

### 3.3 Institutional Effectiveness

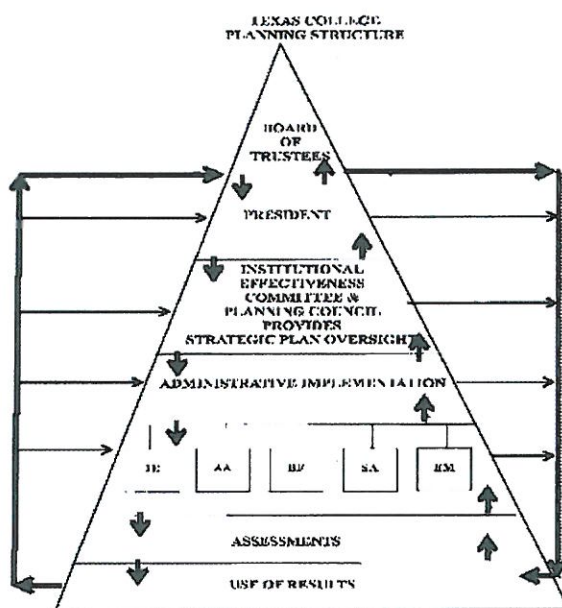
\* **3.3.1** The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas: **(Institutional effectiveness)**

**3.3.1.1** educational programs, to include student learning outcomes

☒ **Compliance**      ☐ Partial Compliance      ☐ Non-Compliance

**Narrative:**

Texas College has a codified process of institutional effectiveness whereby the institution identifies expected outcomes and accesses the extent to which it achieves outcomes and provides evidence based on the analysis of results. The institutional effectiveness planning model follows:



Through the process of institutional effectiveness, Texas College also has a codified process of Program Review, whereby all educational programs are assessed. The Program Review process is comprehensive with a review of all academic program offerings, inclusive of student learning outcomes. The process includes assessments with modifications to programs based on an analysis of results. Although the review process focuses on an assessment of academic program content, the process also involves an assessment of the physical learning environments. The college engages in Program Review every three to five years with the most recent Program Review of baccalaureate programs conducted during the 2013 – 2014 school years.

The elements of the Program Review process are designed to ensure that the necessary aspects of the evaluative process are covered for the academic programs. The categorical elements include a narrative discussion of: 1) support of the college's Mission; 2) accomplishments of achieving goals outlined in the previous program review; 3) populations served; 4) curriculum/program offerings; 5) course scheduling and availability; 6) learning outcomes; 7) program deficiencies; 8) facilities and equipment; 9) strengths and weaknesses; 10) budget modifications (if applicable); and 11) recommendations. Each of the aforementioned categories has subcategories of evaluative reviews that have to be addressed. Additionally, an Executive Summary of the Program Review has to be completed with the address of: programs strengths, program weaknesses, recommendations for improvement and committee determinations (**Attachment 1** – Template of the Program Review process).

One of the key elements of our process is using the results for improvements. Using the aforementioned process, results of the Program Review led to select refinements and improvements of the educational programs which categorically included:

- Streamlined the hour requirements of the general education core;
- Streamlined the hour requirement of all majors;
- Suspension of select major programs;
- Discontinuation of a program offering;
- Select faculty replacements;
- Enhancements to select physical academic environments;
- The addition of labs; and
- Select renovations for expansion of learning environments and academic space.

The following chart depicts results of the Program Review/Student Learning Outcomes. The measure of 70% in the student learning outcomes is based on performance results through pre-test measures of the 2008-2009 entering freshman class which suggested that 70% of the students required readiness assistance at the matriculation process. The 70% as noted in the learning outcomes is derived from that data. Following are the Student Learning Outcomes by program for the 2013-2014 periods.



**Assessment of Student Learning Outcomes – AY 2013-2014**  
**Educational Programs**  
**Bachelor of Science and/or Arts**  
**Associate of Arts or Early Childhood Education**

**Mission Statement:** To implement and maintain a viable and dynamic academic program that is “student centered” and continues its efforts in support of the belief that emphasizes the instrumental role played by the College and fostering the intellectual, social, economic, cultural and civic vitality of its community.

**Vision Statement:** To have “Student Learning Outcomes” that are foundational to the respective majors and prescriptive for student achievement.

(1) Student Learning Outcomes		(2) Means of Assessment			(3) Results	(4) Use of Results/ Action Plan for Improvement
Program	Outcome: <i>What students will KNOW, be able to DO, and VALUE as a result of matriculation.</i>	Assessment Tool(s)	Assessment Method	Criteria (Benchmark Measures)	Assessment Period	Findings (Analysis & Interpretation of Data) Percentage of students that achieved the passing score. <b>Was the Criteria Met?</b> Additional related findings can also be included.
<b>Biology</b>	Effectively define and explain the foundational principles of the field of Biology.	Senior Comprehensive Exam inclusive of: Basic Biological Principles.	Program completers will be assessed on their knowledge of the major principles of the field of biology using an objective comprehensive exam.	A minimum of 70% of the program completers taking the Senior Comprehensive Exam will score 70% or above.	Annually	Although the results indicated all completers scored 70% or above, however the review of Exam scores indicated a need to provide: additional workshops aimed at removing the stress of test-taking, workshops to strengthen the content vocabulary, as well as assignments to strengthen the reading comprehension.

2) Demonstrate the use of basic lab techniques and technology skills through individual and team-focused projects as they apply to Biology.	2) A Laboratory Rubric is utilized to determine the program completers' level of ability to perform lab techniques and a Virtual Technology Rubric to determine skill-set usage of common technology skills.	Program completers will be assessed on the safe and proper use of scientific instruments, laboratory techniques, and the use of technology using the Laboratory Rubric and Virtual Technology Rubric.	A minimum of 70% of the program completers will score a 70% or above on the Laboratory Rubric and the Virtual Technology Rubric.	Annually	2) All 2 (40%) of 5 completers scored a 70% or higher on the Labs.	2) Although, all 5 (100%) completers achieved above the 70 <sup>th</sup> percentile, a review of the Laboratory Rubric demonstrated a need to inspect all labs to ensure adequate materials were available for student usage. The inspection revealed laboratories were not adequate for students to receive a comprehensive preparation as a biologist and demonstrated a need to update/enhance all labs with modern equipment and supplies. Therefore, all labs received new equipment and technology to assist students in accessing information.
3) Clearly communicate biological concepts and information both orally and in writing.	3) Writing Analysis and Portfolio Evaluation as well as Individual and Group Project Oral Presentations using a rubric.	Program completers will be assessed on the terminology, concepts and principles of the field of biology through the use of writing analysis and portfolio evaluation as well as individual and group project oral presentations using the appropriate evaluative rubric.	A minimum of 70% of program completers will 70% or above on the rubric.	Annually	3) A total of 5 (100%) completers successfully achieved above the 70 <sup>th</sup> percentile on the writing analysis, Portfolio evaluation as well as Individual and Group Project Presentations.	3) Additional writing activities, including the 5 minute quick-write, small group activities, and one on one tutoring through the writing center.
<b>Business</b> 1) Apply the content competencies of the field of business through the required internships.	1) Internship evaluations by the employer and faculty provided using an evaluation rubric.	The student will be assessed on the application of concepts and principles of the fields of business.	A minimum of 70% of students will achieve above the 70 <sup>th</sup> percentile.	Annually	1) A total of 23 (100%) students scored a 70% or better on the evaluation rubric for the internship.	1) Coaching of the student through the internship using email and phone communication, a review of the concepts prior to the start of the internship, frequent interactive observations by the faculty member and the business.



	2) Apply through a written project and an oral presentation the communication skill development that is relevant to the preparation of a business major.	2) A written project and oral presentation is required of all majors, evaluated by a common rubric.	The program completers will be assessed on the application of communication skills in both written and oral formats evaluated by a common rubric.	A minimum of 70% of the program completers will be able to score a 70% or better on the written project rubric.	Annually	2) A total of 23 (100%) program completers scored a 70% or better on the written project rubric.	2) Additional writing activities such as <i>Five Minute Quick Writes</i> and <i>One-on-One Tutorials</i> through the Student Learning Center.
	3) Apply business and research techniques to the broad field of Business Administration.	3) Program completers will produce a research project that will be evaluated by a rubric.	The program completers will be assessed on the application of research methods in the field of business, including the ability to collect and analyze data evaluated by the rubric.	A minimum of 70% of the program completers will score a 70% or above on the evaluation rubric for the research project.	Annually	3) A total of 23 (100%) program completers scored a 70% or better on the evaluation rubric for the research project.	3) Activities that teach students to use the rubric for self-evaluation, of their project.
<b>Computer Science</b>	1) Apply the theory, knowledge and computer skills for the major of computer science.	1) An objective test is used to evaluate the program completers' level of knowledge of the field of computer science.	The program completers will be assessed on the level of attained theory, knowledge and skill sets for the majors in the field of computer science using an objective test.	A minimum of 70% of program completers will score a 70% or above on the comprehensive objective test.	Annually	1) 3 (100%) program completers passed the post-tests with a 70% or higher.	1) Increase daily discussions and quizzes to increase student learning, activities that reinforce key terms and basic concepts, as well as the connections between theory and concept.
	2) Apply the content competencies of the major in the required internship.	2) The internship supervisor and faculty member evaluated the readiness of the program completers to enter the field of computer science using an evaluation rubric.	The program completers will be assessed on the application of the skills and knowledge associated with the field of computer science in the internship using an evaluation rubric.	A minimum of 70% of program completers will score a 70% or higher on the internship rubric.	Annually	2) 3 (100%) program completers scored a 70% or higher on the internship rubric.	2) Review of content competencies prior to the start of the internship; increase the amount of supervision given to interns in the field, including coaching via email and phone.

<b>Criminal Justice</b>	1) Identify, define, and explain the competencies associated with the field of criminal justice.	1) An objective exam created by the Area Coordinator will be utilized..	The program completer will be assessed on the knowledge of criminal behavior, society's response to crime, and the consequences of crime to our society using an objective exam.	A minimum of 70% of program completers will score a 70% or above on the objective test.	Annually	1) The assessment results revealed that 14 (66%) of the program completers scored a 70% or higher on the objective exam.	1) Learning assessment results for learning outcome 1, demonstrated that less than 70 % of students could address the learning outcome. As a result, the Criminal Justice Department created additional practical experiences for student engagement within the major.
	2) Apply through internships, the content knowledge and skills required to enter a professional field associated with the profession of Criminal Justice.	2) The internship supervisor and faculty member will evaluate the readiness of the program completer to enter the field of Criminal Justice using an evaluation rubric.	The program completer will be assessed on the application of knowledge and skills in the internship setting using an evaluation rubric.	A minimum of 70% of program completers will achieve will score a 70% or above on the evaluation rubric.	Annually.	2) All <b>21 (100%)</b> of the completers successfully fulfilled the requirements of the internship achieving a score of 70% or better on the evaluation rubric.	To maintain the high level of achievement, the students need additional opportunities to observe apply in real-world settings.
	3) Identify, define, explain, and apply the competencies for the major of Criminal Justice that will display a readiness for graduate study.	3) Program completers' readiness for graduate studies will be assessed through content examinations and portfolio assessments using the portfolio rubric.	The program completer will be assessed on the content knowledge and skills for the criminal justice major using the content exam and the portfolio rubric	A minimum of 70% of program completers will score a 70% or higher on the content exam and the portfolio rubric.	Annually	3) 21(100%) of the completers made a score of 70% or better on the content exam and the portfolio rubric.	3) Based on the assessment results, additional preparations have been added i.e. career services, career advisement; and graduate school seminars, as a requirement to enhance student readiness.

<b>English</b>	1) Write with clarity and correctness and read with understanding and discrimination.	1) A diagnostic test over the usage of standard written English.	Program completers will be assessed over their use of standard written English and reading comprehension as assessed by the standardized diagnostic test.	A minimum of 70% of program completers will score a 70% or higher on the diagnostic test.	Annually	1) 1 (100%) program completer scored a 70% or better on the diagnostic test	Although assessment results yielded more than 80% of the majors having met the learning outcome, the assurance of maintaining a high achievement rate was addressed by implementing the following:  1) Learning support aids that will assist students with English proficiencies; added more computer labs, and language software; expanded Student Learning Center services and augmented faculty instruction for majors.
	2) Identify, define, and explain the principal ideas, trends, and forms Associated with the field of English	2) A comprehensive objective exam is the assessment tool used to measure this learning outcome.	The program completer will be assessed on the principal ideas, trends and forms of America, British and World literature and the development of the English Language using a comprehensive objective exam.	A minimum of 70% of program completers will score a 70% or above on the objective exam.	Annually	2) 1 (100%) program completer scored a 70% or better on the objective exam.	Additional writing activities, including breaking down the writing process, additional small group activities and one on one tutoring through the writing center.
	3) Through research and intensive study of at least one author and one literary form as well apply the tools associated with criticism and research.	3) A writing sample (research paper) evaluated by a rubric is the tool used to measure this learning outcome.	The program completer will be assessed on the application of criticism and research in a writing project using the English Essay Rubric.	A minimum of 70% of majors will score 70% or above on the English Essay Rubric.	Annually	3) 1(100%) program completer scored a 70% or better on the English Essay Rubric.	3) regular use of smaller writing activities; teaching students to use the rubric to evaluate their own work; one-on-one tutoring through the SLC
<b>Education</b>	1) Explain, define, identify, and apply content subject matter and pedagogy.	1) A comprehensive exit exam will be utilized to assess the program completers' level of knowledge	Program completer will be assessed on their knowledge of relevant educational theories and best practices and their applications through case studies on the comprehensive exit exam.	A minimum of 80% of program completers will score an 80% or above on the comprehensive exit exam.	Annually	1) A total of 10 (77%) program completers scored an 80% or better exit exam.	1) Learning activities that address the terminology and basic concepts associated with the field of education, such as vocabulary reviews and



			with regard to terminology and concepts associated with pedagogy and content .				collaborative learning groups to improve the student's synthesis of the subject matter. Tutorials helping students review course material with which they are struggling. Workshops on test taking strategies and decoding test questions to assist students in preparing for test, quizzes, exams and the TExES exams.
	2) Clearly articulate educational beliefs consistent with ideas of best practices justified by theory and research and informed by field experiences.	2) Writing samples will be utilized to determine the students' ability to articulate the concepts associated with the field of Education using the writing rubric..	The student will be assessed on the ability to synthesize and apply content knowledge in a writing sample as evaluated by the writing rubric.	A minimum of 80% of the majors will score an 80 or better on the writing rubric.	Annually	2) A total of 29 (63%) program completers scored an 80% or better on the writing sample as evaluated by the writing rubric.	2) Practice writing activities, such as "class starters", as well as writing projects that break down the writing process into its component parts; writing tutorials in a workshop setting.
	3) Apply appropriate instructional strategies to create a classroom environment that will enhance student learning.	3) The Unit Plan Rubric and the Teaching Demonstration Rubric will be utilized to measure the application of appropriate instructional strategies in the classroom.	The program completer will be assessed on their ability to apply appropriate theories, instructional strategies and best practices in the classroom through the teaching demonstration as evaluated by the teaching demonstration rubric.	A minimum of 80% of the program completers will score an 80% or better on the teaching demonstration rubric.	Annually	3) A total of 17/18 (94%) completers scored an 80% or better on the teaching demonstration rubric.	3) Not all courses include a teaching demonstration. Additional opportunities to plan instruction and implement the instructional strategies in a classroom demonstration accompanied by a thorough explanation of expectations beforehand, constructive feedback, and an opportunity to re-present the material and improve teaching and classroom management skills.

