

**RADFORD UNIVERSITY**

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Office of Institutional Effectiveness and  
Quality Improvement

# **Core Curriculum Information Booklet**

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## CORE CURRICULUM PHILOSOPHY STATEMENT

Radford University is committed to the development of mature, responsible, well-educated citizens. In addition to acquiring a diverse body of knowledge, RU graduates will possess a love of learning and a range of intellectual skills that enable them to meet the challenges and realize the promise of living in a complex, multicultural, and ever-changing world.

The purpose of the Core Curriculum is to give students a foundational learning experience where students improve their ability to think, both critically and analytically, and begin to take possession of the learning process. With few exceptions, Core Curriculum courses introduce students to a broad academic discipline or field of study and teach them how scholars discover and create knowledge in that area. As introductory courses, they do not assume any post-secondary study of the subject and may be the only course a student takes in a particular area. These courses provide students with the skills, knowledge, and perspectives that denote educated persons rather than preparing students for specific professions.

The Core Curriculum is divided into two key areas: University Core and College Core. The University Core places a clear emphasis on the competencies central to a liberal arts education for the modern world. The centerpiece of this program is a common, interdisciplinary experience for all students in Core Foundations. In this required four-course sequence (12 hours), students must demonstrate competencies rooted in the principles of grammar, logic, and rhetoric – the classic education known as the trivium. The University Core also includes five required courses (16 hours) in Core Skills and Knowledge that introduce students to the primary branches of knowledge: Mathematical Sciences, Natural Sciences, Humanities, Visual and Performing Arts, and Social and Behavioral Sciences.

While the University Core is designed to be a shared experience among Radford University students, the College Core provides more flexibility to meet each College's educational and programmatic needs. The College Core includes two required courses (6 hours) in National and International Perspectives, which allow students to embrace being both members of a community and citizens of the world. The College Core also includes three courses (9-11 hours) in Supporting Skills and Knowledge, which are designed to build a stronger foundation in three key areas: Mathematical Sciences or Natural Sciences; Humanities, Visual and Performing Arts, or Foreign Languages; and Social and Behavioral Sciences or Health and Wellness.

Students must successfully complete 43-45 hours in the Core Curriculum. (Students in the RU Honors College have separate requirements in Core Foundations that may impact the total number of hours). To meet their academic needs students in particular colleges, departments, and/or schools may be limited in which courses they use to satisfy Core Curriculum requirements. Students should consult with their advisors for information about specific college or major requirements in these areas.

# CORE CURRICULUM GOALS AND LEARNING OUTCOMES

## University Core A

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**Goal 1:** Radford University students will be able to prepare coherent and well-written essays that effectively integrate material from a variety of sources.

Radford University students will be able to:

- a. Effectively synthesize and integrate arguments and information.
  - b. Construct a coherent, cohesive essay with a clear purpose.
  - c. Show control over syntax, grammar, punctuation, and spelling to communicate in a style that is clear and appropriate for the purpose and audience of the assignment.
- 

**Goal 2:** Radford University students will be able to deliver an effective and organized oral presentation and appropriately communicate in interpersonal and small group settings.

Radford University students will be able to:

- a. Use an effective organizational pattern in an oral presentation.
  - b. Use effective delivery techniques and language in an oral presentation.
  - c. Work effectively in a team environment.
- 

**Goal 3:** Radford University students will learn to distinguish knowledge from opinion, challenge ideas, and develop reasonable strategies for belief formation.

Radford University students will be able to:

- a. Distinguish knowledge from opinion.
  - b. Effectively construct an argument examining multiple sides of a complex issue.
  - c. Apply appropriate supporting evidence within a well-reasoned argument.
- 

**Goal 4:** Radford University students will be able to locate, evaluate, and cite information.

Radford University students will be able to:

- a. Appropriately use a documentation style to cite other people's work.
- b. Utilize basic research techniques to locate information.
- c. Critically evaluate sources using appropriate criteria.

## **University Core B**

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**Goal 5:** Radford University students will be able to use the tools of mathematics and quantitative reasoning to conceptualize and solve problems.

Radford University students will be able to:

- a. Interpret relationships among numeric, symbolic, and graphical information as applied to the real world.
  - b. Solve problems using numeric, symbolic, and graphical information.
- 

**Goal 6:** Radford University students will understand the methodologies of scientific inquiry, think critically about scientific problems, and apply principles of a scientific discipline to solve problems in the natural/physical world.

