table>
<thead>
<tr>
<th>Course</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math 1315 College Algebra</td>
<td>Math 1311 or appropriate test</td>
</tr>
<tr>
<td>Math 1316 Survey of Contemporary Mathematics</td>
<td>Math 1311 or appropriate test</td>
</tr>
<tr>
<td>Math 1317 Plane Trigonometry</td>
<td>Math 1315 College Algebra</td>
</tr>
<tr>
<td>Math 1319 Mathematics for Business &amp; Economics I</td>
<td>Math 1311 or appropriate test</td>
</tr>
<tr>
<td>Math 2321 Mathematics for Life Sciences I</td>
<td>Math 1315 or appropriate test</td>
</tr>
<tr>
<td>Math 2417 Pre-Calculus Mathematics</td>
<td>Math 1315 College Algebra</td>
</tr>
<tr>
<td>Math 2471 Calculus I</td>
<td>Math 2417 Pre-Calculus</td>
</tr>
</tbody>
</table>

The various courses provide different sets of knowledge for students who have different educational goals. Modeling examples which might engage science or pre-engineering students may not interest business students, and vice versa. On the other hand, business and economics students will need different mathematical preparation for later courses in quantitative analysis.
than physics students will need for later courses in differential equations and multi-variable calculus.

- The Subcommittee recommends that the Communication Component should incorporate all the following assumptions, definitions, objectives, requirements and assessments:

  **Texas Coordinating Board Communication Component**

  **Assumptions**
  5. Every institution of higher education will adopt a core curriculum.
  6. 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 the study of a communication component of a 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.

  **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 outcomes for student learning provide both guidelines for instruction and also a profile of the student. The student will be able to:
  18. understand and demonstrate writing and speaking processes through invention, organization, drafting, revision, editing and presentation;
  19. understand the importance of specifying audience and purpose and to select appropriate communication choices;
  20. understand and appropriately apply modes of expression, i.e. descriptive, expositive, narrative, scientific and self-expressive, in written, visual, and oral communication;
  21. participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding;
  22. understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument;
  23. develop the ability to research and write a documented paper and/or to give an oral presentation.

  **Southwest Texas State University Communication Component**

  **Definitions**
  The SWT communication component has two requirements within the component: a speaking and listening skills perspective, as well as a reading and writing requirement:

  - **Speaking and Listening Skills**
    The speaking and listening skills requirement develops students’ verbal/oral and nonverbal communication skills in three specific communication contexts: interpersonal communication; small group communication; and public speaking. Further, the requirement introduces students to fundamental theories that explain human verbal/oral and nonverbal communication in its various forms or contexts. The over-arching objective of the requirement is to help students achieve competence in verbal/oral and nonverbal communication skills.

  - **Reading and Writing requirement**
    The reading and writing requirement introduces students to the principles of expository writing – the kind of objective, audience-directed prose they will use in college and beyond to explain and defend their ideas. Although self-expressive and narrative writing are not, in themselves, the focus of the requirement, students gain experience in utilizing these modes as means of developing and supporting ideas. Since effective writing goes hand in hand with intelligent reading, the reading and writing requirement also develops students’ abilities to read, understand and analyze a variety of texts, including students’ own writing.

    The reading and writing requirement has long been considered a cornerstone experience of the undergraduate curriculum because of its decidedly practical value in the classroom and on the job. However, the first-year English sequence at SWT also looks beyond the practice. It aims
to discipline through and expression, giving students the opportunity to study the art of written
communication for its intrinsic worth.

Defining Characteristics

The Communication component includes the following required areas:

- **The Speaking and Listening Skills** develop competent communicators who:
  - are aware of their own communicative verbal/oral and nonverbal behaviors while engaged in
    those behaviors and use *the knowledge gained from* that awareness to improve their
    communicative skills.
  - understand fundamental theories that explain human communication and enhance
    communication effectiveness.
  - appropriately adjust both the form and the content of verbal/oral and nonverbal messages to
    situation, audience and purpose; use appropriate verbal/oral and nonverbal symbols to
    express ideas and feelings.
  - accurately listen to, interpret and evaluate the messages of others; listen critically in order to
    analyze and make accurate judgments about the messages they receive.
  - recognize and appreciate diversity; respond and appropriately adapt to differences in
    messages from different cultures and genders to enhance understanding.
  - value and seek constructive feedback to improve their communication skills; know that
    communication reticence can be overcome by working to improve their sense of self and
    developing skill in presenting messages to others.
  - recognize and engage in ethical communication; recognize all participants in a
    communicative act make choices and must accept responsibility for those choices; willing to
    reflect on and address those choices and responsibilities.