<b>Liberal Studies</b>	1) Identify, define, and explain the competencies associated with each of the areas of study.	1) An objective assessment is used to measure the command of competencies and terminology associated with the fields of study.	Program completers will be assessed on their basic knowledge of the competencies in each area of study in the program through an objective exam.	1) At least 70% of the majors will score a 70% or better on the objective assessment	Annually	1) 3 (100%) of program completers scored a 70% or better on the objective assessment.	Results revealed that for student learning outcomes 1, 2, and 3, 100% of the majors satisfied the outcomes. In an effort to ensure the maintenance of a high achievement rate, The following strategies were implemented:  1) Instructional strategies that focus on review of terminology and concepts; more opportunities for formative assessment.
	2) Synthesize and articulate the concepts, trends, and methodologies taught in the fields of study;	2) Writing samples evaluated by the writing rubric.	Program completers will be assessed on their ability to synthesize and articulate the concepts, trends, and methodologies of the fields of study through a writing sample evaluated by a writing rubric.	At least 70% of program completers will score a 70% or better on the writing sample rubric.	Annually	2) 3 (100%) of students scored a 70% or better on the writing rubric.	2) More computer labs, tutorial software, and expanded student learning center services with one on one assistance with writing; more opportunities in classes for articulating concepts and synthesizing information; additional problem solving projects and collaborative learning to improve the students ability to synthesize information from multiple courses.
<b>Mathematics</b>	1) Identify, define, and explain the basic concepts of the mathematics major;	1) An objective exam over the content material is the tool for assessment.	Program completer swill be assessed on their knowledge of mathematical concepts and principles through an objective exam.	A minimum of 70% of program completers will score a 70% or above on	Annually	1) 3 (100%) program completers scored a 70% or better on the objective exam.	Although results demonstrated that 100% of students completing the program scored 70% or above, to continue a high

			the objective exam.			standard of student learning. instructional strategies will include the following:  1) Content tutorial software for the major; additional tutors in the Student Learning Center for mathematics; and additional labs to accommodate tutorial needs.
	2) Apply through internships the academic preparation associated with the content area of mathematics.	2) Students were evaluated in the internship using a rubric.	The program completer will be assessed on the application of mathematical skills and knowledge through an internship using the internship rubric.	A minimum of 70% of program completers will score a 70% or above on the internship rubric.	Annually	2) 3 (100%) students scored a 70% or higher on the internship rubric.
	3) Apply the competencies for the content area of mathematics using a portfolio.	3) Program completers are assessed in this area using a portfolio, evaluated by a rubric.	The program completer will be assessed on the application of competencies associated with the field of mathematics using a portfolio evaluated by a portfolio rubric.	A minimum of 70% of program completers will score a 70% or above on the portfolio rubric.	Annually	3) 3 (100%) students scored a 70% or higher on the portfolio rubric.
<b>Music</b>	1) Explain, identify and define the concepts and principles associated	1) An objective test is the assessment tool used to determine student learning for the	Program completer will be assessed on their knowledge of music theory, music history, and applied music using a	A minimum of 70% of program completers will score a 70% or above on the comprehensive	Annually	1) 3 (100%) program completers scored a 70% or better on the objective test.
						1) Instructional strategies that included a review of terminology and basic concepts at the beginning



	with the field of music;	content and competencies of the major.	comprehensive objective exam.	objective exam.			and throughout the semester; tutorials led by the faculty; providing additional assistance through the online textbook website for review, self-tests, and an online glossary of terms; including review materials on the course website on JICS.
	2) Synthesize and articulate the ideas, trends, and forms of music, taught in the major; and	2) Writing samples were used to assess the formulation of ideas, trends, and forms of music.	Students will be assessed on their ability to synthesize and articulate the concepts and ideas associated with music theory, music history and applied music.	A minimum of 70% of students will achieve above the 70 <sup>th</sup> percentile based on a writing rubric.	Annually	2) 3 (100%) students scored a 70% or better on the writing samples.	2) Modeling writing about music in the classroom; online tutorials available on the JICS; assignments that focus on verbal explanations of analysis and compositional techniques.
	3) Through a performance based assessment, apply the creativity associated with the field of music.	3) The tool used to assess this outcome varied based on the type of course. Program completers in harmony were required to complete a part-writing exercise. Program completers in Orchestration and Arranging completed arrangements, and program completers in Applied Lessons performed for a jury of the faculty.	Program completers will be assessed on the level of creativity and musicianship demonstrated in their part-writing, composition, and performance in music using the performance rubrics.	At least 70% of program completers will score 70% or better on the performance assessment rubrics.	Annually	3) 3 (100%) students scored a 70% or better on the performance based rubrics.	3) providing additional performing opportunities for students including student recitals and master-classes; teaching students how to use a rubric to evaluate their own performances; providing students additional opportunities to practice part-writing and arranging skills and compositional techniques; instruction/workshops on the use of notational software to facilitate the composing/part-writing process; installing notation software on all the computers in WLG 213 so that students can use the lab for practice and tutorials.

<b>Religion</b>	1) Identify, define and explain the terminology associated with the major and the basic theological and ethical doctrines of Christianity.	1) An objective test is the assessment tool used to assess the level of content knowledge.	Program completer will be assessed on their knowledge doctrine and biblical foundations using a comprehensive objective exam.	At least 70% of the program completers will score 70% or better on the comprehensive objective exam.	Annually	1) 1 (100%) program completer scored 70% or better on the objective test.  2) Beginning each course with an overview of material from that course and how it connects to the material from other courses; tutoring over specific challenging topics; use of instructional strategies to address various learning styles, i.e. using the smart board for the presentation of PowerPoint, collaborative learning activities, and oral presentations.
	2) Analyze and articulate an in depth comparison of the tenets of faith and doctrine.	2) A writing sample evaluated by a rubric is the tool used to assess this learning outcome.	The program completer will be assessed on their knowledge of the tenets of faith and doctrine through a writing sample evaluated by a rubric	A minimum of 70% of program completers will score a 70% or better on the writing sample rubric.	Annually	1) Quickwrite activities at the beginning of class; breaking down the process of writing about theology into clear, concise steps using the "sample" process.
<b>Social Work</b>	1) Explain, identify, and define the content knowledge and skills associated with the field of social services.	1) A comprehensive objective test will be utilized to assess the students' level of knowledge	The program completer will be assessed on the ability to identify, define and explain the knowledge associated with social work as assessed by a comprehensive objective exam.	At a minimum of 70%, students will score a 70% or better on the comprehensive exam.	Annually	1) Additional opportunities to review terminology and basic concepts, collaborative learning activities to enhance student learning and foster critical thinking skills.
	2) Apply the profession's ethical principles and their relevance to practice through an internship or practicum.	2) Field Practicum Assignment and supervisor's evaluations to document the students' ability to apply practice to theory using an evaluation rubric.	The program completer will be assessed on the application of theory and skills associated with social work through the Field Practicum Assignment and the evaluation rubric.	At least 70% of program completers will score a 70% or better on the evaluation rubric.	Annually	2) Although all students successfully completed their Field Practicum Assignment, there were weaknesses pointed out in the area of attendance which could potentially cause students to fail the assignment. Therefore, additional course materials addressing ethical

									principles related to practice behavior and dependability are incorporated throughout the program.
	3) Identify, define, explain and apply the competencies that demonstrate a readiness for advanced study in graduate or professional schools.	3) A content examination is required at the end of the program.	The program completer will be assessed on the competencies associated with the field of social work and considered foundational for graduate study through the content exam.	A minimum of 70% of program completers will score a 70% or better on the content exam.	Annually	3) 2/5 (40%) students scored a 70% or better on the content exam.	3) Review workshops and activities to improve student scores, Practice tests to help students become familiar with the style of question on the content test.		
<b>Sociology</b>	1) Identify, define and explain the theory and application of sociological concepts.	1) A comprehensive objective test is the assessment tool used to measure the program completer's level of content knowledge.	The program completer will be assessed on their ability to demonstrate their level of understanding and performance as it relates to the competencies associated with the major through a comprehensive objective exam.	At least 70% of the program completers will score a minimum of 70% on the comprehensive exam	Annually	1) 6 (100%) students scored a 70% or better on the comprehensive objective exam.	1) Systematic review of terminology and concepts associated with the major, collaborative learning activities that foster critical thinking and synthesis of concepts.		
	2) Apply the leadership principles associated with the profession through an internship.	2) Evaluation of the student's ability to apply theory to practice during the internship using a rubric.	The program completer will be assessed on the leadership principles associated with sociology during the internship using a rubric.	At least 70% of program completers will score a 70% or better on the internship evaluation rubric.	Annual	2) 6 (100%) completers scored a 70% or better on the evaluation rubric for the internship.	2) Review of concepts prior to the start of the internship, coaching of the intern through email and phone conversation, interactive observation of intern done in conjunction with the cooperating mentor, with immediate feedback.		
	3) Apply the knowledge and skills that demonstrate readiness for advanced study in graduate or professional schools.	3) A content examination is required at the end of the program of study to determine readiness for graduate study.	The program completer will be assessed on the competencies associated with preparation for graduate study using a content exam.	A minimum of 70% of program completers will score a 70% or better on the content exam.	Annual	3) 4/6 (66%) students scored a 70% or higher on the content exam.	3) Review workshops and tutoring sessions prior to the exam, use of practice tests to determine the students' readiness to take the content exam.		



<p><b>Early Childhood Education</b></p>	<p>1) Identify, define, and explain the content, concepts and theory of educational pedagogy (i.e. art of teaching).</p>	<p>1) Objective exam is utilized to assess the program completers' level of content knowledge. 2) To measure the application of theory, a Teaching Demonstration Rubric is used to evaluate classroom practice teaching demonstrations. 3) Lastly, various writing samples are used to determine the program completers' synthesis of concepts.</p>	<p>Program completer will be assessed on their knowledge of relevant educational knowledge and theories through an objective exam, writing sample and teaching demonstration</p>	<p>A minimum of 70% of program completers will score a 70% or higher on all assessments.</p>	<p>Annually</p>	<p>1) A total of 13 (93%) students scored a 70 or better on the Objective test with regard to the knowledge of content. 2) Yet, there were only 12 (85%) students based on the rubric who scored a 70 or better on the Teaching Demonstration. A review of the writing samples indicated that only 9 (64%) students were able to demonstrate a synthesis of the concepts associated with Early Childhood Education.</p>	<p>Although the results indicated that 80% of the students enrolled in the program were able to effectively demonstrate knowledge of content, concepts and theory, enhanced instructional strategies will focus upon:</p> <p>1) The Cornell Note taking strategy to teach students how to assess and review the reading materials; and the terminology associated with the field of ECE in an effort to improve the student's understanding of basic concepts. 2) A variety of teaching strategies modeled by the instructor and implemented by students during practice teaching sessions to assist students with improving their teaching skills. 3) Cooperative learning activities to assist students with synthesizing theory and concepts.</p>
	<p>2) Write with clarity and correctness as well as read course content of the major with understanding and discrimination.</p>	<p>2) The ASSET Test of Basic Skills is used as the assessment tool for writing and reading.</p>	<p>The program completer will be assessed on their skills in reading comprehension and effective writing through the ASSET test of Basic Skills..</p>	<p>A minimum of 70% of program completers will score a 70% or better on the ASSET Test.</p>	<p>Annually</p>	<p>2) The results showed that 8 (57%) students successfully demonstrated writing and reading proficiencies.</p>	<p>2) To address the deficiencies revealed through the results students scoring below 70% were assigned supplemental tutorials in reading and writing. Additionally, students who did not perform well were referred</p>

							<p>to the Student Learning Center for one-to-one assistance. Students in this category were also provided prescriptive instruction with use of a writing guide along with being required to fulfill additional lab time.</p> <p>Program improvements included additional writing assignments; and enhanced use of the AVID strategies for reading</p>
<b>General Studies</b>	<p>1) Identify, define, and explain the terminology and content concepts necessary for continuing at the bachelor's degree levels.</p>	<p>1) A comprehensive objective exam is utilized to assess the program completers' level of content knowledge</p>	<p>Program completer will be assessed on their knowledge the subjects that make up the general studies curriculum through the objective exam.</p>	<p>A minimum of 70% of program completers will a 70% or higher on the objective exam.</p>	<p>Annually</p>	<p>The results indicated that a total of 395 students were enrolled in the program, with 22 graduates.</p> <p>1) A total of 22 (100%) students scored a 70% or better on the post-test.</p>	<p>Although there were 22 graduates in 2014 for the AA in General Studies, to continue the level of high performance, enhanced instructional strategies will focus upon:</p> <p>1) The Cornell Note taking strategy to teach students how to assess and review the reading materials; and the terminology associated with the field of General Studies in an effort to improve the student's understanding of basic concepts.</p>

2) Articulate the critical thinking, reasoning and concepts consistent with the applications of discipline content related to the general studies curriculum.	2) Various writing samples are used to determine the program completers' synthesis of concepts evaluated by a writing rubric.	The program completer will be assessed on their communication skills and the synthesis of concepts from the general studies curriculum through writing samples evaluated by a writing rubric.	A minimum of 70% of program completers will score a 70% or better on the writing rubric.	Annually	2) A total of 22 (100%) students scored a 70% or better on the writing sample.	2) Cooperative learning activities to assist students with synthesizing theory and concepts and improve critical thinking skills, use of AVID strategies for critical thinking.
3) Write with clarity and correctness as well as read with understanding and discrimination.	3) The ASSET Test of Basic Skills is used as the assessment tool for writing and reading.	The program completer will be assessed on the clarity and correctness of their writing and on their reading comprehension using the ASSET Test of Basic Skills.	A minimum of 70% of program completers will score a 70% or better on the ASSET Test of Basic Skills.	Annually.	3) A total of 22 (100%) program completers scored a 70% or better on the ASSET Test of Basic Skills.	3) To address the deficiencies, students scoring below 70% on the placement tests will be assigned supplemental tutorials in reading and writing. Additionally, students who did not perform well were referred to the Student Learning Center for one-to-one assistance. Students in this category were also provided prescriptive instruction with use of a writing guide along with being required to fulfill additional lab time. Programmatic improvements included additional writing assignments; and enhanced use of the AVID strategies for reading.

**Documentation:**

- **Attachment 1** – Template of the Program Review process
- **Documentation** – Divisional Program Reviews (Division of Business and Social Sciences; Division of Education; Division of Humanities and General Studies; and Division of Natural and Computational Sciences)
- **Documentation** – Academic Degree Plans
- **Documentation** – Program Review for Associate Programs
- **Documentation** – Academic Council Meeting Minutes (September 17, 2010) Supporting Program Review

# **Attachment 1 – Template of the Program Review process**



TEXAS COLLEGE  
Program Review  
(2013-2014)

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# EXECUTIVE SUMMARY

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## (Lower College) Programs

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### 1. Program Strengths

#### Lower College:

a.

b.

c.

#### Student Learning Center:

a.

b.

### 2. Program Weaknesses

#### Lower College:

a.

b.

c.

#### Student Learning Center:

a.

b.

### 3. Recommendations for Program Improvement:

#### Lower College:

a.

b.

c.

#### Student Learning Center:

a.

b.