Radford University students will:

- a. Distinguish between findings that are based upon empirical data and those that are not.
  - b. Apply scientific principles within the context of a specific scientific discipline to solve real world problems.
- 

**Goal 7:** Radford University students will understand that human experience has given rise to significant questions and be aware of the nature and methods of inquiry in the humanities.

Radford University students will:

- a. Identify principles, concepts, or developments crucial to inquiry in a humanities discipline.
  - b. Recognize how a method of inquiry in the humanities can be applied to a disciplinary question.
- 

**Goal 8:** Radford University students will identify and evaluate ways in which the visual and performing arts reflect and communicate aspects of the human experience.

Radford University students will:

- a. Evaluate works of art in terms of the medium's distinctive language and terminology.
  - b. Identify the relationship between works of art and specific historical, cultural, and social contexts.
- 

**Goal 9:** Radford University students will understand how individual, social, or cultural factors influence human behavior and shape reciprocal relationships between people and society.

Radford University students will be able to:

- a. Recognize social and behavioral science concepts.
- b. Recognize the relationship between individual and socio-cultural factors that affect behaviors.

## **College Core A**

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**Goal 10:** Radford University students will understand how social and cultural (for example, political, historical, economic, environmental, religious, or geographic) forces shape the American experience.

Radford University students will be able to:

- a. Identify diverse influences that have shaped the American experience.
- b. Apply course material to a relevant issue in the United States.

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**Goal 11:** Radford University students will understand how social and cultural (for example, political, historical, economic, environmental, religious, or geographic) forces shape experiences in the global setting.

Radford University students will be able to:

- a. Identify how different perspectives shape human life around the world.
- b. Recognize social and cultural forces that affect relationships between cultures in the world.

## **College Core B**

If a foreign language is chosen to satisfy core curriculum requirements, Radford University students will achieve a degree of competence in a foreign language and culture.

Radford University students will be able to:

- a. Demonstrate language skills appropriate to the level of study.
- b. Analyze similarities and differences between their own and the target cultures.
- c. Explain contemporary international issues from the perspectives of their own and the target cultures

If a health and wellness course is chosen to satisfy core curriculum requirements, Radford University students will understand the implications of health and lifestyle choices for themselves and society.

Radford University students will be able to:

- a. Identify health-related choices that promote personal well being and enhance the overall quality of life.
- b. Analyze the relations among factors such as nutrition, stress, leisure, and health related fitness activities as they influence personal wellness.
- c. Explain how personal health and lifestyle choices affect society at large.
- d. Explain how social and cultural factors affect personal health and lifestyle choices.

## CORE CURRICULUM COURSE LIST BY GOAL

### **GOALS 1-4**

CORE 101.	Essentials of Written and Oral Communication
CORE 102.	Advanced Written and Oral Communication
CORE 103.	Written and Oral Communication-Honors
CORE 201.	Topics in Critical Inquiry
CORE 202.	Topics in Ethical Inquiry
POSC 201.	Topics in Critical Inquiry
POSC 202.	Topics in Ethical Inquiry
MKTG 201.	Topics in Critical Inquiry

### **Goal 5: Mathematical Sciences**

MATH 114.	Math and Human Society
MATH 116.	Math and Humanity
MATH 119.	Mathematics for Biology
MATH 121.	Math Content for Teachers I
MATH 122.	Math Content for Teachers II
MATH 125.	Finite Mathematics for Business and Economics
MATH 126.	Business Calculus
MATH 132.	Honors Applications of Mathematics
MATH 137.	College Algebra
MATH 138.	Precalculus Function Analysis
MATH 151.	Calculus and Analytic Geometry I
MATH 152.	Calculus and Analytic Geometry II

### **GOAL 6: Natural Sciences**

ASTR 111.	General Astronomy I
ASTR 112.	General Astronomy II
BIOL 103.	Environmental Biology
BIOL 104.	Human Biology
BIOL 105.	Biology for Health Sciences
CHEM 101.	General Chemistry I
CHEM 102.	General Chemistry II
CHEM 120.	Chemistry of Life
GEOL 100.	Earth Resources and Natural Hazards
GEOL 105.	Exploring Earth
GEOL 106.	The Earth through Time
PHYS 111.	General Physics I
PHYS 112.	General Physics II
PHYS 221.	Physics I
PHYS 222.	Physics II

