General Education Competencies:

Recommendations from the Core Curriculum Task Force

May 9, 2006

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Assessment of the core curriculum was identified in 2005 as a key challenge facing TAMUK, not only because of the SACS requirements, but also because as a university we wanted to be able to demonstrate how our graduates improved their skills, behaviors, and knowledge through the undergraduate degree programs. We began with the belief that from the time students come to us as freshmen through their successful graduation TAMUK has a major impact on the quality of their lives—we have added considerable value to them as individuals in their general competencies as well as their specific disciplines.

In the fall of 2005, Provost Clayton charged a Core Curriculum Task Force chaired by Dr. Shannon Baker to coordinate a campus-wide inquiry and develop a profile of what competencies our ideal graduate would exemplify. This task force met regularly, surveyed TAMUK faculty, and held an open forum to gather input. The task force next analyzed all of the input and identified themes and priorities emerging from the data and developed learning outcome statements. Finally, the task force examined those learning outcome statements in light of the THECB general education requirements and made appropriate editing adjustments to ensure alignment with state requirements.
Core Curriculum Statement

Graduates completing the Core Curriculum are mindful citizens of the world who possess the knowledge, skills, and values associated with college-educated individual. Graduates demonstrate knowledge of a diversity of academic disciplines, enabling them to seek creative solutions to problems. They are self-motivated, technologically literate individuals who understand and value the importance of critical thinking, strong communication skills, and cultural awareness. Graduates communicate the importance of acting ethically both personally and professionally.

General Educational Outcomes for Texas A&M University-Kingsville Graduates:

1. To meet the objectives of each respective component area.
2. To demonstrate the ability to apply critical thinking skills to solve problems across the curriculum, recognizing that skills learned in one component area can be applied to all component areas.
3. To demonstrate the ability to communicate effectively, both in oral and written capacities. This will be defined by proper/appropriate grammar and strong organizational skills.
4. To demonstrate a command of technology that is now commonplace in most homes and workplaces.
5. To demonstrate awareness that they are participants in a diverse world community.
6. To demonstrate the ability to make ethical choices in their personal and professional lives.
Component Areas

I. Communication Component

The objective of the communication component of the core curriculum is for the graduate to communicate effectively in clear and correct styles, both orally and in writing, appropriate to the subject, occasion, and audience. Graduates will also learn how to listen effectively, in a manner that enhances their critical thinking and collaborative abilities.

Educational Outcomes:

1. To demonstrate competence in written communication (good grammar, spelling, punctuation, and organization) by planning, organizing, composing, revising, editing, and analyzing the purpose of messages appropriate for field of study, situations and audiences.

2. To demonstrate proficiency in oral communication (correct pronunciation, grammar, word choice, and organization) by planning, organizing, rehearsing, presenting, and analyzing the purpose of messages appropriate for field of study, situations and audiences.

3. To demonstrate competence in information literacy, problem solving, and critical thinking through research, writing, documenting, and presenting a paper.

4. To participate effectively in groups with emphasis on listening, critical and reflective thinking, and collaboration.
II. Math Component

The objective of the mathematics component of the core curriculum is to develop college graduates with quantitative skills and abilities. Students will learn to apply basic mathematical tools to the solution of real-world problems. Students will demonstrate ability to use math concepts, develop arguments using math, interpret and draw inferences from math, display an ability to interpret statistics, and use math in other disciplines.

Educational Outcomes:

1. To demonstrate proficiency in applying mathematical methods and using statistical information to solve real-world problems.
2. To demonstrate competence in conveying and evaluating basic mathematical information.
3. To demonstrate proficiency in using mathematical reasoning skills and logic to develop convincing arguments.
4. To demonstrate proficiency in using appropriate mathematical thinking to judge the reasonableness of the results when applying technology to solve problems.
5. To demonstrate competence in interpreting and drawing inferences from mathematical models such as formulas, graphs, tables and schematics.
6. To recognize the limitations of mathematical and statistical models.
7. To demonstrate an understanding that mathematics is interrelated with human culture, and connected to other disciplines.
III. Natural Sciences Component

Graduates have a fundamental knowledge of at least one of the natural sciences and of the effects and influence of science on contemporary society; they can also apply the scientific method across disciplines.

Educational Outcomes:

1. To demonstrate fundamental knowledge of at least one of the natural sciences.
2. To successfully identify the key principles taught in an introductory course of a specific discipline, briefly summarize each principle, and provide an example of each.
3. To briefly and correctly summarize the scientific principles demonstrated by the phenomena when provided examples of natural phenomena associated with the natural sciences.
4. To demonstrate knowledge of the scientific method.
5. To demonstrate their ability to apply the scientific method across a variety of situations.
6. To demonstrate their ability to recognize the contributions of science and technology in daily life.
7. To demonstrate knowledge of the major issues and problems facing modern science, including issues that touch upon ethics, values, and public policies.
IV. Humanities and Visual and Performing Arts Component

Graduates have an appreciation and awareness of other cultures and times, an appreciation of literature and the arts for their own sake, and a perception and discernment of a level of skill and ability in the craft of creating and the cultural impact of the creative process and media.

Educational Outcomes:

1. To discuss aspects of cultures and times other than their own.
2. To discuss the worth to society of the arts and/or literature.
3. To discuss the skills or abilities of artists, musicians, or writers as they relate to the product of their media.
4. To discuss the impact of the media and the created product on society and culture.
V. Social and Behavioral Sciences Component

Graduates exhibit a basic understanding of U.S. history and government, as well as a global awareness emphasizing the diversity of the human experience. Graduates understand the context of human events related to the social and behavioral sciences. Graduates possess knowledge regarding how social and behavioral scientists analyze the behaviors and interactions among individuals, groups, institutions, ideas, and events. Graduates also demonstrate that participation in society and the electoral process benefits humanity.

Educational Outcomes:

1. To demonstrate basic knowledge of major aspects of U.S. history and the U.S. political structure.
2. To demonstrate a basic knowledge of world history and geopolitics.
3. To demonstrate basic knowledge of the social and behavioral sciences in the context of human and political events.
4. To develop explanations and solutions for problems relating to human behavior and society at large.
5. To explain the importance of contributing to society through actions such as volunteering and voting.