### 4. Committee Determination:

1. Support of the College Mission	<p>A. State the purpose of program.</p> <p>B. Describe how the programs support the overall mission of the College as adopted by the Board of Trustees.</p> <p>C. Describe the unique institutional goal the program achieves.</p>
2. Accomplishments in Achieving Goals Outlined in the Previous Program Review	<p>A. Describe progress in achieving goals outlined in the previous program review, providing evidence documenting such achievements.</p> <p>B. Explain modifications of goals outlined in the previous program review, providing evidence documenting such modifications.</p>
3. Populations Served	<p>A. Describe the populations served by the program, including special populations.</p> <p>B. Describe other populations that should be served by the program, and describe plans to serve them in the future.</p>
4. Curriculum/Program Offering	List Curriculum/Program as offered. List Curriculum/Program as Recommended.
5. Course Scheduling and Availability	<p>Describe how effectively the scheduling process of classes in the program:</p> <p>A. Optimizes class availability for day students, evening students and distance education students.</p> <p>B. Optimizes student learning.</p>
6. Learning Outcomes	<p>A. List institutional outcomes and program learning outcomes.</p> <p>B. Describe the process by which program improvements are made.</p>
7. Program Deficiencies	Describe any projected deficiencies in the program.
8. Professional Development	A. Describe specific professional development activities in which faculty members in the program participate, and explain how such activities benefit or enhance the program and support and facilitate student learning

	outcomes.
9. Facilities and Equipment	<p>A. Are current facilities, such as classrooms, offices and equipment, adequate to support the program.</p> <p>B. Is available dedicated space adequate to support the program? Explain.</p> <p>C. Is available equipment adequate to support the program? Explain.</p> <p>D. Describe plans for future changes in support facilities or equipment.</p>
10. Strengths and Weaknesses	A. List and comment on the major strengths of the program.
11. Budget Modifications if applicable	
12. Recommendations	Identify recommendations for program improvement(s), if applicable.

TEXAS COLLEGE  
Division of Business and Social Sciences  
(2013-2014)

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# EXECUTIVE SUMMARY

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## Division of Business and Social Sciences Programs

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### **1. Program Strengths**

1. Increase in the use of technology. With the newly installed smart boards 95% of the faculties use them on a daily basis. We were able to utilize power point for in class presentations, we are able to search the web in class to find articles pertinent and relative to each chapter covered in classes.
2. Continuous evaluation of the programs. All degree plans in the division of business and social sciences were evaluated and updated to make sure that programs meet modern society environment as well as being competitive with other similar institutions of higher learning.
3. Internship offerings in all areas: internships are required for every program in the division, therefore student preparation for the real world is enhanced.
4. Interaction with the community (professionals in the field). Visits from professional to the classroom enhance students perception of the real world. This semester financial consultants and law enforcement professionals visited classes in the division.
5. Discipline in classes. The majority of faculty in the Division of Business and social Sciences maintain discipline in classrooms. This discipline creates a suitable environment for learning and get students to be ready for the real world.
6. Close connection between faculty and students. Close connection between students and and faculty enhances retention and ease of navigation to graduation.

### **2. Program Weaknesses**

- a. Minimum recruitment efforts by faculty

### **3. Recommendations for Program Improvement:**

1. The Department plan to actively continue to peruse candidacy toward accreditation for the social program through the Counsel of Social Work Education (CSWE). The Council on Social Work Education (CSWE) is a nonprofit national association representing more than 2,500 individual members, as well as graduate and undergraduate programs of professional social work education. Founded in 1952, this partnership of education and professional institutions, social welfare agencies, and private citizens is recognized by the Council for Higher Education

Accreditation as the sole accrediting agency for social work education in this country.  
<http://www.cswe.org/>

2. Recruit social work professor(s) with a terminal degree MSW or PhD.in social work, as in many other disciplines is a doctoral degree, usually called a Ph.D.

3. Getting the Business program to be accredited by the American Association of Business Schools and Programs.

#### **4. Committee Determination:**

<b>1. Support of the College Mission</b>	<p><b>A. State the purpose of program.</b> The mission of the Division of Business and Social Sciences (Business Administration, Criminal Justice, Sociology, Social Work,) reflects the general mission of Texas College: advancing liberal arts education, providing programs for the acquisition of the bachelor's degree, and facilitating professional education and leadership. An additional purpose is to simulate intellectual curiosity, scholarship, and community service.</p> <p><b>B. Describe how the programs support the overall mission of the College as adopted by the Board of Trustees.</b> The Division of Business and Social Science pursues academic excellence through teaching methods that reflect the changing world economic and social environment. Furthermore, the programs adopts community service through student involvement in activities that supports sustainability and decent living. Students were engaged in activities like habitat for humanity, cans for hunger, and other community services.</p> <p><b>C. Describe the unique institutional goal the program achieves.</b> The mission of the business program is educating the whole individual. We strive toward a balanced approach in teaching character and values as well as technical knowledge and skill in our disciplines, while enabling our business students to be value-productive and more marketable in their pursuits. The Criminal Justice Program is both broad and flexible, permitting students to pursue course work in a variety of criminal justice topics, cutting across of law enforcement, courts, correction, research, policy analysis, and planning operations. Students may peruse course work in the traditional criminal justice.</p>
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	<p>The Sociology Program prepares its graduates to enter careers in human services, business, commerce, education, research, and government, while providing students with knowledge traditional human needs and those of global society of the 21<sup>st</sup> century.</p> <p>The purpose of program development is to increase course offering from 41-65 credit hours to enhance and strengthen social work courses thereby providing a wealth of academic knowledge and expertise in the profession of social work and social welfare.</p>
<b>2. accomplishments in Achieving Goals Outlined in the Previous Program Review</b>	<p><b>A. Describe progress in achieving goals outlined in the previous program review, providing evidence documenting such achievements.</b></p> <p>This fall 2014 semester, three adjunct faculty members joined the Department of Business Administration. The availability of these additional faculty members increased the course offerings and exposed students to alternative teaching methods.</p> <p>Several teaching methods were utilized. Students presentations in classes were utilized by Professor Beverly brown in Marketing and Macroeconomics Critical thinking and problem solving was used by Dr. Ali in his Principles of Accounting I. Dr. Ali and Professor Brown participated in a pilot study conducted by the Educational Policy Improvement Center.</p> <p>Dr. Ali was able to publish two booklets through Lambert Academic Publishing. The first booklet title is "New Perspectives in Academic Leadership"; the second booklet title is "Academic Freedom in the United States: does it Exist?"</p> <p>For the 2014 Honors Convocation Program there were a total of 47 honorees from the Criminal Justice Department: (9) of which were Presidential Scholars which is a 0.10 increase from the 2013 academic year, twenty-one (9) were on the Dean's list which is also an increase of 0.10 of the students, and the number of Honor Roll students in the department make up 0.20% of the overall number of honorees. There were a total of 29 students on the honor roll for the spring 2014 semester. The department graduated a total of twenty-three students in criminal justice, which is an increase of three students from last semester.</p> <p>Two business students became members of the Sigma Beta delta Business Honor Society. This organization instills the sense of accomplishment to students, therefore strive for success in their lives.</p> <p>The coordinator of the Social Work Program Serve as Sponsor for the</p>

	<p>Texas College Association of Social Workers/Club and renewed 2014 membership with the National Association of Black Social Workers for the purpose of student networking and exposures to Professional in their field of study.</p> <p><b><u>Value Added Aspects of Programs</u></b></p> <p>Several faculty are on several college committees, making effort and contribution to improve the school in every aspect.</p> <p>The BEEP presenters exposed and alerted our students to the business world realities and what it takes to survive and grow in today's corporate America.</p> <p>Alumni convocation presenters brought real life experiences to students. Students attended several sessions related to credit scores, leadership, communicative diseases alertness, and law enforcement practices.</p> <p>The division of business and social sciences concluded an assessment of the academic programs under its auspices. Such programs include: Business Administration, Criminal Justice, Sociology, and Social Work. The review included the following two areas:</p> <p>B. Explain modifications of goals outlined in the previous program review, providing evidence documenting such modifications.</p>
<b>3. Populations Served</b>	<p><b>A. Describe the populations served by the program, including special populations.</b></p> <p>This fall of 2014, the Department of Business Administration served 67 junior and senior traditional business students and over 35 nontraditional students represented into 4 groups. There are at least 20 more nontraditional students who are part of the Success Program doing general education courses. The Business Department also conducted degree audits for several non- traditional students who will join the Success Program/Business Modules. A new group start this Fall under the revised business degree plan. The freshman and sophomore students have not been identified yet. As of December 15, 2014, the Department of Business Administration has 14 graduation applications (8 traditional Students, 6 non- traditional, and, 3 associate degrees)</p> <p>The Criminal Justice Department has over 150 plus students out of the total student body here at Texas College. The department continues to</p>



	<p>recruit students each semester thereby adding twenty to twenty-five students each semester.</p> <p>The Sociology department offered five upper level classes (see grade distribution below). A total of 13 students who were assigned to the Social Work program advisor.</p> <p>B. Describe other populations that should be served by the program, and describe plans to serve them in the future.</p>
<b>4. curriculum/Program Offering</b>	<p><b>List Curriculum/Program as offered. List Curriculum/Program as Recommended.</b></p> <p>The Division of Business and Social Sciences offers degrees in Business Administration, Criminal Justice, Sociology, Social Work</p>
<b>5. Course Scheduling and Availability</b>	<p><b>Describe how effectively the scheduling process of classes in the program:</b></p> <p>a. The Division of Business and Social Sciences offers classes Monday through Friday from 8:00- 5:00 p.m. Classes on Mondays, Wednesdays, and Fridays or for one hour period. Classes Tuesdays and Thursdays are for an hour and a half periods.</p> <p>b. The division also offers classes on evenings for the convenience of the adult learners.</p>
<b>6. Learning Outcomes</b>	<p><b>A. List institutional outcomes and program learning outcomes.</b></p> <p>1. All divisional faculty in the Division of Business and Social sciences will demonstrate an understanding of the data collection process. All faculty members will utilize the institutional effectiveness model (Three and Five Columns)</p> <p>2. All divisional advisors will have degree plans in their offices of the four areas (Business Administration, Criminal Justice, Sociology, and Social Work) every student in the division will have easy access to their degree plan of their choice</p> <p>3. A minimum of 70% of students who graduate will be able to demonstrate through Internships that they have the academic preparation</p>



	<p>to enter some professional field in their area of specialization. Employer evaluation forms will be completed by employers at the end of the internship. Employers will evaluate students on their readiness for real life experience.</p> <p>4. A minimum of 70% of the students in the division will be able to exhibit appropriate levels of communication skills (written and verbal). Student' presentations in classes will demonstrate students' communication skills. Rubrics that reflect students' level of communication will be used by faculty. Such rubrics will cover grammar, vocabulary, subject contents relevancy, dress code, and demeanor.</p> <p><b>B. Describe the process by which program improvements are made.</b> Improvements are made through a process starts at the divisional level. Faculty members are the first to come with suggestions for improvements, the discussed in the division, then it moves to the academic affairs Vice- President, then to the academic council. The final step goes to the president cabinet before the issue goes to the board.</p>
<b>7. Program Deficiencies</b>	<p><b>Describe any projected deficiencies in the program:</b> A search is being conducted to locate a faculty with a Ph. D. in Social Work.</p>
<b>8. Professional Development</b>	<p><b>A. Describe specific professional development activities in which faculty</b> Several on campus workshops were conducted. Training was conducted by the AVID program on notes taking, lectures, and assessments of learning.</p>
<b>9. Facilities and Equipment</b>	<p><b>A. Are current facilities, such as classrooms, offices and equipment, adequate to support the program:</b> The current facilities and equipment are adequate to support programs.</p> <p><b>B. Is available dedicated space adequate to support the program? Explain.</b> There are class rooms that can accommodate different sizes of classes.</p> <p><b>C. Is available equipment adequate to support the program? Explain.</b> The available equipment are highly adequate to support the programs. The division has available state of the art technology (Smart boards by which power points are used and access to the JICS and Internet can be</p>

	<p>utilized)</p> <p><b>D. Describe plans for future changes in support facilities or equipment:</b> Plans are being discussed to have classrooms in new buildings.</p>
<b>10. Strengths And Weaknesses</b>	<p><b>A. List and comment on the major strengths of the program.</b></p> <p>1. Increase in the use of technology. With the newly installed smart boards 95% of the faculties use them on a daily basis. We were able to utilize power point for in class presentations, we are able to search the web in class to find articles pertinent and relative to each chapter covered in classes.</p> <p>2. Continuous evaluation of the programs. All degree plans in the division of business and social sciences were evaluated and updated to make sure that programs meet modern society environment as well as being competitive with other similar institutions of higher learning.</p> <p>3. Internship offerings in all areas: internships are required for every program in the division, therefore student preparation for the real world is enhanced.</p> <p>4. Interaction with the community (professionals in the field). Visits from professional to the classroom enhance students perception of the real world. This semester financial consultants and law enforcement professionals visited classes in the division.</p> <p>5. Discipline in classes. The majority of faculty in the Division of Business and social Sciences maintain discipline in classrooms. This discipline creates a suitable environment for learning and get students to be ready for the real world.</p> <p>6. Close connection between faculty and students. Close connection between students and and faculty enhances retention and ease of navigation to graduation.</p>
<b>11. Budget Modifications if applicable</b>	Not at this time
<b>12. Recommendations</b>	<p><b>Identify recommendations for program improvement(s), if applicable.\</b></p> <p>1. The Department plan to actively continue to peruse candidacy toward</p>

accreditation for the social program through the Counsel of Social Work Education (CSWE). The Council on Social Work Education (CSWE) is a nonprofit national association representing more than 2,500 individual members, as well as graduate and undergraduate programs of professional social work education. Founded in 1952, this partnership of education and professional institutions, social welfare agencies, and private citizens is recognized by the Council for Higher Education Accreditation as the sole accrediting agency for social work education in this country. <http://www.cswe.org/>

2. Recruit social work professor(s) with a terminal degree MSW or PhD.in social work, as in many other disciplines is a doctoral degree, usually called a Ph.D.

3. Getting the Business program to be accredited by the American Association of Business Schools and Programs.

TEXAS COLLEGE  
Program Update  
Educator Preparation Program  
2014-2015

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# EXECUTIVE SUMMARY

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## Division of Education Programs

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### 1. Program Strengths

- a. Students are required to pass the content area exam prior to student teaching. They are required to pass the PPR during their student teaching semester.
- b. The GPA requirement for admission to the program has been raised from 2.5 to 2.75 making the program more rigorous.
- b. Purchasing the Certifyteacher online program for students to utilize prior to taking the TExES exam. There is also a tracing mechanism embedded into the program that allows student progress to be tracked.
- c. T-Cert (which is a TExES Certification review for teachers) and Certify Teacher are now a component in the Capstone course taken prior to student teaching.
- e. The curriculum has been reviewed and aligned with the standards, domains and competencies of the TExES certification exam and the Texas Teacher Standards found in the Texas Administrative Code

### 2. Program Weaknesses

- a. Students are not being advised by Educator Preparation Program faculty during their freshman and sophomore years.
- b. The Division of Education does not have a policy in place to limit the amount of time students are given to complete their course work including testing.
- c. A need for adjunct faculty to teach crucial content courses who are presently in the public school i.e. mathematics.
- d. A social studies component to the Interdisciplinary Studies degree.