### **GOAL 7: Humanities**

CCST 110.	Germanic Sagas and Myths
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- CLSS 110. Classical Mythology
- ENGL 200. Literary Texts and Contexts
- HIST 101. World History to 1500
- HIST 102. World History after 1500
- PHIL 111. Knowledge, Reality and Human Condition
- PHIL 112. Ethics and Society
- PHIL 200. The Origins of Western Philosophy
- POSC 110. Introduction to Politics
- RELN 111. Introduction to Religion
- RELN 112. Survey of World Religions
- RELN 203. Sacred Texts of the West
- RELN 206. Survey of Religious Experiences

**GOAL 8: Visual and Performing Arts (Required 3 hours)**

- ART 100. Art Appreciation
- ART 215. Art History Survey: Prehistory to Gothic
- ART 216. Art History Survey: Renaissance to Contemporary
- CVPA 266. Travel Study in Visual and Performing Arts
- DNCE 111. Dance Appreciation
- MUSC 100. Introduction to Music Literature
- MUSC 121. Art of Music
- MUSC 123. Art of Jazz
- THEA 100. Theatre Appreciation
- THEA 180. Introduction to World Cinema

**GOAL 9: Social and Behavioral Sciences**

- ANSC 101. Anthropology of the Human Past
- APST 200. Introducing Appalachia
- ECON 205. Principles of Macroeconomics
- ECON 206. Principles of Microeconomics
- GEOG 101. Europe and the Americas
- GEOG 102. Africa and Asia
- GEOG 103. Introduction to Human Geography
- HIST 111. U.S. History to 1865
- HIST 112. U.S. History since 1865
- POSC 120. Introduction to American Government
- PSYC 121. Introductory Psychology
- RELN 205. Religion and Culture
- SOCY 110. Introduction to Sociology
- SOCY 121. Understanding Cultures

**GOAL 10: U. S. Perspectives**

- APST 200. Introducing Appalachia
- ECON 101. Survey of Economics



ECON 205. Principles of Macroeconomics  
ECON 206. Principles of Microeconomics  
ENGL 203. Readings in American Literature  
GEOG 201. North America  
GEOG 202. Commonwealth of Virginia  
GEOG 203. Appalachian Geography  
HIST 111. U.S. History to 1865  
HIST 112. U.S. History since 1865  
POSC 120. Introduction to American Government  
SOCY 110. Introduction to Sociology

**GOAL 11: Global Perspectives**

ENGL 201. Readings in World Literature  
ENGL 202. Readings in British and Commonwealth Literature  
CCST 103. Trademarks in Chinese Culture.  
CVPA 266. Travel Study in Visual and Performing Arts  
GEOG 101. Europe and the Americas  
GEOG 102. Asia and Africa  
GEOG 140. Introduction to Environmental Studies  
GEOG 280. Regional Geography  
HIST 101. World History to 1500  
HIST 102. World History after 1500  
INST 101. Introduction to International Studies  
ITEC 112. A Global Perspective of Information Technology  
PEAC 200. Introduction to Peace Studies  
RELN 112. Survey of World Religions  
RELN 205. Religion and Culture  
SOCY 121. Understanding Cultures  
THEA 180. Introduction to World Cinema  
WGST 101. Women in the World: Introduction to Women's and Gender Studies

## **College Core B: Supporting Skills & Knowledge**

### **Mathematical or Natural Sciences**

All students must pass a second course in the Mathematical Sciences or Natural Sciences. In addition to the courses listed in these content areas in University Core B (above), students can also meet this requirement by passing:

- STAT 200. Introduction to Statistics
- STAT 219. Statistics for Biology

### **Humanities, Visual & Performing Arts, or Foreign Languages**

All students must pass a second course in the Humanities, Visual and Performing Arts, or Foreign Languages. In addition to the courses listed in these content areas in University Core B (above), students can also meet this requirement by passing a foreign language course:

- ARAB 101. Elementary Arabic I
- ARAB 102. Elementary Arabic II
- ARAB 201. Intermediate Arabic I
- ARAB 202. Intermediate Arabic II
- ARAB 300. Arabic Readings and Culture
- CHNS 101. Elementary Chinese I
- CHNS 102. Elementary Chinese II
- CHNS 201. Intermediate Chinese I
- CHNS 202. Intermediate Chinese II
- FORL 100. Elementary Conversation in Critical Languages
- FORL 109\* Study Abroad Practicum
- FORL 200. Intermediate Conversation I in Critical Languages
- FORL 210. Intermediate Conversation II in Critical Languages
- FREN 100. Elementary French
- FREN 200. Intermediate French I
- FREN 210. Intermediate French II
- FREN 300. Readings in French
- FREN 320. Topics in French Cinema
- GRMN 100. Elementary German
- GRMN 200. Intermediate German I
- GRMN 210. Intermediate German II
- GRMN 300. Readings in German
- LATN 101. Elementary Latin I
- LATN 102. Elementary Latin II
- LATN 201. Intermediate Latin
- LATN 350. Latin Literature
- RUSS 101. Elementary Russian I
- RUSS 102. Elementary Russian II
- RUSS 201. Intermediate Russian I
- RUSS 202. Intermediate Russian II
- RUSS 300. Readings in Russian
- SPAN 101. Beginning Spanish I
- SPAN 102. Beginning Spanish II
- SPAN 201. Intermediate Spanish I
- SPAN 202. Intermediate Spanish II

**Social & Behavioral Sciences or Health & Wellness**

All students must pass a second course in the Social and Behavioral Sciences or Health and Wellness. In addition to the courses listed in these content areas in University Core B (above), students can also meet this requirement by passing a Health and Wellness course:

- HLTH 111. Personal Health
- HLTH 200. Wellness Lifestyle
- NUTR 214. Introduction to Nutrition
- RCPT 200. Leisure in Contemporary Society

## CORE CURRICULUM COURSE APPROVAL PROCESS

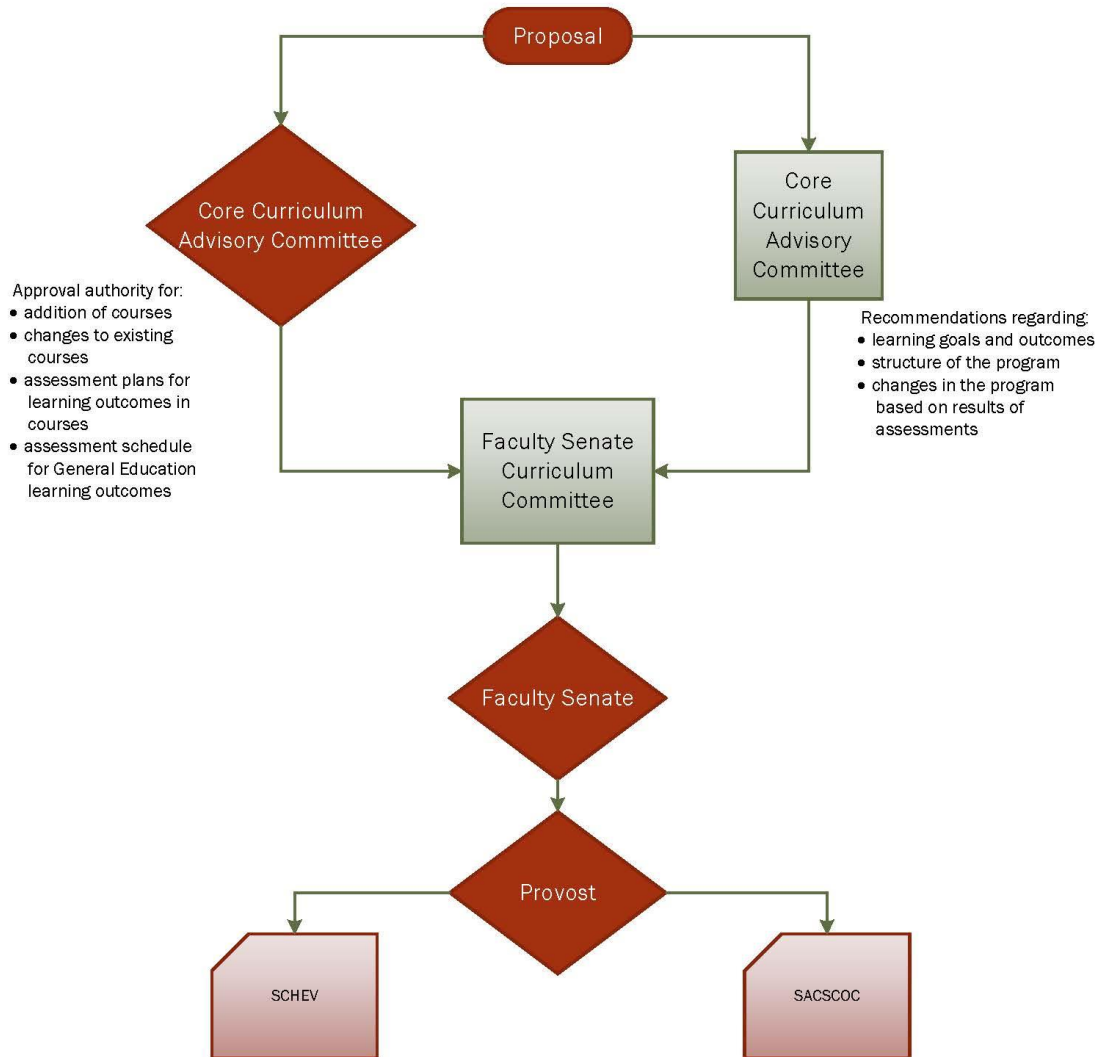
Each proposal generated from within an academic department must obtain the following approvals:

