

## Core Objectives

The Texas Higher Education Coordinating Board has identified 6 core objectives for our 8 foundational component areas of courses we teach. In the screenshot below, the blue check marks identify which of the 6 core objectives must be included with each specific foundational component area in your syllabus.

If your course falls into one of the 8 foundational component areas listed in the table below, the appropriate core objectives must be included in your syllabus. If your course does not fall into one of these foundational component areas and is not a workforce education course, you must include the CT (Critical Thinking) and the COM (Communications) objectives in your syllabus and any of the other core objectives that are appropriate for your course. If you are not for sure if your course falls into one of these foundational component areas, contact the VP of Academic Affairs.

Foundational Component Area	SCH	Core Objectives Required					
		CT	COM	EQS	TW	SR	PR
Communication	6	✓	✓		✓		✓
Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively. Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.							
Mathematics	3	✓	✓	✓			
Courses in this category focus on quantitative literacy in logic, patterns, and relationships. Courses involve the understanding of key mathematical concepts and the application of appropriate quantitative tools to everyday experience.							
Life and Physical Sciences	6	✓	✓	✓	✓		
Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method. Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences.							
Language, Philosophy & Culture	3	✓	✓			✓	✓
Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.							
Creative Arts	3	✓	✓		✓	✓	
Courses in this category focus on the appreciation and analysis of creative artifacts and works of the human imagination. Courses involve the synthesis and interpretation of artistic expression and enable critical, creative, and innovative communication about works of art.							
American History	6	✓	✓			✓	✓
Courses in this category focus on the consideration of past events and ideas relative to the United States, with the option of including Texas History for a portion of this component area. Courses involve the interaction among individuals, communities, states, the nation, and the world, considering how these interactions have contributed to the development of the United States and its global role.							
Government/Political Science	6	✓	✓			✓	✓
Courses in this category focus on consideration of the Constitution of the United States and the constitutions of the states, with special emphasis on that of Texas. Courses involve the analysis of governmental institutions, political behavior, civic engagement, and their political and philosophical foundations.							
Social and Behavioral Sciences	3	✓	✓	✓		✓	
Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.							
Component Area Option	6	Core Objectives must match corresponding Component Area					
Courses used to complete the Component Area Option must meet the definition and criteria specified in one or more of the foundational component areas above. The Core Objectives required in the corresponding foundational component area apply to each course used to fulfill the Component Area Option.							

- **CT** = Critical thinking skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **COM** = Communication skills – to include effective written, oral, and visual communication
- **EQS** = Empirical and quantitative skills – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- **TW** = Teamwork – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- **SR** = Social responsibility – to include intercultural competency, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
- **PR** = Personal responsibility – to include the ability to connect choices, actions, and consequences to ethical decision-making

## Very important!

Contact your division director or program coordinator for more information about these core objectives requirements. For core courses there are specific activities you must include in your course to assess the core objectives and learning outcomes.

This is part of our process for assessing our academic courses to be reported to SACS, our accrediting association. These activities must be included in your syllabus.

You must require students to complete the activities although they don't necessarily have to be for a grade. You must also report your results to the program coordinator. More explanations will be given you by your program coordinator.

## Learning Outcomes

### Academic courses

Locate the learning outcomes that must be included in your course by going to [The Texas Higher Education Coordinating Board's website](http://www.thehighereducationboard.org/). Look for your course in the latest Academic Course Guide Manual (ACGM). You are always free to add additional learning outcomes to your course if appropriate as long as they are written using "measurable" terms.

### Workforce education courses

Locate the learning outcomes that must be included in your course syllabus by searching for "WECM" at <http://www.thecb.state.tx.us/ACGM>. If there are none listed there, you are free to include your own learning outcomes as long as they are written using "measurable" terms.

### Learning Outcomes must be written using "measurable" terms.

You may choose to add additional learning outcomes than those that are required although most instructors find the ones in the ACGM or WECM to be sufficient.

Learning outcomes are specific **measurable** outcomes you expect students to achieve at different times throughout your course. They have to be "measurable" so that you can assess whether students have actually achieved the outcomes. The learning outcomes from the Texas Higher Education Coordinating Board are already written in measurable terms for both academic and workforce education courses.

Below are examples of measurable terms to include in a student Learning Outcome:

explain	apply	predict
identify	employ	evaluate
describe	illustrate	defend
integrate	use	assess
contrast	interpret	distinguish
sort	categorize	diagram
solve	formulate	report
relate	organize	restate
recall	prepare	review
list	arrange	classify
name	construct	translate
recognize	create	discriminate

General terms such as those listed below are **inadequate** because they are open to many interpretations. They are non-specific and are not measurable. They could, however, be used in writing broad objectives.

Avoid using terms like the following when writing learning outcomes:

Know	have an awareness of
fully appreciate	understand

## Coordinate Core Objectives and Learning Outcomes

The appropriate core objectives and minimum learning outcomes discussed previously must be included in your syllabus. If you choose to add additional learning outcomes and/or broad objectives to your syllabi, that is your choice. If you choose to do this, you can often find broad objectives for the course in your textbook. (Objectives are different from learning outcomes and do not have to be written in “measurable” terms.)

Below is an example of how to incorporate the core objectives and learning outcomes into your syllabus:

### Core Objectives for ENGL 1301

1. **Critical Thinking Skills:** to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information (CT)
2. **Communication Skills:** to include effective development, interpretation and expression of ideas through written, oral and visual communication (COM)
3. **Personal Responsibility:** to include the ability to connect choices, actions and consequences to ethical decision making. (PR)
4. **Teamwork:** to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal (TW)

The information in parentheses indicates which core objectives are met with each learning outcome and which activities are used to assess it.

### Learning Outcomes

1. Demonstrate knowledge of individual and collaborative writing processes. (Assess CT, COM, PR AND TW through the proposal essay)
2. Develop ideas with appropriate support and attribution. (Assess CT and COM through proposal essay)
3. Write in a style appropriate to audience and purpose. (Assess CT and Com through proposal essay)
4. Read, reflect, and respond critically to a variety of texts. (Asses CT through essay or in-class activity.)
5. Use Edited American English in academic essays (Assess CT and COM through essays and pre and post writing test grades)