### 3. Recommendations for Program Improvement:

- a. Adjunct and full-time faculty hired to fill specific content/methodology classes, especially math.
- b. The hiring of an administrative assistant who will serve as someone to help in making necessary changes that the faculty do not have time to do, such as: standard revisions that will change all of our forms and policy manuals as well as student notifications. This person would also serve to track students who are signed up for online courses from TADC schools to make certain they are matriculating through the system. When students have questions on general concerns they don't have to wait on faculty because this administrative assistant may be able to answer questions etc. It should also be noted that this person will not be an errand person for the division, rather this person will serve a key role as we prepare for all the agency inquiry and reports on the college at state and federal levels. Therefore the AD for our division is not to be misconstrued as a person who answers the phone and make



copies, but is in the office to serve a strategic role in so many needed areas for growth. TEA made it clear that this was a position that we needed during the last monitoring visit, but we did not replace Ms. Walton when she resigned.

c. Methods courses in Language Arts and Social Studies need to be added to the schedule.

d. Removing PHED 2329 Dance from the schedule and the catalogue. This class is no longer on the degree plan and the material from it is being integrated into PHED 3324 Movement Education.

e. Offer PHED 2318 both semesters. This class is the introductory course and is always large enough to accommodate being offered both semesters.

f. Work with the content area faculty to minimize the number of conflicts in the schedule and to assure that all courses are offered with sufficient frequency to accommodate the three semesters that students have to take all of their content area coursework prior to student teaching.

g. Policy to limit the amount of time allowed a student to complete the program (recommended: 2 years)

h. Raise the admissions standards to include 12-15 hours in the content area per state requirements.

i. Include the TOEFL requirement for international students in the published admissions criteria

j. Create specific criteria and procedure for the post-baccalaureate program. Should include the PACT exam and 12-15 hours in the content area per state requirements.

k. Increase evening and weekend offerings and in general strengthen the post-baccalaureate program.

l. Make the computer lab, conference room and WLG 202 capable of webinar and Skype conferencing.

m. Align courses across the curriculum with the Texas Educator Standards and the TExES Standards, Domains and Competencies and reflect this alignment in the syllabus and learning activities for each course.

n. The degree plan for Interdisciplinary Studies EC-6 Generalist needs to be changed to read Core Subjects EC-6 and needs to include the following statement:

\*Students who have completed the an Associate of Arts in Early Childhood Education or an Associate of Arts in Teaching and have taken any of the above courses on that degree, will need to replace those semester hours with electives taken from the Core Subjects content areas of English, Language Arts and Reading, Math, Science, and Social Studies.

#### **4. Committee Determination:**

**Program Review 2013-2014  
for the  
Educator Preparation Program**

<p>Program Evaluation Summary To be completed by the Program Review Committee members</p>	<p>The Program Review Committee shall, after reviewing each program review report, prepare a Program Evaluation Summary, which shall be made a part of the program review report and shall address these items:</p> <ol style="list-style-type: none"> <li>1. Program Strengths</li> <li>2. Program Weaknesses</li> <li>3. Recommendations for Program Improvement</li> <li>4. Committee Determination</li> </ol>
<p>1. Support of the College Mission</p>	<p>A. State the purpose of program.</p> <p>The Educator Preparation Program at Texas College strives to prepare qualified and certified public school teachers.</p> <p>B. Describe how the programs support the overall mission of the College as adopted by the Board of Trustees.</p> <p>The EPP provides a well-balanced course of study leading to intellectual and social development. Partnering with neighboring school districts allows program completers to become productive members of society.</p> <p>C. Describe the unique institutional goal the program achieves.</p> <p>Academic Excellence, Assessment and Evaluation and Institutional Effectiveness are all addressed by the program. The EPP must conduct the program in a way that insures success for the students as they take the TExES certification exams and enter the classroom. Through pre- and post- testing throughout their program of study as well as having to maintain strict qualifications prior to student teaching and being approved to take the actual exam, Assessment and Evaluation is also addressed. Making sure that the students are well-prepared for the certification exams as well as their student teaching assignments will also promote Institutional Effectiveness.</p>
<p>2. Accomplishments in Achieving Goals Outlined in the Previous Program Review</p>	<p>A. Describe progress in achieving goals outlined in the previous program review, providing evidence documenting such achievements.</p> <p>Increase the number of students taking and passing the certification exams.</p> <p>In 2012-2013 one student took the exam and passed it. During 2013-2014, 9 students took at least one exam with 7 students passing one or both exams. This is still below the TEA performance standard I, but is an improvement over last year.</p> <p>In the fall of 2014, two students took and passed both tests and have completed their student teaching assignments. Two more students have passed the first test and are preparing to take the second test. These students have completed their student teaching assignment, but have not passed the second test.</p> <p>B. Explain modifications of goals outlined in the previous program review, providing evidence documenting such modifications.</p> <p>T-Cert; CertifyTeacher and not allowing the students to receive credit for the Capstone class until they score an 80% or higher on the pre-certification practice test. Students participating</p>



	<p>in T-Cert and Certify Teacher are scoring higher on the exams than in previous years.</p> <p>Students who do not pass both tests prior to the completion of their student teaching assignment will receive an "I" for that course</p>
3. Populations Served	<p>A. Describe the populations served by the program, including special populations.</p> <p>Open enrollment to all students with a 2.75 GPA. Students with learning differences are encouraged to apply for admission to the program.</p> <p>B. Describe other populations that should be served by the program, and describe plans to serve them in the future.</p> <p>Students with a bachelor's degree can enroll in the post-baccalaureate. This program allows students to work toward certification after they have graduated.</p>
4. Curriculum/Program Offering	<p>List Curriculum/Program as offered. List Curriculum/Program as Recommended.</p> <p>EDUC 2301 Foundations of Teaching;  EDUC 2302 Diversity in Education;  EDUC 2321 Introduction to Early Childhood Education  EDUC 2323 Human Growth and Development;  EDUC 3311 Theory and Measurement;  EDUC 3323 Education Technology and Media  EDUC 4325 Curriculum and Instruction;  EDUC 4313 Classroom Management;  EDUC 4303 Capstone;  READ 4314 Reading in the Content Area;  EDUC 4101 Student Teaching Seminar;  EDUC 4603 Student Teaching.</p> <p>We would like to rename EDUC 2323 Human Growth and Development as Educational Psychology: Human Growth. This course would include sections on students with special needs</p> <p>Interdisciplinary Studies (EC-6 Generalist)  EDUC 3324 Essentials of Math and Science  EDUC 3326 Social Studies for Elementary Teachers  ENGL 4322 Introduction to Linguistics  READ 2322 Individualized and Recreational Reading of Children's Literature  READ 3312 Fundamentals of Reading Instruction  READ 3321 Language Arts Across the Curriculum  MATH 1342 Applied Statistics  MATH 3325 Foundations of Mathematics  MATH 3365 Modern Geometry  BIOL 2470 Botany  BIOL 3474 Ecology</p> <p>The degree plan needs to include an addendum that states that those students completing an AA in Early Childhood or Teaching that contains courses listed on this degree plan will need to take the equivalent hours in courses from the Core Subjects areas of English, Language Arts and Reading, Math, Science, and Social Studies.</p> <p>ELAR 4-8</p>

ENGL 2315 American Literature to 1865  
 ENGL 2326 American Literature since 1867  
 ENGL 3303 Literary Analysis  
 ENGL 3307 Advanced Composition  
 ENGL 3313 Modern English Grammar  
 ENGL 4322 Introduction to Linguistics  
 READ 2322 Individualized and Recreational Reading of Children's Literature  
 READ 3312 Fundamentals of Reading  
 READ 3321 Language Arts Across the Curriculum

There are currently no recommendations for this degree plan since it was revised this semester.

ELAR 7-12  
 ENGL 2315 American Literature to 1865  
 ENGL 2326 American Literature since 1865  
 ENGL 3303 Literary Analysis  
 ENGL 3307 Advanced Composition  
 ENGL 3309 British Masterpieces  
 ENGL 3313 Modern English Grammar  
 ENGL 4304 Classical Literature  
 ENGL 4309 Shakespeare  
 READ 3321 Language Arts Across the Curriculum

There are currently no recommendations for this degree plan since it was revised this semester.

4-8 Science Emphasis Degree Plan  
 BIOL 1472 General Biology II  
 BIOL 2471 Human Anatomy and Physiology I  
 BIOL 2472 Human Anatomy and Physiology II  
 BIOL 3474 Ecology  
 PHYS 1412 General Physics II  
 CHEM 1471 General Chemistry I  
 EDUC Essential Elements of Science and Math  
 READ Reading in the Content Area

There are currently no recommendations for this degree plan since it was revised this semester.

8-12 Science Emphasis  
 7-12 Life Science Degree Plan  
 BIOL 1472 General Biology II  
 BIOL 2471 Human Anatomy and Physiology I  
 BIOL 2472 Human Anatomy and Physiology II  
 BIOL 2470 General Botany  
 BIOL 2473 Microbiology  
 BIOL 3474 Ecology  
 BIOL 3471 Genetics  
 READ 4314 Reading in the Content Area

There are currently no recommendations for this degree plan since it was revised this semester.

4-8 Mathematics Emphasis  
 MATH 1316 Trigonometry  
 MATH 1342 Applied Statistics



	<p> MATH 2330 Discrete and Combinatorial Mathematics  MATH 2413 Calculus I and Analytical Geometry  MATH 2414 Calculus II and Analytical Geometry  MATH 3315 Linear Algebra  MATH 3325 Foundations of Mathematics  MATH 3365 Modern Geometry  MATH 4220 Special Problems  READ 4314 Reading in the Content Area  EDUC 3324 Essential Elements of Science and Math </p> <p>There are currently no recommendations for this degree plan since it was revised this semester.</p> <p> 7-12 Mathematics Emphasis Degree Plan  MATH 1316 Trigonometry  MATH 1342 Applied Statistics  MATH 2330 Discrete and Combinatorial Mathematics  MATH 2413 Calculus I and Analytical Geometry  MATH 2414 Calculus II and Analytical Geometry  MATH 3315 Linear Algebra  MATH 3365 Modern Geometry  MATH 4220 Special Problems  MATH 4350 Probability  READ 4314 Reading in the Content Area </p> <p>There are currently no recommendations for this degree plan since it was revised this semester.</p> <p> EC-12 Physical Education Degree Plan  BIOL 2471 Human Anatomy and Physiology I  PHED 2318 Foundations and Principles of Physical Education  PHED 3313 Physical Education in the Elementary School  PHED 3316 Physiology of Exercise  PHED 3324 Movement Education  PHED 3325 Kinesiology  PHED 4311 Test and Measurement in Physical Education  PHED 4322 Principles of Adapted Physical Education  PHED 4329 Administration of Physical Education  READ 4314 Reading in the Content Area </p> <p>There are currently no recommendations for this degree plan.</p>
5. Course Scheduling and Availability	<p>Describe how effectively the scheduling process of classes in the program:</p> <p>A. Optimizes class availability for day students, evening students and distance education students.</p> <p>We now offer 2 on-line classes in the fall semester and in the spring semester, as well as night classes three nights a week. We also offer online courses during the summer session. Through the TADC consortium, students can take many of the PPR courses that they need online.</p> <p>Care is taken to see that courses needed by students within a degree plan are not scheduled at conflicting times as much as possible. There are several classes offered in the evening.</p> <p>B. Optimizes student learning.</p> <p>The rotating schedule allows students to take the classes that they need and not be overburdened with too many classes at one time. Courses are offered throughout the day.</p>

6. Learning Outcomes	<p>A. List institutional outcomes and program learning outcomes.</p> <p>100% of the students admitted to the teacher education program will have a 2.75 GPA or higher and will have completed at least 59 hours, with 12-15 hours in their content area before admission to the program; 100% of teacher education candidates will score an "acceptable" rating or higher on their student teaching experience; 80% of the teacher education candidates with score a 240 or higher on the TExES certification exams (content and PPR). 80% of the teacher education candidates will complete the program in 4 semesters.</p> <p>B. Describe the process by which program improvements are made. Instructor&gt;Department Head&gt;Advisory Committee&gt;Vice-President</p>
7. Program Deficiencies	<p>Describe any projected deficiencies in the program.</p> <p>Highly qualified faculty in the academic areas and PPR. The division still needs a PhD in the secondary area.</p>
8. Professional Development	<p>A. Describe specific professional development activities in which faculty members in the program participate, and explain how such activities benefit or enhance the program and support and facilitate student learning outcomes.</p> <p>Faculty members attend staff development as opportunities present themselves. This year department faculty attended conferences presented by TACTE; TADQ; PEEQ; SBEC; CSOTTE; and AVID.</p> <p>Faculty also subscribed to webinars concerning ASEP reporting and Title III reporting, as well as assessment and portfolio development.</p> <p>All conferences are geared toward student passing rates and programs that can be incorporated into existing programs to improve them. One positive outcome from the CSOTTE conference was the implementation of CertifyTeacher into our curriculum. We have seen monumental gains in student performance since subscribing to this service.</p>
9. Facilities and Equipment	<p>A. Are current facilities, such as classrooms, offices and equipment, adequate to support the program.</p> <p>Yes</p> <p>B. Is available dedicated space adequate to support the program? Explain. We have a teacher resource room that needs updating and organizing. Materials need to be catalogued so the students can readily access the resources available to them.</p> <p>C. Is available equipment adequate to support the program? Explain.</p> <p>All computer equipment is not regularly maintained and causes instructional delays. The computer lab, conference room, and WLG 202 need to be outfitted with appropriate equipment so that they can be used to host and receive webinars and Skype conferencing. Also, more training needs to occur so instructors know what is available.</p> <p>D. Describe plans for future changes in support facilities or equipment.</p> <p>Schedule more hands-on professional development; we are working closely with the technology department to make sure all of our equipment is working and available to students. Installation of the ELMO units and the organization of the educator resource room.</p>



10. Strengths and Weaknesses	<p>A. List and comment on the major strengths of the program.</p> <p>Rigorous admissions criteria; accountability standards in place for students; specific and on-going advisement to facilitate students completing the program in a timely manner; partnerships with neighboring school districts to allow students pre-clinical and clinical field experiences; increase in the number of students taking and passing the TExES exams.</p> <p>B. List and comment on the major weaknesses of the program.</p> <p>There needs to be a strategic plan for recruiting candidates for the post-baccalaureate program who meet the criteria.</p> <p>Faculty in the secondary areas, particularly math, with classroom experience</p>
11. Budget Modifications if applicable	No budget modifications need to be made at this time
12. Recommendations	<p>Identify recommendations for program improvement(s), if applicable.</p> <p>a. Adjunct and full-time faculty hired to fill specific content/methodology classes, especially math.</p> <p>b. The hiring of an administrative assistant who will serve as someone to help in making necessary changes that the faculty do not have time to do, such as: standard revisions that will change all of our forms and policy manuals as well as student notifications. This person would also serve to track students who are signed up for online courses from TADC schools to make certain they are matriculating through the system. When students have questions on general concerns they don't have to wait on faculty because this administrative assistant may be able to answer questions etc. It should also be noted that this person will not be an errand person for the division, rather this person will serve a key role as we prepare for all the agency inquiry and reports on the college at state and federal levels. Therefore the AD for our division is not to be misconstrued as a person who answers the phone and make copies, but is in the office to serve a strategic role in so many needed areas for growth. TEA made it clear that this was a position that we needed during the last monitoring visit, but we did not replace Ms. Walton when she resigned.</p> <p>c. Methods courses in Language Arts and Social Studies need to be added to the schedule.</p> <p>d. Removing PHED 2329 Dance from the schedule and the catalogue. This class is no longer on the degree plan and the material from it is being integrated into PHED 3324 Movement Education.</p> <p>e. Offer PHED 2318 both semesters. This class is the introductory course and is always large enough to accommodate being offered both semesters.</p> <p>f. Work with the content area faculty to minimize the number of conflicts in the schedule and to assure that all courses are offered with sufficient frequency to accommodate the three semesters that students have to take all of their content area coursework prior to student teaching.</p> <p>g. Policy to limit the amount of time allowed a student to complete the program (recommended: 2 years)</p> <p>h. Raise the admissions standards to include 12-15 hours in the content area per state</p>

	<p>requirements.</p> <p>i. Include the TOEFL requirement for international students in the published admissions criteria</p> <p>j. Create specific criteria and procedure for the post-baccalaureate program. Should include the PACT exam and 12-15 hours in the content area per state requirements.</p> <p>k. Increase evening and weekend offerings and in general strengthen the post-baccalaureate program.</p> <p>l. Make the computer lab, conference room and WLG 202 capable of webinar and Skype conferencing.</p> <p>m. Align courses across the curriculum with the Texas Educator Standards and the TExES Standards, Domains and Competencies and reflect this alignment in the syllabus and learning activities for each course.</p> <p>n. The degree plan for Interdisciplinary Studies EC-6 Generalist needs to be changed to read Core Subjects EC-6 and needs to include the following statement:</p> <p style="padding-left: 40px;">*Students who have completed the an Associate of Arts in Early Childhood Education or an Associate of Arts in Teaching and have taken any of the above courses on that degree, will need to replace those semester hours with electives taken from the Core Subjects content areas of English, Language Arts and Reading, Math, Science, and Social Studies.</p>
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**Documentation – Divisional Program  
Reviews (Division of Business and Social  
Sciences; Division of Education; Division  
of Humanities and General Studies; and  
Division of Natural and Computational  
Sciences)**

TEXAS COLLEGE  
Program Review  
Division of Humanities and General  
Studies Programs  
2013-2014

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# EXECUTIVE SUMMARY

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## Division of Humanities and General Studies Programs

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### 1. Program Strengths

#### Humanities and General Studies:

- a. Provides courses in Religion, Spanish, Speech, English, Music, Art, Theater, History, Political Science, PE and Health within the general core for the Associate of Arts programs.
- b. Provides courses within the majors for Religion, Music, and English.
- c. Provides oversight for the BS in Liberal Studies degree.