1. Departmental Curriculum Committee
2. Department Chair
3. College Curriculum Committee
4. College Dean
5. Core Curriculum Advisory Committee (CCAC)
6. Faculty Senate Curriculum Committee
7. Faculty Senate (as a whole)
8. Provost
9. Registrar

Once each committee has signed off on the proposal, the proposal will go into effect. Proposals should be submitted both electronically and on paper, due to the need to collect signatures. When a proposal leaves the college curriculum committee for CCAC, the paper version should be sent to Dr. Nicole Hendrix through campus mail at P.O. Box 7021 and she will bring it before CCAC. The electronic version should be sent to Dr. Nicole Hendrix and the current CCAC chair through email.

# CORE CURRICULUM PATHWAYS

**General Education Program:** proposals for changes in mission, framework, goals, menu of courses, CORE courses or learning outcomes, including SCHEV mandated additional learning outcomes



# ASSESSMENT PLAN EXAMPLE

## (Courses in Areas 5 through 11, Health and Wellness and Foreign Languages)

Radford University: Core Curriculum Assessment Plan

Course Title and Number: \_\_\_\_\_ Date: \_\_\_\_\_

Department Contact Person\* (Name, Email, and Phone Number): \_\_\_\_\_

This course is approved for Core Curriculum credit in the following areas (check all that apply\*):

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> 5: Mathematical Science | <input type="checkbox"/> 8: Visual & Performing Arts    | <input type="checkbox"/> 11: Global Perspectives |
| <input type="checkbox"/> 6: Natural Sciences     | <input type="checkbox"/> 9: Social & Behavioral Science | <input type="checkbox"/> Foreign Languages       |
| <input type="checkbox"/> 7: Humanities           | <input type="checkbox"/> 10: U.S. Perspectives          | <input type="checkbox"/> Health & Wellness       |

\* *Note: If a course is approved for Core Curriculum credit in more than one area, an assessment plan must be completed for each area when the area comes under review.*

For the past three semesters in which this course was taught, please give the following pieces of information:

	Semester/Year	Number of Sections	Estimated Number of Students
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____

Please provide the following information regarding the assessment plan for the Core Curriculum course designated above.

*(PLEASE NOTE: All outcomes for an area must be assessed.)* The scale should be *not competent*, *competent*, and *highly competent*, with the goal of 70% of students scoring as competent or above. If using objective items at least three items per outcome is required.

Example: Social and Behavioral Science Course 100 Outcome 1: Learning Outcome #1

How will you be assessing students on this outcome?

- Short answer / essay
- Objective items (multiple choice, fill-in the blank, etc.)
- Other: Please explain\*

Please provide / attach the questions or assignments **you will use** to assess the students. Be sure to include the correct answers to the objectives questions and the rubric being used to evaluate. If using objective items, you must use at least three items per outcome.