- **The Reading and Writing** requirement will:
  - introduce students to the writing process so they understand the multi-stage, recursive
    nature of that process.
  - equip students with skills and strategies applicable to each stage of the writing process.
  - explore writing as both a communication tool and a learning process for understanding and
    responding to challenging texts and ideas and for exploring their own thoughts and
    experiences
  - challenge students to produce clear, correct, and coherent prose adapted to purpose,
    occasion and audience and to learn coherent prose adapted to purpose, occasion and
    audience
  - offer opportunities for writing; producing essays with related drafts and revisions
  - challenge students with a variety of thought-provoking expository and literary texts and offers
    strategies for reading and understanding those texts.
  - provide a forum for discussing and analyzing assigned texts; reading selections serve as
    sources of ideas for essay topics and as texts of rhetorical and stylistic analysis.
  - equip students to integrate the work of others into their own writing including appropriate
    ways to cite and document that work.

Objectives

After completing the requirements for the communication component, students should be able to:

- **Speaking and Listening Skills**
  - possesses enhanced speaking and listening skills as demonstrated in interpersonal interactions,
    group discussions and public presentations
  - engage in productive, self-reflexive analysis of their own communicative behaviors
  - apply fundamental theories of human communication to real-life interpersonal, small group
    and public speaking situations.
  - appropriately adapt both message form and message content to situations, audience and
    purpose including appropriately organizing messages, using appropriate language and
    effectively delivering oral messages
  - make reasoned, critical judgments of messages they receive
- seek and appropriately respond to constructive feedback to enhance communication skills and develop confidence
- recognize and avoid unethical communicative behaviors

• **Reading and Writing requirement**
  - formulate a central idea (thesis)
  - develop a thesis in an orderly way
  - form clear and effective sentences
  - adapt vocabulary to purpose and reader
  - apply the grammatical and mechanical conventions of written English
  - demonstrate the ability to read critically and to analyze various types of texts
  - draw on written sources to support ideas
  - use standard procedures of citation and documentation

**Assessment**

In evaluating students' success in meeting the objectives of the communication component, and in assessing the overall effectiveness of courses that satisfy the requirement of the component, faculty use some or all of the following measures:

7. Objective quizzes and tests, including final exams, that determine whether students have achieved a mastery of course content through ability to comprehend, analyze, apply, synthesize and evaluate oral communication messages; including pre-test and post-test which measures student knowledge of speech communication principles

8. Essay questions and exams that determine whether students have achieved a satisfactory grasp of content and achieved minimum competence in reading and analyzing literature

9. Papers, essays and other writing assignments that determine whether students have achieved minimum competence in reading and analyzing literature, and present a central idea that adequately developed and competently organized

10. Written outlines of informative and persuasive oral presentations which document students' skill in presenting ideas with appropriate support, organizing messages, informing listeners, and appropriately using evidence and reasoning to ethically persuade listeners

11. Participation in whole-class and small-group discussions to demonstrate student mastery of interpersonal and group communication principles and skills

12. To help determine instructor, course and program effectiveness:
   
   e. Faculty surveys, including peer review of syllabi and tests;
   
   f. Mid-course student assessments
   
   g. End-of-course student evaluation.

**Courses meeting the Communication Component:**

• **Reading and Writing**
  
  Course number: | Course Title:          | Prerequisites:
  :--------------|------------------------|-----------------------
  ENG 1310       | College Writing I      | ENG 1310              
  ENG 1320       | College Writing II     |                       

• **Speaking and Listening Skills**
  
  Course number: | Course Title:          | Prerequisites:
  :--------------|------------------------|-----------------------
  COMM 1310     | Fundamentals of Speech Communication |                       

• B. Melzer asked that the subcommittee be disbanded with thanks

3/26/01

Motions Passed:
R. Brown asked for a motion to approve the minutes from February 26th