### 2. Program Weaknesses

- a. The division is too large to function well as a unit; however, dividing the division between the programs in Humanities and the areas offering only general core requirements has been beneficial.
- b. There is not adequate staff in place to cover the needs of some of the areas. The area of music needs someone qualified in the area of piano as an adjunct instructor. A faculty member with a terminal degree is needed in the area of religion.
- c. There are inadequate facilities for some of the program areas, e.g. the music degree includes the course Class Piano, but there is no functional piano lab.

### 3. Recommendations for Program Improvement:

- a. It is recommended that the division be divided into a division for Humanities which would include Religion and Music, and a second division for General Studies which would include English, Spanish, Art, Speech, and Theater.
- b. The music department continues to need an operational piano lab. A proposal for this lab has been submitted to the office of Academic Affairs.
- c. The existing acoustic pianos need to be tuned and repaired. A proposal for this service has been submitted to Academic Affairs.
- d. New faculty in the area of music and religion need to be hired. Music needs a part-time person in the area of piano. Previously the choir director was also the piano instructor. This is no longer the case. Religion needs a full time or part-time person with a terminal degree.

### 4. Committee Determination:

**Program Review (Academic Year)  
for the  
(Major Area) Programs**

<p>Program Evaluation Summary To be completed by the Program Review Committee members</p>	<p>The Program Review Committee shall, after reviewing each program review report, prepare a Program Evaluation Summary, which shall be made a part of the program review report and shall address these items:</p> <ol style="list-style-type: none"> <li>1. Program Strengths:</li> <li>2. Program Weaknesses:</li> <li>3. Recommendations for Program Improvement:</li> <li>4. Committee Determination:</li> </ol>
<p>1. Support of the College Mission</p>	<p>A. State the purpose of program.</p> <p>The purpose of the Division of Humanities and General Studies is to provide the majority of the course work for the General Education Core and the Associate of Arts in General Studies. It is also a part of the purpose of the Division of Humanities and General Studies to house and support the bachelor's degrees in English, Religion and Music.</p> <p>The objectives of the Division are: To provide students with:</p> <ul style="list-style-type: none"> <li>• A knowledge and an understanding of their cultural heritage;</li> <li>• Good communication skills;</li> <li>• An awareness of and competency in various disciplines; and</li> <li>• Knowledge of value differences and a consciousness of personal values, their implications in day-to-day decisions, and their relationship to the valued of others and of other societies.</li> </ul> <p>B. Describe how the programs support the overall mission of the College as adopted by the Board of Trustees.</p> <p>The Division of Humanities and General Studies supports the mission statement of the college as it seeks to insure that all students experience a balanced intellectual, psycho-social, and spiritual development through coursework in the areas of history, languages, fine arts, and religion. The division also addresses the Core Values of</p> <p>Academic Excellence – faculty seek to inspire students to higher achievement in both the general education courses and courses within the three majors house in this division.</p> <p>Integrity – plagiarism in any form will not be tolerated. Students are encouraged to take ownership of their own educational process through more responsibility in the advising process.</p> <p>Perseverance – faculty encourage students to confront difficulties and obstacles and to maintain a forward pursuit of their educational and career goals despite those things that might cause them to lose their way and abandon their future.</p> <p>Social Responsibility – students are encouraged to treat faculty, facilities and their peers with respect. They are also encouraged to express compassion towards those needing their compassion, whether in the campus community or the larger community of Tyler and East Texas.</p> <p>Tolerance – prejudice and bigotry will not be tolerated. The courses and subject matter within many of the areas represented in the Divisions of Humanities and General Studies help student develop an appreciation for languages, music, literature, and religions of many different cultures.</p>



	<p>Community Service – The Division participates in the campus wide efforts to reach out to the underprivileged and needy in the Tyler area. The faculty and staff in this area also try to reach out to our students who need our help not only in our subject areas but in the game of life.</p> <p>C. Describe the unique institutional goal the program achieves.</p> <p>The Division achieves Institutional Goal II in Assessment and Effectiveness as the faculty design and implement appropriate assessment tools that will assist the college in providing documentation that student learning has indeed taken place.</p> <p>The Division also achieves Institutional Goal VI Enhancing Academic Excellence by using these assessments and reflective teaching practices to continually renew and improve the courses and programs within the division.</p>
2. Accomplishments in Achieving Goals Outlined in the Previous Program Review	<p>A. Describe progress in achieving goals outlined in the previous program review, providing evidence documenting such achievements.</p> <p>The PE department has been removed from this division and placed under the direction of the Education Program.</p> <p>All majors within the division have reworked their degree plans to bring them in under 125 hours. Unneeded courses have been deleted from the catalog and courses needed to enhance the majors have been added. New courses in music and mass communications are being designed and after having been approved, will be added to the degree plan and to the schedule.</p> <p>Changes have been made to the prefixes, course numbers, and number of credit hours granted to more nearly match standard practices.</p> <p>B. Explain modifications of goals outlined in the previous program review, providing evidence documenting such modifications.</p>
3. Populations Served	<p>A. Describe the populations served by the program, including special populations.</p> <p>The general student population is served by the courses from the division offered in the General Education Core Requirements. It is also served by those electives offered by the major areas within the division.</p> <p>The Success Program is now being served by this division as courses from the General Education Core Requirements are being offered through this program. Survey of the Bible and Introduction to Music are both offered to this special student population</p> <p>The major areas of English, Religion and Music represent a third population of students served by the division.</p> <p>B. Describe other populations that should be served by the program, and describe plans to serve them in the future.</p> <p>There may exist a need for English courses and other general requirements such as speech and history in the Success Program. A study needs to be done to discover what need, if any, may exist.</p>
4.	List Curriculum/Program as offered. List Curriculum/Program as Recommended.

Curriculum/Program Offering	<p>As Offered:</p> <p>English Requirements 36 hours</p> <p>ENGL 2302 World Literature 3</p> <p>ENGL 2315 American Literature to 1865 3</p> <p>ENGL 2326 American Literature since 1865 3</p> <p>ENGL 3302 History of English Language 3</p> <p>ENGL 3303 Literary Analysis 3</p> <p>ENGL 3307 Advanced Composition 3</p> <p>ENGL 3309 British Masterpieces 3</p> <p>ENGL 3313 Modern English Grammar 3</p> <p>ENGL 4304 Classical Literature 3</p> <p>ENGL 4305 Studies in American Literature 3</p> <p>Or</p> <p>ENGL 4306 Studies in British Literature 3</p> <p>ENGL 4309 Shakespeare 3</p> <p>ENGL 4322 Introduction to Linguistics 3</p> <p>Foreign Language Requirements 6 hours</p> <p>SPAN 2301 Intermediate Spanish I 3</p> <p>SPAN 2302 Intermediate Spanish II 3</p> <p>Electives (minor) 24 hours</p> <p>Music:</p> <p>As offered:</p> <p>Music Requirements:</p> <p>MUSI 1311 Elementary Harmony I</p> <p>MUSI 1312 Elementary Harmony II</p> <p>MUSI 1114 Piano Class I</p> <p>MUSI 1115 Piano Class II</p> <p>MUSI 2311 Advanced Harmony I</p> <p>MUSI 2312 Advanced Harmony II</p> <p>MUSI 2318 World Music</p> <p>MUSI 3311 Conducting</p> <p>MUSI 3319 Music History and Literature I</p> <p>MUSI 3320 Music History and Literature II</p> <p>MUSI 4316 Counterpoint</p> <p>MUSI 4317 Form and Analysis</p> <p>MUSI 4318 Orchestration and Arranging</p> <p>MUSI 4321 Music of the 20<sup>th</sup> Century</p> <p>Ensemble:</p> <p>MUEN 1101 Choir, MUEN 1103 Band</p> <p>Applied Study (determined by the Applied Concentration selected by the student)</p> <p>MUAP 1101-4102 Applied Piano, MUAP 1103-4104 Applied Voice, MUAP 1105-4106 Applied Instrument</p> <p>MUAP 4000 Senior Recital</p> <p>Religion:</p> <p>As Offered:</p> <p>RELI 1312 Comparative World Religions: 3</p> <p>RELI 1313 Survey of the Old Testament: 3</p> <p>RELI 1324 Survey of the New Testament: 3</p> <p>RELI 2317 Church History: 3</p> <p>RELI 2318 Life &amp; Thought of Martin Luther king: 3</p> <p>RELI 2325 Fundamentals of Morals &amp; Ethics: 3</p>
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RELI 3311 African America Religious Thought:	3
RELI 3347 Life & Teachings of Jesus:	3
RELI 3312 Philosophy:	3
RELI 3323 Sociology of Religion:	3
RELI 4318 Biblical Theology:	3
RELI 4322 Christian Ministry Seminar:	3
RELI 4329 Advanced Theology:	3
ENGL 2301 Creative Writing:	3
ENGL 3307 Advanced Composition:	3
SPAN 1301 Elementary Spanish I:	3
SPAN 1302 Elementary Spanish I I:	3
Electives	15
Total	125

As Recommended:

ENGL 2315 American Literature to 1865 3  
 ENGL 2326 American Literature since 1865 3  
 ENGL 3303 Literary Analysis 3  
 ENGL 3303 Advanced Composition  
 ENGL 3308 Creative Writing 3  
 ENGL 3309 British Masterpieces 3  
 ENGL 3313 Modern English Grammar 3  
 ENGL 4304 Classical Literature 3  
 ENGL 4306 Studies in British Literature 3  
 ENGL 4307 Studies in African American Literature 3  
 ENGL 4309 Shakespeare 3  
 ENGL 4322 Introduction to Linguistics 3  
 Foreign Language Requirements  
 SPAN 2311 Intermediate Spanish I 3  
 SPAN 2312 Intermediate Spanish II 3

Recommended changes in Music:

**Recommended Changes:**

Recommended courses for a Minor in Music on the BA or BS degrees:

6 hours in Music Theory:

MUSI 1311 Elementary Harmony I  
 MUSI 1312 Elementary Harmony II

6 hours to be selected from:

MUSI 2318 World Music  
 MUSI 3319 Music History and Literature I  
 MUSI 3320 Music History and Literature II  
 MUSI 4321 Music in the 20<sup>th</sup> Century

Music Electives: 6 hours to be selected from courses with MUAP and MUEN prefixes

A proposed AA in Music:

64 hours

General Education Core Curriculum:

BIOL 1471 General Biology I  
 COSC 1330 Computer Literacy  
 ENGL 1301 Composition I  
 ENGL 1302 Composition II

	<p> ENGL 2302 World Lit  GOVT 2305 Federal Government  HIST 1301 US History to 1865  HIST 1302 US History since 1865  MATH 1314 College Algebra  MUSI 1306 Introduction to Music  PHED XXXX Any activity (1) hour course  SPCH 1301 Fundamentals of Speech  CHPL 1130 2 hours  SOC1 1100 1 hour  SOC1 2100 1 hour  39 hours </p> <p> Courses in the Music Major:  MUSI 1311 Elementary Harmony I  MUSI 1312 Elementary Harmony II  MUSI 1114 Piano Class I  MUSI 1115 Piano Class II  MUSI 2318 World Music  MUSI 3319 Music History I  MUSI 3320 Music History II  MUAP 4 hours  MUEN 4 hours  25 hours </p> <p> Recommended Religion Curriculum:  RELI 1312 Comparative World Religions: 3  RELI 1313 Survey of the Old Testament: 3  RELI 1324 Survey of the New Testament: 3  RELI 2317 Church History : 3  RELI 2318 Life &amp; Thought of Martin Luther King: 3  RELI 2325: Fundamentals of Morals &amp; Ethics: 3  RELI 3311 African America Religious Thought: 3  RELI 3347 Life and Teachings of Jesus: 3  RELI 3312 Philosophy of Religion: 3  RELI 3323 Sociology of Religion: 3  RELI 4318 Biblical Theology: 3  RELI 4322 Christian Ministry Seminar: 3  RELI 4329 Advanced Theology: 3  ENGL 2301 Creative Writing: 3  ENGL 3307 Advanced Composition: 3  Electives 16  Total 120 </p>
5. Course Scheduling and Availability	<p>Describe how effectively the scheduling process of classes in the program:</p> <p>A. Optimizes class availability for day students, evening students and distance education students.</p> <p>Faculty try to schedule courses so that courses in the general core and in the majors are offered at different times of the day. Some classes are offered online during the summer and during the regular semester.</p>



	<p>B. Optimizes student learning.</p> <p>Changes to the schedule made to optimize student learning include moving some courses away from the 8:00 am hour if only one section of the course is offered.</p>
6. Learning Outcomes	<p>A. List institutional outcomes and program learning outcomes.</p> <p>The goals of the English program are to enable students</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> To write clearly, effectively, and appropriately according to content and purpose, and to read closely a variety of literature with understanding and discrimination;</li> <li><input type="checkbox"/> To show familiarity with the major literary genres, works, periods, and critical approaches to American, British, and World literature, and with the development of the English language; and</li> <li><input type="checkbox"/> To develop and complete research projects and utilize information effectively.</li> </ul> <p>The following are the objectives and intended outcomes for the English program as stated in the department's Institutional Effectiveness Model for 2012-2013.  Program Intended Learning Outcomes One: All graduating majors will complete a publisher-provided diagnostic test over the usage of Standard Written English.  Means of Program Assessment and Criteria for Success One: a. Majors graduating during 2012-2013 will complete a publisher-provided diagnostic test for Standard Written English: 80% of the graduating majors will score 80% or higher; b. One hundred percent (100%) of the graduating majors will score 70% or above on a publisher-provided diagnostic test for Standard Written English during 2012-2013.  Assessment Results One: a. One hundred percent (100%) of graduating English majors scored 80% or higher on the publisher-provided diagnostic test for Standard Written English; b. One hundred percent (100%) of graduating English majors scored 70% or higher on the publisher-provided diagnostic test for Standard Written English  Use of Results One: a. and b. English faculty will maintain their  A minimum of 70% of majors in music will be able to:</p> <ol style="list-style-type: none"> <li>1) Demonstrate a command of the competencies associated with the program of study</li> <li>2) Articulate the ideas, trends, and forms of music, taught in the major</li> <li>3) Demonstrate through a public recital, a command of the creativity associated with the field of music</li> </ol> <p>A minimum of 70% of the majors in Religion will:</p> <ol style="list-style-type: none"> <li>1) Retain the basic theological and ethical doctrine of Christianity.</li> <li>2) Demonstrate the comparison religion tenets of faith and practice.</li> <li>3) Retain and demonstrate knowledge of the basic historical, doctrinal, ethical and theological content of the Bible.</li> </ol> <p>B. Describe the process by which program improvements are made.</p> <p>Faculty within the major area work together researching the expectations of TEA, curriculum at other institutions, and deficiencies as indicated by the research for institutional effectiveness. Recommendations and proposals are made through the program reviews and</p>

	are considered by the curriculum committee.
7. Program Deficiencies	<p>Describe any projected deficiencies in the program.</p> <p>Deficiencies in these programs include:</p> <p>The religion department needs a faculty member with a terminal degree</p> <p>The music department needs a faculty member with qualifications in piano.</p> <p>The library holdings are out of date in some fields and need to be brought up to date.</p>
8. Professional Development	<p>A. Describe specific professional development activities in which faculty members in the program participate, and explain how such activities benefit or enhance the program and support and facilitate student learning outcomes.</p> <p>The music faculty are members of Texas Music Educators Association, American Bandmasters, American Choral Directors Association, College Music Society, Association of American University Professors, and National Association of Teachers of Singing. The religion faculty are members of the Tyler Baptist Minister's Conference. Members of the English faculty belong to such organizations as the Modern Language Association, the Association of American University Professors and National Council of Teachers of English.</p> <p>Faculty have attended conferences and training in their major areas and in the use of technology in the classroom and for management tasks.</p>
9. Facilities and Equipment	<p>A. Are current facilities, such as classrooms, offices and equipment, adequate to support the program.</p> <p>The addition of Smartboards in all classrooms has been very helpful.</p> <p>Classroom furnishings are adequate.</p> <p>Office furniture in many offices needs to be replaced as drawers and doors don't open and close properly, paint is peeling and chairs are broken down and need to be replaced.</p> <p>The old piano lab needs to be replaced. A proposal has been submitted for replacing the old lab.</p> <p>B. Is available dedicated space adequate to support the program? Explain.</p> <p>yes</p> <p>C. Is available equipment adequate to support the program? Explain.</p> <p>See above statement above about the piano lab.</p> <p>D. Describe plans for future changes in support facilities or equipment.</p> <p>See above statement about the piano lab and about repairing and tuning the pianos.</p>
10. Strengths and Weaknesses	A. List and comment on the major strengths of the program.



11. Budget Modifications if applicable	There needs to be an ongoing budget item for tuning and repair of the acoustic pianos.
12. Recommendations	<p>Identify recommendations for program improvement(s), if applicable.</p> <p>Recommendation 1. The purchase of a piano lab for room WLG 211 complete with at least 5 student pianos and 1 teacher piano. A proposal has been submitted to the office of Academic Affairs.</p> <p>Recommendation 2. It is recommended that the proposed degree plans for 120 hours be approved.</p> <p>Recommendation 3. It is recommended that the curriculum requirements for a minor in music be approved.</p> <p>Recommendation 4. It is recommended that the curriculum requirements for an Associates or Arts in Music be approved and included in the 2014-2015 catalog.</p> <p>Recommendation 5. It is recommended that a budget item be created for the maintenance and tuning of the campus acoustic pianos. A proposal has been submitted to the office of Academic Affairs.</p> <p>Recommendation 6. It is recommended that the college hire an additional faculty member with a terminal degree in Religion.</p> <p>Recommendation 7. It is recommended that the college hire an additional part-time faculty member with qualifications in piano.</p>

TEXAS COLLEGE  
Program Review  
Division of Natural and Computational  
Sciences  
(2013-2014)

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# EXECUTIVE SUMMARY

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## Division of Natural and Computational Sciences

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### 1. Program Strengths

#### Major Area: Biology

- a.. Four PhDs in Biology Department; More than 25% of the courses are taught by PhD instructors.
- b. Faculty commitment to academic excellence
- c. Number of Majors: 7 sophomore, 11 juniors and 9 seniors and 5 Students Graduated May, 2014.
- d. Faculty involvement in applying grants and research related activities
- e. Support from two MSEIP grants
- f. Updated degree plan

#### Major Area: Computer Science

- a. Two PhDs in Computer Science Department; More than 25% of the courses are taught by PhD instructors.
- b. Faculty commitment to academic excellence
- c. Number of Majors: 18.
- d. Faculty involvement in applying grants and research related activities

#### Major Area: Mathematics

- a. Prepares students to enter graduate school.
- b. Prepares students to teach at the elementary and secondary levels.
- c. Prepares students to apply the use of quantitative and logical reasoning abilities needed for citizens, industry, government, business, and other areas.

### 2. Program Weaknesses

#### Major Area: Biology

- a. Course description for General Biology II

#### Major Area: Computer Science

- a. Need more applicable training and hands on approach in the curriculum
- b. Math requirements need to be reviewed

- c. Compiler software: New compiler software need to be purchased and installed into JICS to enable computer Science majors to have access in writing programs in C++, and Java,

Major Area: Mathematics

- a. Increase students' attendances.
- b. Increase students' interests in research.

### 3. Recommendations for Program Improvement:

#### Major Area: Biology

- a. Update course description for General Biology II  
BIOL 1472 General Biology II: A study of the origin and history of life, including factors that influence evolution. This course goes into taxonomy, including phylogenetic trees, and classification systems. Nature versus nurture, adaptive mating behavior, animal communication, sociobiology and animal behavior are covered in this course. Three lecture hours and two hours of laboratory per week. Prerequisite: BIOL 1471
- b. Remove outdated courses from the catalog such as BIOL 1411 General Zoology; BIOL 1470 Life Science, BIOL 3370 Nutrition, BIOL 3472 Histology, BIOL 3473 Plant Physiology, BIOL 4370 Bioethics, BIOL 4372 Essential Elements of Science, BIOL 4471 Comparative Vertebrate Anatomy, BIOL 4473 Invertebrate Zoology, BIOL 4474 General Entomology.

#### Major Area: Computer Science

- a.
  - a. Work to achieve a more hands on approach with computer hardware
  - b. Work to increase the software available for student learning
  - c. Remove outdated courses from the catalog such as Independent Work Study

#### Major Area: Mathematics

- a. The area is researching more applicable mathematical software.
- b. Continue to increase the number of mathematics majors.

### 4. Committee Determination:

1. Support of the College Mission	<p>A. State the purpose of program.</p> <p>To offer programs of study leading to a Bachelor Science degree in Biology, in Computer Science, in Mathematics and a Bachelor of Science degree in Mathematics with teacher certification.</p>
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	<p>B. Describe how the programs support the overall mission of the College as adopted by the Board of Trustees.</p> <p><i>Academic Excellence, Perseverance, integrity and responsibility are achieved by teaching and learning processes.</i> The Division programs will also assist in developing a culture of curiosity and creativity that will challenge the frontiers of teaching/learning; stimulate research; raises the level of analytical reasoning and inquiry; and enable students to acquire leadership, human relations, communication, and technological skills.</p> <p>C. Describe the unique institutional goal the program achieves.</p> <p><i>Academic excellence</i></p>
2. Accomplishments in Achieving Goals Outlined in the Previous Program Review	<p>A. Describe progress in achieving goals outlined in the previous program review, providing evidence documenting such achievements.</p> <ol style="list-style-type: none"> <li>1. <i>Pretest and posttest</i></li> <li>2. <i>Updated labs (by adding more storage space, sinks, supplies and updating tables in 102 for better learning.)</i></li> </ol> <p>B. Explain modifications of goals outlined in the previous program review, providing evidence documenting such modifications.</p> <p><i>No modifications at this point. We will continue to enhance learning (on pretest and posttest).</i></p>
3. Populations Served	<p>A. Describe the populations served by the program, including special populations.</p> <p><i>Black, Hispanic and Caucasians and special need students</i></p> <p>B. Describe other populations that should be served by the program, and describe plans to serve them in the future.</p> <p><i>Recruiting more Blacks, Hispanics and Caucasians emphasis on last two.</i></p> <p><b>Dr. Harris and Ms. Johnson visited Longview High School for recruiting STEM majors.</b></p>
4. Curriculum/Program	List Curriculum/Program as offered. List Curriculum/Program as Recommended.



Offering	<b>Courses are offered at Fall and Spring semesters, respectively, according to the schema.</b>
5. Course Scheduling and Availability	<p>Describe how effectively the scheduling process of classes in the program:</p> <p><i>Scheduling classes on MWF and TR; classes are offered online. The major classes are offered without conflict so that maximum number of students can enroll. General Studies Science Classes are offered online during the summer to catch up with the hours</i></p> <p>A. Optimizes class availability for day students, evening students and distance education students.</p> <p>B. Optimizes student learning.</p> <p><i>Using AVID strategies, Lab activities, Virtual lab, videos and discussion</i></p>
6. Learning Outcomes	<p>A. List institutional outcomes and program learning outcomes.</p> <p>1. <i>Faculty administered pre/post test for each course during Fall 2014. The pretest and post test results indicated that there is 40.6% increase in student learning in all the courses offered during Fall 2014. Biology department had started using AVID strategy in 2011-2012. To enhance student learning, biology department will continue to pursue AVID strategies through SLC. Biology department is also a part of MSEIP grants. It also uses the strategies outlined in the grants to enhance learning. The two Assessment exams will be given to the graduating Seniors in Spring 2014 to the students who completed the requirements to graduate.</i></p> <p>B. Describe the process by which program improvements are made.</p> <p><i>Enhancing the labs, adding more supplies, equipment and continue to offer all the curriculum courses during Fall and Spring (one half in Fall and other half in Spring). The funds from MSEIP and hands on grants are being used for improving the labs.</i></p>
7. Program Deficiencies	<p>Describe any projected deficiencies in the program.</p> <p><i>Lab Assistant for maintaining the labs, supplies and waste. A more diversified approach to software available for learning</i></p>
8. Professional Development	<p>A. Describe specific professional development activities in which faculty members in the program participate, and explain how such activities benefit or enhance the program and support and facilitate student learning outcomes.</p> <p><i>Two faculty members visited UTHSC with students and learned about the opportunities they offer for our students. They offered Internship for 2 students.</i></p>



<p>9. Facilities and Equipment</p>	<p>A. Are current facilities, such as classrooms, offices and equipment, adequate to support the program.</p> <p><i>Yes, We have added Shredder in the lobby of 104 offices and want to add color printer.</i></p> <p>B. Is available dedicated space adequate to support the program? Explain.</p> <p><i>We have three Biology labs, one Chemistry and one Physics lab. It is enough based on the number of classes offered.</i></p> <p>C. Is available equipment adequate to support the program? Explain.</p> <p><i>Yes, We have enough equipment need to support each course offered in the program.</i></p> <p>D. Describe plans for future changes in support facilities or equipment.</p> <p><i>In the process of updating lab tables in 102 and we need to remove two sinks in the middle of lab 105 and add tables in that area. It will help in accommodating more students in the classroom.</i></p>
<p>10. Strengths and Weaknesses</p>	<p>A. List and comment on the major strengths of the program.</p> <p><i>7PhDs</i></p> <p><i>Faculty commitment</i></p> <p><i>MSEIP Grant for Supply and specimen</i></p> <p><b><i>Participation in Committee assignments:</i></b></p> <p><b><i>Mrs. Johnson</i></b></p> <ul style="list-style-type: none"> <li>• <i>Compliance Certification</i></li> <li>• <i>Default</i></li> <li>• <i>Admissions/Readmit</i></li> <li>• <i>Planning Council</i></li> <li>• <i>Academic Council</i></li> <li>• <i>Athletics</i></li> <li>• <i>ADA</i></li> <li>• <i>Professional Development</i></li> <li>• <i>Scholarship</i></li> <li>• <i>Baccalaureate and Commencement Committee</i></li> </ul> <p><b><i>Dr. Sparrow</i></b></p> <ul style="list-style-type: none"> <li>• <i>Stem Club organizer,</i></li> </ul>

	<ul style="list-style-type: none"> <li>• <i>Faculty senate President,</i></li> <li>• <i>Faculty Athletics Representative,</i></li> <li>• <i>member of Planning Council,</i></li> <li>• <i>Scholarship Committee and Security Committee.</i></li> </ul> <p><b><i>Dr. Iakhiaev</i></b></p> <ul style="list-style-type: none"> <li>• <i>Technology committee</i></li> </ul> <p><b><i>Dr. Gupta</i></b></p> <ul style="list-style-type: none"> <li>• <i>Professional Development committee,</i></li> <li>• <i>Library Committee and</i></li> </ul>
11. Budget Modifications if applicable	
12. Recommendations	<p>Identify recommendations for program improvement(s), if applicable.</p> <p>Update labs and compiler software</p> <p>Increase the number of majors through recruitment and STEP program</p> <p>Update software in the College system accessible for student learning.</p>

## **Documentation – Academic Degree Plans**



Student Name \_\_\_\_\_

Student ID# \_\_\_\_\_

4-8 MATHEMATICS EMPHASIS DEGREE PLAN

AREA, COURSE CODE AND NUMBER	COURSE NAME	CREDIT HOURS	GRADES
General Education Requirements	See separate degree plan	44	
Institutional Requirements	See separate degree plan	15	
Education Required Courses		34	
Math Required Courses		28	
EDUC 2301	Foundations of the Teaching Profession	3	
EDUC 2302	Understanding Diversity	3	
EDUC 2323	Human Growth and Development	3	
EDUC 3311	Learning Theory and Measurement	3	
EDUC 3323	Educational Technology and Media	3	
EDUC 4303	Capstone for the Teaching Profession I	3	
EDUC 4313	Classroom Management	3	
EDUC 4322	Curriculum and Instruction	3	
EDUC 4602	Student Teaching in the Secondary School	6	
EDUC 4101	Student Teaching Seminar	1	
READ 4314	Reading in the Content Area	3	
EDUC 3324			
Math Required Courses		28	
MATH 1316	Trigonometry	3	
MATH 1342	Applied Statistics	3	
MATH 2330	Discrete and Combinatorial Mathematics	3	
MATH 2413	Calculus I and Analytical Geometry	4	
MATH 2414	Calculus II and Analytical Geometry	4	
MATH 3315	Linear Algebra	3	
MATH 3325	Foundations of Mathematics	3	
MATH 3365	Modern Geometry	3	
MATH 4220	Special Problems	2	
Total		121	

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Advisor Signature: \_\_\_\_\_

Date: \_\_\_\_\_





Student Name \_\_\_\_\_

Student ID# \_\_\_\_\_

### 7-12 MATHEMATICS EMPHASIS DEGREE PLAN

AREA, COURSE CODE AND NUMBER	COURSE NAME	CREDIT HOURS
General Core Requirements	See separate degree plan	44
Institutional Requirements	See separate degree plan	15
Education Required Courses		34
Math Required Courses		28
EDUC 2301	Foundations of the Teaching Profession	3
EDUC 2323	Human Growth and Development	3
EDUC 2302	Understanding Diversity in Education	3
EDUC 3311	Learning Theory and Measurement	3
EDUC 3323	Educational Technology and Media	3
EDUC 4303	Capstone for the Teaching Profession I	3
EDUC 4313	Classroom Management	3
EDUC 4322	Curriculum and Instruction	3
EDUC 4602	Student Teaching in the Secondary School	6
EDUC 4101	Student Teaching Seminar	1
READ 4314	Reading in the Content Area	3
Math Required Courses		28
MATH 1316	Trigonometry	3
MATH 1342	Applied Statistics	3
MATH 2330	Discrete and Combinatorial Mathematics	3
MATH 2413	Calculus I and Analytical Geometry	4
MATH 2414	Calculus II and Analytical Geometry	4
MATH 3315	Linear Algebra	3
MATH 3365	Modern Geometry	3
MATH 4220	Special Problems	2
MATH 4350	Probability	3
TOTAL		121

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Advisor Signature: \_\_\_\_\_

Date: \_\_\_\_\_



Student Name \_\_\_\_\_

Student ID# \_\_\_\_\_

### BUSINESS ADMINISTRATION DEGREE PLAN

Course codes and numbers	Course Names	Credit Hrs
General Education Core	See separate degree plan	44
Institutional Requirements	See separate degree plan	15
Support Courses for Business		6
Business Core courses for major		60
GBUS 2301	Introduction to Business	3
GBUS-2302	Principles of Management	3
GBUS 2303	Principles of Accounting I	3
GBUS 2304	Principles of Accounting II	3
GBUS 3312	International Business	3
GBUS 3314	Business Communications	3
GBUS 3315	Principles of Marketing	3
GBUS 3316	Human Resources Management	3
GBUS 3317	Principles of Finance	3
GBUS 4311	Business Law	3
GBUS 4313	Leading In Organizations	3
GBUS 4314	Strategic Management	3
GBUS 4323	Business Internship	3
GBUS 3318	Organization Theory and Behavior	3
GBUS 3320	Organizational Ethics	3
GBUS 4310	Entrepreneurship	3
GBUS 4316	Labor-Management Relations	3
GBUS 3322	Money & Banking	3
GBUS 4324	Special Topics In Business	3
GBUS 4322	Production and Operations Management	3
Support Courses for Business		6
ECON 2302	Principles of Economics	3
MATH 1342	Statistics	3
	Total	125

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Advisor Signature: \_\_\_\_\_

Date: \_\_\_\_\_





Student Name \_\_\_\_\_  
 Student ID# \_\_\_\_\_

#### 4-8 SCIENCE EMPHASIS DEGREE PLAN

AREA, COURSE CODE AND NUMBER	COURSE NAME	CREDIT HOURS
General Core Requirements	See separate degree plan	44
Institutional Requirements	See separate degree plan	15
Education Required Courses		34
Math Required Courses		3
Science Required Courses		24
EDUC 2301	Foundations of the Teaching Profession	3
EDUC 2302	Understanding Diversity in Education	3
EDUC 2323	Human Growth and Development	3
EDUC 3311	Learning Theory and Measurement	3
EDUC 3323	Educational Technology and Media	3
EDUC 4303	Capstone for the Teaching Profession I	3
EDUC 4313	Classroom Management	3
EDUC 4322	Curriculum and Instruction	3
EDUC 4101	Student Teaching Seminar	1
EDUC 4602	Student Teaching in the Secondary School	6
READ 4314	Reading in the Content Area	3
Math Required Courses		3
Science Required Courses		24
BIOL 1472	General Biology II	4
BIOL 2471	Human Anatomy and Physiology I	4
BIOL 2472	Human Anatomy and Physiology II	4
BIOL 3474	Ecology	4
PHYS 1412	General Physics II	4
CHEM 1471	General Chemistry I	4
TOTAL		120

Student Signature: \_\_\_\_\_  
 Advisor Signature: \_\_\_\_\_

Date: \_\_\_\_\_  
 Date: \_\_\_\_\_



Student Name \_\_\_\_\_

Student ID# \_\_\_\_\_

### EARLY CHILDHOOD EDUCATION AA DEGREE PLAN

AREA, COURSE CODE AND NUMBER	COURSE NAME	CREDIT HOURS
COSC 1330	Computer Literacy	3
MATH 1314	College Algebra	3
ARTS 1301 or MUSI 1301 or TRTH 1301	Art Appreciation or Introduction to Music Introduction to Theatre	3
RELI 1311	Survey of the Bible	3
PHED	Physical Activities	1
ENGL 1301	English Composition I	3
ENGL 1302	English Composition II	3
SPAN 1301	Elementary Spanish I	3
SPAN 1302	Elementary Spanish II	3
SPCH 1301	Fundamentals of Speech Communication	3
BIOL 1471	General Biology I	4
HIST 1301	History of the U.S. to 1877	3
HIST 1302	History of the U.S. since 1877	3
EDUC 2301	Foundation of the Teaching Profession	3
EDUC 2302	Understanding Diversity in Education	3
EDUC 2321	Introduction to Early Childhood Education	3
EDUC 2323	Human Growth and Development	3
READ 2322	Individualized & Recreational Reading	3
BIOL 2470	General Botany	4
GOVT 2306	State and Local Government	3
	Institutional Requirements	
CHPL	Chapel	1
SOCI 1100	First Year Seminar	1
SOCI 2100	Second Year Seminar	1
Total		63

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Advisor Signature: \_\_\_\_\_

Date: \_\_\_\_\_





Student Name \_\_\_\_\_  
 Student ID# \_\_\_\_\_

COMPUTER SCIENCE DEGREE PLAN

AREA, COURSE CODE AND NUMBER	COURSE NAME	CREDIT HOURS	GRADES
General Core Education Requirements	See separate degree plan	44	
Institutional Requirements	See separate degree plan	15	
Comp. Sci. Required Courses		54	
Electives		12	
COSC 1331	Introduction to Programming	3	
COSC 1132	Microcomputer Applications	3	
COSC 1336	Structured Programming	4	
COSC 2336	Data Structures	3	
COSC 2337	Object-Orientation	3	
COSC 3310	Internet Programming	3	
COSC 3338	E-Commerce	3	
COSC 3355	Operating Systems	3	
COSC 3371	Digital Systems	3	
COSC 4360	Communications and Networking	3	
COSC 4375	Internship	3	
COSC 4385	Database Management	3	
GBUS 2303	Principles of Accounting I	3	
MATH 2330	Discrete and Combinational Mathematics	3	
MATH 2413	Calculus & Analytical Geometry I	4	
MATH 2414	Calculus & Analytical Geometry II	4	
MATH 3315	Linear Algebra	3	
Electives	3000 and 4000 Levels	12	
Total		125	

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Advisor Signature: \_\_\_\_\_

Date: \_\_\_\_\_



Student Name \_\_\_\_\_

Student ID# \_\_\_\_\_

**7-12 ENGLISH, LANGUAGE ARTS, READING EMPHASIS DEGREE PLAN**

AREA, COURSE CODE AND NUMBER	COURSE NAME	CREDIT HOURS
General Core Requirements	See separate degree plan	44
Institutional Requirements	See separate degree plan	15
Education Required Courses		34
8-12 ELAR Required Courses		27
EDUC 2301	Foundations of the Teaching Profession	3
EDUC 2302	Understanding Diversity in Education	3
EDUC 2323	Human Growth and Development	3
EDUC 3311	Learning Theory and Measurement	3
EDUC 3323	Educational Technology and Media	3
EDUC 4303	Capstone for the Teaching Profession I	3
EDUC 4313	Classroom Management	3
EDUC 4322	Curriculum and Instruction	3
EDUC 4602	Student Teaching in the Secondary School	6
EDUC 4101	Student Teaching Seminar	1
READ 4314	Reading in the Content Area	3
8-12 ELAR Required Courses		27
ENGL 2315	American Literature to 1865	3
ENGL 2326	American Literature since 1865	3
ENGL 3303	Literary Analysis	3
ENGL 3307	Advanced Composition	3
ENGL 3309	British Masterpieces	3
ENGL 3313	Modern English Grammar	3
ENGL 4304	Classical Literature	3
ENGL 4322	Introduction to Linguistics	3
Total		120

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Advisor Signature: \_\_\_\_\_

Date: \_\_\_\_\_





Student Name \_\_\_\_\_  
 Student ID# \_\_\_\_\_

# ASSOCIATE OF ARTS GENERAL STUDIES DEGREE PLAN

AREA, COURSE CODE AND NUMBER	COURSE NAME	CREDIT HOURS	GRADES
COSC 1330	Computer Literacy	3	
MATH 1314	College Algebra	3	
ARTS 1301 or MUSI 1301 or THTR 1301	Art Appreciation or Introduction to Music or Introduction to Theater	3	
RELI 1311	Survey of the Bible	3	
HLTH 2281	Essential Elements of Health	2	
PHED	Physical Activities	1	
ENGL 1301	English Composition I	3	
ENGL 1302	English Composition II	3	
ENGL 2302	World Literature to 1660	3	
SPAN 1301	Elementary Spanish I	3	
SPAN 1302	Elementary Spanish II	3	
SPCH 1301	Fundamentals of Speech Communication	3	
BIOL 1471	General Biology I	4	
PHYS 1405	Introduction to Physical Science	4	
GOVT 2305	U.S. National Government	3	
GOVT 2306	State and Local Government	3	
HIST 1301	History of the U.S. to 1877	3	
HIST 1302	History of the U.S. since 1877	3	
CHPL	Chapel	2	
SOCI 1100	First Year Seminar	1	
SOCI 2100	Second-Year Seminar	1	
SOCI 1301	Introduction to Sociology	3	
Electives		3	
Total		63	

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Advisor Signature: \_\_\_\_\_

Date: \_\_\_\_\_



Student Name \_\_\_\_\_  
 Student ID# \_\_\_\_\_

### CRIMINAL JUSTICE DEGREE PLAN

AREA, COURSE CODE AND NUMBER	COURSE NAME	Credit Hrs.
General Core Education Requirements	See separate degree plan	44
Institutional Requirements	See separate degree plan	15
Criminal Justice Req Courses		61
Electives		6
CRJU 1301	Introduction to Criminal Justice	3
CRJU 2393	Fundamentals of Criminal Law	3
CRJU 1313	Juvenile Delinquency	3
CRJU 2395	Criminal Justice Research	3
CRJU 3392	Ethics in Criminal Justice	3
MATH 1342	Applied Statistics	3
CHEM 1471	General Chemistry I	4
SOCI 4306	Criminology	3
CRJU 2394	Criminal Evidence & Court Procedures	3
CRJU 3391	Methods in Criminal Justice & Criminal	3
CRJU 3393	Minorities, Crime, Police & Social Poli	3
CRJU 3394	American Correctional Systems	3
CRJU 3395	Criminalists	3
CRJU 3397	Treatment, Testing & Evaluation in Corr	3
CRJU 4341	Internship in Criminal Justice	3
CRJU 4391	The Abnormal and Crime	3
CRJU 4393	Law Enforcement & the Legal Process	3
CRJU 4394	Organization & Administration in Criminal Justice	3
CRJU 4396	Law Enforcement, Intelligence Operations, & Criminal Investigation	3
CRJU 4397	American Crime	3
Social Sciences Electives	3000 and 4000 Levels	6
Total		125

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Advisor Signature: \_\_\_\_\_

Date: \_\_\_\_\_





Student Name \_\_\_\_\_  
 Student ID# \_\_\_\_\_

8-12 SCIENCE EMPHASIS  
 7-12 LIFE SCIENCE DEGREE PLAN

AREA, COURSE CODE AND NUMBER	COURSE NAME	CREDIT HOURS
General Core Requirements	See separate degree plan	44
Institutional Requirements	See separate degree plan	15
Education Required Courses		34
Science Required Courses		28
EDUC 2301	Foundations of the Teaching Profession	3
EDUC 2302	Understanding Diversity in Education	3
EDUC 2323	Human Growth and Development	3
EDUC 3311	Learning Theory and Measurement	3
EDUC 3323	Educational Technology and media	3
EDUC 4303	Capstone for the Teaching Profession I	3
EDUC 4313	Classroom Management	3
EDUC 4322	Curriculum and Instruction	3
EDUC 4602	Student Teaching in the Secondary School	6
EDUC 4101	Student Teaching Seminar	1
READ 4314	Reading in the Content Area	3
Science Required Courses		28
BIOL 1472	General Biology II	4
BIOL 2471	Human Anatomy and Physiology I	4
BIOL 2472	Human Anatomy and Physiology II	4
BIOL 2470	General Botany	4
BIOL 2473	Microbiology	4
BIOL 3474	Ecology	4
BIOL 3471	Genetics	4
Total		121

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Advisor Signature: \_\_\_\_\_

Date: \_\_\_\_\_



Student Name \_\_\_\_\_  
 Student ID# \_\_\_\_\_

# BIOLOGY DEGREE PLAN

AREA, COURSE CODE AND NUMBER	COURSE NAME	Credit Hours
General Core Education Requirements	See separate degree plan	44
Institutional Requirements	See separate degree plan	15
Biology Required Courses		67
BIOL 1472	General Biology II	4
BIOL 2471	Human Anatomy I	4
BIOL 2472	Human Anatomy II	4
BIOL 2470	General Botany	4
BIOL 2473	Microbiology	4
BIOL 3474	Ecology	4
BIOL 3471	Genetics	4
BIOL 4271	Seminar	2
BIOL 4272	Research	2
BIOL 4470	Molecular Cell Biology	4
BIOL 4472	Vertebrae Embryology	4
CHEM 1471	General Chemistry I	4
CHEM 1472	General Chemistry II	4
CHEM 2470	Organic Chemistry I	4
CHEM 2471	Organic Chemistry II	4
MATH 1342	Applied Statistics	3
PHYS 1411	General Physics I	4
PHYS 1412	General Physics II	4
Total		126

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Advisor Signature: \_\_\_\_\_

Date: \_\_\_\_\_





Student Name \_\_\_\_\_  
 Student ID# \_\_\_\_\_

**EC-6 GENERALIST EMPHASIS DEGREE PLAN**

AREA, COURSE CODE AND NUMBER	COURSE NAME	CREDIT HOURS
General Core Requirements	See separate degree plan	44
Institutional Requirements	See separate degree plan	15
Education Required Courses		43
English Required Courses		3
Science Required Courses		8
Math Required Courses		9
EDUC 2301	Foundations of the Teaching Prof	3
EDUC 2321	Intro to Early Childhood Educ	3
EDUC 2323	Human Growth and Development	3
EDUC 2302	Understanding Diversity in Educ	3
EDUC 3311	Learning Theory & Measurement	3
EDUC 3323	Educational Technology & Media	3
EDUC 3324	Essentials of Math and Science	3
EDUC 4303	Capstone for the Teach Prof I	3
EDUC 4313	Classroom Management	3
EDUC 4322	Curriculum and Instruction	3
EDUC 4601	Student Teaching in the Ele Sch	6
EDUC 4101	Student Teaching Seminar	1
READ 2322	Individualized and Recreational Reading of Children's Literature	3
READ 3312	Fundamentals of Reading Instruc	3
READ 3321	Language Arts Across the Curricu	3
English Required Courses		3
ENGL 4322	Introduction to Linguistics	3
Math Required Courses		9
MATH 1342	Applied Statistics	3
MATH 3325	Foundations of Mathematics	3
MATH 3365	Modern Geometry	3
Science Required Courses		8
		4
BIOL 3474	Ecology	4
Total		122

Student Signature: \_\_\_\_\_  
 Advisor Signature: \_\_\_\_\_

Date: \_\_\_\_\_  
 Date: \_\_\_\_\_

# **Documentation – Program Review for Associate Programs**



TEXAS COLLEGE  
Program Update  
Associate of Arts in  
Early Childhood Education  
2014-2015

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# EXECUTIVE SUMMARY

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## Associate of Arts Program Early Childhood Education (ECE)

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### 1. Program Strengths

#### Early Childhood Education (ECE):

- a. The ECE Program provides preparation for the Interdisciplinary Studies (EC-6) degree at the Bachelor's degree level.
- b. The learning outcomes for the ECE associates degree are congruent with the bachelor's degree offering.
- c. Pedagogy and introduction to the content area are introduced at the first and second years.

### 2. Program Weaknesses

#### Early Childhood Education (ECE):

- a. The program curriculum needs to be modified to provide a better foundation for the bachelors in interdisciplinary studies (EC-6).
- b. Recruitment for the program needs to be enhanced.
- c. Entrance tests (Pre-TASP and THEA) need to be reviewed for relevance and strengths.
- d. GPA required for graduation needs to be increased to a 2.75 to be consistent with the GPA required for admission to the Educator Preparation Program

### 3. Recommendations for Program Improvement:

#### Early Childhood Education:

- a. Reduce the overall number of hours to be competitive with area community colleges.
  - Reduce the number of courses from the major to facilitate the transition to the bachelor degree in interdisciplinary studies (EC-6)

- Have ECE faculty to review and make program recommendations that would remedy the issue with the continuation through the BS degree:

Removal of:

EDUC 2323 Human Growth and Development

READ 2321 Individualized and Recreational Reading

Add:

GOVT 2305 US Government

b. Establish strategies for program recruitment.

c. Review program completion requirements to make sure they are consistent with admission requirements for the Educator Preparation Program (RE: test scores, GPA, etc.).

#### 4. Committee Determination:

### Program Review 2008-2010 for the Associates of Arts Programs General Studies and Early Childhood Education (ECE)

Program Evaluation Summary To be completed by the Program Review Committee members	<p>The Program Review Committee shall, after reviewing each program review report, prepare a Program Evaluation Summary, which shall be made a part of the program review report and shall address these items:</p> <ol style="list-style-type: none"> <li>1. Program Strengths:</li> <li>2. Program Weaknesses:</li> <li>3. Recommendations for Program Improvement:</li> <li>4. Committee Determination:</li> </ol>
1. Support of the College Mission	<p>A. State the purpose of program.</p> <p><i><b>Early Childhood Education (ECE):</b> The ECE is designed to assist students in developing the foundational preparations for the bachelor's degree in elementary education. The program will also prepare students to enter the education profession as child care workers and education teaching assistants.</i></p> <p>B. Describe how the programs support the overall mission of the College as adopted by the Board of Trustees.</p> <p><i>The <b>ECE</b> major is congruent with the Charter and Mission of the College. It is because of the comprehensive make-up of the majors in offering subject matter content in the humanities, early childhood education, mathematics, natural and biological sciences, English, social sciences, technology that students are ensured of a balanced, intellectual, psychological, social and spiritual development aimed at enabling them to become active productive members of society where they live and work, [Mission statement], " will take place. The College's offering of institutional requirements to the academic offerings of the programs i.e., College Chapel and professional development seminars also assist with supporting students' development while addressing the institutional mission.</i></p> <p>C. Describe the unique institutional goal the program achieves.</p> <p><i>The ECE program serves to provide academic preparation and skills that coincide with the</i></p>



	<p><i>core values of the College; core values that include: academic excellence, integrity, perseverance, social responsibility, tolerance and community service.</i></p> <p><i>Early Childhood Education:</i>  <i>This program satisfies institutional goals by preparing students to:</i>  <i>1) demonstrate a command of communication skills both written and verbally;</i>  <i>2) demonstrate application of critical thinking skills (consistent with the mission of the college); as well as</i>  <i>3) demonstrate the application of subject content.</i></p>
2. Accomplishments in Achieving Goals Outlined in the Previous Program Review	<p>A. Describe progress in achieving goals outlined in the previous program review, providing evidence documenting such achievements.</p> <p><i>Early Childhood Education – a review of the curriculum found inconsistencies in the level of courses required and the 3000 level courses were replaced with 2000 level courses from the major. Those courses were removed from the degree plan and replaced with 1000 and 2000 level courses</i></p> <p>B. Explain modifications of goals outlined in the previous program review, providing evidence documenting such modifications.</p> <p><i>The scope and intent of the program review for the Associate of Arts programs is to: review program offerings for strengths and weaknesses; identify institutional outcomes; and identify measures of assessment that would assist with on-going program evaluations. As previously stated (and prior to the current administration) there is no evidence of Program Review for the Associate of Arts majors.</i></p>
3. Populations Served	<p>A. Describe the populations served by the program, including special populations.</p> <p><i>The associate degree offerings serve entering, continuing and transfer students at the freshman and sophomore levels. Also, included in the population are first-generation students and re-admitted students. Because the institution has an open admission process, within the groups mentioned are students who have remedial needs.</i></p> <p>B. Describe other populations that should be served by the program, and describe plans to serve them in the future.</p> <p><i>There is no recommendation to address other populations (other than those previously mentioned) at this time.</i></p>
4. Curriculum/Program Offering	<p>List Curriculum/Program as offered. List Curriculum/Program as Recommended.</p> <p>Early Childhood Education AA Degree Plan  General Core  COSC 1330 Computer Literacy 3 hours  MATH 1314 College Algebra 3 hours  ARTS 1301 Art Appreciation or  MUSI 1301 Introduction to Music or 3 hours  TRTH 1301 Introduction to Theater  RELI 1311 Survey of the Bible 3 hours  PHED Physical Activity 1 hour  ENGL 1301 English Composition I 3 hours  ENGL 1302 English Composition II 3 hours  BIOL 1471 General Biology I 4 hours  HIST 1301 History of the US to 1865 3 hours  HIST 1302 History of the US since 1865 3 hours  Education Requirements  EDUC 2301 Foundations of the Teaching Profession 3 hours</p>



	<p>           EDUC 2302 Understanding Diversity in Education 3 hours            EDUC 2321 Introduction to Early Childhood 3 hours            EDUC 2323 Human Growth and Development 3 hours            READ 2322 Individualized and Recreational Reading 3 hours            BIOL 2470 General Botany 4 hours            GOVT 2306 State and Local Government 3 hours            Institutional Requirements            ASEM 1100 College Assembly 1 hour            SOCI 1100 First Year Seminar 1 hour            SOCI 2100 Second Year Seminar 1 hour            SPCH 1301 Fundamentals of Speech Communication 3 hours            63 hours         </p> <p>           It is recommended that:            READ 2322 Individualized and Recreational Reading and EDUC 2323 Human Growth and Development be dropped from this degree plan to reduce the number of courses on both the AA and BS degree plans and to reduce the overall number of hours required for graduation to 60, which is comparable to the requirements for area community colleges. See attached for the TJC requirements.         </p> <p>           GOVT 2305 US Government be added to increase the number of courses in the social studies content area.         </p>
5. Course Scheduling and Availability	<p>Describe how effectively the scheduling process of classes in the program:</p> <p>A. Optimizes class availability for day students, evening students and distance education students.</p> <p><i>The essential and necessary classes are offered by the college. The scheduling of classes to meet students' needs have not proven to be problematic. There are no distance education programs offered for the associate of arts programs although there are periodic on-line class offerings. Some of the EDUC courses are offered online each semester through TADC schools. Every effort is made to see that the introductory courses do not conflict with one another.</i></p> <p>B. Optimizes student learning.</p> <p><i>The Associate of Arts programs are offered primarily as face-to face offerings to maximize students' development and association with faculty during the first and second years. Student learning is also optimized with instructional support offerings by the Student Learning Center. The Center provides tutorials (group and individualized), seminars, and general advisement. Some EDUC courses are offered online, but every effort is made to offer those students support through the local campus.</i></p>
6. Learning Outcomes	<p>A. List institutional outcomes and program learning outcomes.</p> <p>The institutional outcomes are born out of a Planning Meeting of faculty and are consistent with the primary goals of the Division of Education. The analysis demonstrated a need for institutional outcomes as follows:</p> <ul style="list-style-type: none"> <li>• <i>Have students gain a command of the use of communication skills both written and verbally;</i></li> <li>• <i>Teaching students to become critical thinkers in the use of content knowledge and beyond;</i></li> <li>• <i>Have students involved in service projects and social responsibilities that assist in skill development; and</i></li> </ul>

	<ul style="list-style-type: none"> <li>• <i>Providing students with the knowledge and experiential learning that will assist them in becoming productive citizens, i.e., individuals who can assist with the development of others where they live and work.</i></li> </ul> <p><b><u>Early Childhood Education</u></b></p> <p><i>The associate of arts program utilized institutional outcomes along with analysis of students' performances from Pre-TASP and THEA assessments to establish program outcomes and measures as:</i></p> <p><i>1) A minimum of 70% of students will demonstrate college level readiness in communicative skills by demonstrating knowledge of subject matter for THEA that address: writing with organization of thoughts, command of grammar/standard English; writing proficiency of a five paragraph essay and writing with a guiding thesis idea/thesis.</i></p> <p><i>2) A minimum of 70% of students will demonstrate a command of college level readiness at the associate degree level in mathematics by demonstrating knowledge of subject matter for THEA for College Algebra that addresses: basic numerical skills ;basic problem solving of one-step equations(for critical thinking) ; absolute notations and sequencing numbers.</i></p> <p><i>3) A minimum of 70% of students will demonstrate a command of content, pedagogy and the application of theory for ECE.</i></p> <p><i>4) Show competence in the use of ECE theory and decision-making as it leads to practical experience through Field based experiences.</i></p> <p>B. Describe the process by which program improvements are made.</p> <p><i>Recommendations for improvements come from the faculty and staff in the division of education and are presented through the Program Review and Program Updates through the office of Academic Affairs and the Academic Planning Council</i></p>
7. Program Deficiencies	<p>Describe any projected deficiencies in the program.</p> <p><i>There are neither deficiencies nor projected deficiencies in the associate of arts programs.</i></p>
8. Professional Development	<p>A. Describe specific professional development activities in which faculty members in the program participate, and explain how such activities benefit or enhance the program and support and facilitate student learning outcomes.</p> <p><i>The administration has budgeted the opportunity for faculty in both associate of arts programs to participate in professional development opportunities e.g., conferences, workshops, consortia activities and leadership seminars. Requests for such are made by faculty at the divisional levels with recommendation and approval by the division chairperson, to the vice president for academic affairs. Faculty are also encouraged to participate in on-line opportunities for development that may include webinars.</i></p>
9. Facilities and Equipment	<p>A. Are current facilities, such as classrooms, offices and equipment, adequate to support the program.</p> <p><i>Yes. The condition of the classrooms and building are more than adequate for teaching and learning.</i></p> <p>B. Is available dedicated space adequate to support the program? Explain.</p> <p><i>Yes. The square footage of space along with space options are more than adequate to support the program.</i></p> <p>C. Is available equipment adequate to support the program? Explain.</p>



	<p><i>Yes. The equipment facilitates teaching and learning.</i></p> <p>D. Describe plans for future changes in support facilities or equipment.</p> <p><i>N/A</i></p>
10. Strengths and Weaknesses	<p>A. List and comment on the major strengths of the program.</p> <p><b>Early Childhood Education (ECE):</b></p> <p>a. The ECE Program provides preparation for the Early Childhood degree at the Bachelor's degree level.</p> <p>b. The learning outcomes for the ECE associates degree are congruent with the bachelor's degree offering.</p> <p>c. Pedagogy and introductory content of ECE are introduced at the first and second years.</p> <p>B. List and comment on the major weaknesses of the program.</p> <p>a. Too many hours in the major is causing a problem for students who continue to the BS level. Too much "double dipping" causes the students to not have enough total hours for graduation</p> <p>b. Entrance tests (Pre-TASP and THEA) need to be reviewed for relevance and strengths.</p>
11. Budget Modifications if applicable	N/A
12. Recommendations	<p>Identify recommendations for program improvement(s), if applicable.</p> <p>In review of program weaknesses, the following recommendations are made for the Associate of Arts- ECE Program. They include:</p> <ul style="list-style-type: none"> <li>• Have ECE faculty to review and make program recommendations that would remedy the issue with the continuation through the BS degree: Removal of: EDUC 2323 Human Growth and Development READ 2321 Individualized and Recreational Reading Add: GOVT 2305 US Government</li> <li>• Establish strategies for program recruitment.</li> <li>• Review program completion requirements to make sure they are consistent with admission requirements for the Educator Preparation Program (RE: test scores, GPA, etc.).</li> </ul>



**Documentation – Academic Council  
Meeting Minutes (September 17, 2010)  
Supporting Program Review**

**Documentation – Academic  
Council Meeting Minutes  
(September 17, 2010) Supporting  
Program Review**

**Academic Council Meeting Minutes  
September 17, 2010/ 11:00 a.m. Martin Hall Board Room.  
Dr. Johnnie Jones Presiding**

Attendees included: Drs. Ali, Boggaram, Jones, Ms. Chatman, Banks, and Rev. Mason.

Dr. Jones called the meeting to order. Rev. Mason performed the prayer.

Dr. Jones started by introducing two items in this meeting. The first item is reducing the number of credit hours of graduation to a hundred and twenty credit hours (120 credit hours).

Dr. Jones asked for a motion to reduce the graduate hours from 125-126 to a 120 hours. Dr. Ali moved the motion to reduce the graduating hours to a hundred and twenty hours. Rev. Mason seconded it. The attendees voted unanimously in favor of the motion as a recommendation for review consideration. Dr. Jones pointed out that the recommendation will be forwarded to the President's cabinet for review and approval.

Dr. Jones mentioned that the associate degree programs should also be reviewed and that we can look at the general education requirements for possible reduction.

Dr. Jones announced that the first AVID meeting will be on November 29, 2010. It will be followed by another meeting on November 30, 2010.

Rev. Mason asked Dr. Jones to get the key scores for the COMPASS to be retrieved from the Student Learning Center.

Ms. Fridie asked that the Division Chairs return to her the report she sent them. She stated that Dr. Boggaram had already sent her her division report.

Ms. Fridie also asked for retention data from Ms. Banks.

The meeting was adjourned at 11:45 a.m.

Sincerely Yours,

Hamad Ali, Ph. D.  
Recording Secretary

#### **Recommendation One**

Drop "Early Childhood" as a possible major bachelor degree program in the Humanities and General Studies on the "Academic Affairs" Web Page of Texas College. This major used to be associated with Humanities but is now under the direction of the Division of Education. Rather, we recommend that Texas College ought to offer an Associate Arts degree in Early Childhood Education.

#### **Changes in Core Curriculum/Associate Degree Programs**

Texas College requires that our general studies core curriculum have 53 credit hours. This is quite a few credit hours higher than the 40 credit hours required by the State of Texas. The Division of Humanities and General Studies met on 3/8/10 to discuss how some changes could be made in reducing the General Ed. Core. The following were some of their suggestions:

1. Drop "Computer Literacy" and incorporate its material into both Freshman and Sophomore Seminars (taking the second semester of each, for example)
2. In line with the choice of either ART, MUSIC, or THEATRE, we could off the choice of one HIST, GOVT, or SOCI course.
3. Dropping the second science course, "Intro to Physics" except for science majors.

These cuts would enable us to have 47 credit hours instead of 53.

#### **Response to Program Review Recommendations for Associate Degree Offerings**

June 15, 2010

Cabinet Meeting: Dr. D. Fennell, J. Harris, Dr. Johnnye Jones, C. Marshall-Biggins, J. Roberts, Dr. J. Boggaram, Dr. G. Baker-Fletcher, Dr. C. Thuita, Dr. H. Ali.

1. All students entering the Associate degree programs will be pre-tested for correct placement in the English and/or Math components, of the Associate Programs. Students who have an interest in the ECE component will also be administered Institutional Assessments associated with the program philosophies and components that will assist them with matriculation into the Bachelor degree programs.
2. Effective 2010-2011, the Associate in Arts-ECE will be placed with the Division of Education (removed from the Division of Humanities). The placement will allow for the pedagogy of the Education Program to be taught and delivered with the continuity needed for majors making application to the Education Division. It is also proposed that a separate group of faculty be aligned with the Division of Education for the competencies of the ECE program to be infused in the Associate offerings.
3. Administration will support the recommendation of "dropping the Computer Literacy course" (Fall 2013) this will allow for current students to complete the existing core. Additionally, the course "Introduction to Physical Science (correction) is accepted with the same start date.
4. Administration suggest further review of recommendation number two for course elimination in the Humanities and Sciences. A determination from the faculty needs to be presented as a recommendation of what courses

Principle 3.3.1.1  
Divisional Program Review



specifically are being referred for discontinuation and a rationale of why. This item is tabled.

5. In keeping with the college policy that students requiring remedial needs will be referred to the Student Learning Center for assistance and instructional supports for Writing and Reading that will facilitate critical thinking.

Principle 3.3.1.1  
Divisional Program Review