In addition, please provide an explanation of what determines if a student is 'not competent,' 'competent,' or 'highly competent.'

\* If you have selected to use a different methodology, please provide a detailed description of what you will be doing and examples or assignments or assessment items.

## CORE CURRICULUM ASSESSMENT PROCESS

- Core Curriculum data is collected and reported for all goals each academic year (Radford University Faculty Senate Motion 16-17.07 passed 3/2/17).

### University Core A

- Core A course data is collected and submitted every traditional academic semester (fall & spring) for all University Core A courses (goals 1-4).
- Fall semester data should be submitted by January 15 of each year.
- Spring semester data should be submitted by May 15 of each year.
- Data will be collected and submitted via a common rubric located in the course management system, Desire2Learn (D2L).
- The Core Curriculum Director and the Office of Institutional Effectiveness and Quality Improvement will coordinate data collection of the Core A courses.

### University Core B

#### College Core A

#### College Core B

- Core Curriculum data is submitted every academic year for all University Core B courses (goals 5-9), College Core A courses (goals 10-11), and College Core B courses.
- Spring and fall semester data should be submitted by May 15 of each year.
- All data must be submitted using the Qualtrics link:  
[http://radford.qualtrics.com//SE/?SID=SV\\_8rhESEDcBva4m4B](http://radford.qualtrics.com//SE/?SID=SV_8rhESEDcBva4m4B)
- Information should be gathered for all goals/outcomes the course addresses.
- Gather information from each section of the course separately.
- Do not combine sections or courses from different semesters.
- The Qualtrics survey will first ask questions about the course number, section number, year and semester, type of course, and location of the course being reported and for contact information from the person reporting the data.
- Next, the survey asks about which goal is being reported. Check ALL goals the course covers.
- Then, check off ALL outcomes for each of the goals (respondents will only fill the survey out once. The survey will prompt to report on each goal and outcome separately)
- The survey will then ask for the number of students who are 'not competent,' 'competent,' and 'highly competent' for that outcome.
- Under *Evaluation of Results* discuss the results found. Indicate whether the target was met or not met and discuss why/why not.
- Under *Potential Improvements* discuss the action plan for improving results for the next data collection cycle.

## DATA SUBMISSION INFORMATION

Qualtrics link: [http://radford.qualtrics.com//SE/?SID=SV\\_8rhESEDcBva4m4B](http://radford.qualtrics.com//SE/?SID=SV_8rhESEDcBva4m4B)

5/17/2019

Online Survey Software | Qualtrics Survey Solutions

### CORE CURRICULUM DATA SUBMISSION

Please provide the following information

Course Number	<input type="text"/>
Section #	<input type="text"/>
If multiple sections-# of sections	<input type="text"/>
Date (mm/dd/yyyy)	<input type="text"/>
Contact Person	<input type="text"/>
Email of Contact Person	<input type="text"/>
Phone Number of Contact Person	<input type="text"/>

For which academic year are you reporting this information?

- 2013-2014
- 2014-2015
- 2015-2016
- 2016-2017
- 2017-2018
- 2018-2019
- 2019-2020

For which semester are you reporting this information? (Please click all that apply)

- Fall
- Wintermester
- Spring
- Maymester
- Summer



Type of course

- Face-to-face
- Online
- Hybrid

Location

- Radford Campus
- Roanoke Campus
- Other

**The data being provided is for the approved core curriculum course in the following areas: (check all that apply)**

- 5: Mathematical Sciences
- 6: Natural Sciences
- 7: Humanities
- 8: Visual & Performing Arts
- 9: Social & Behavioral Sciences
- 10: U.S. Perspectives
- 11: Global Perspectives
- Foreign Languages
- Health & Wellness

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**Please provide the following data for Area 5 (Mathematical Sciences) Outcome 2 (Solve problems using numeric, symbolic, and graphical information) based on the target established by department**

Number of students deemed NOT COMPETENT	<input type="text"/>
Number of students deemed COMPETENT	<input type="text"/>
Number of students deemed HIGHLY COMPETENT	<input type="text"/>

Evaluation of results:

Potential improvements planned for the Core Curriculum courses offered by the department:

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## RESOURCES

### **Qualtrics Core Assessment Data Link**

[http://radford.qualtrics.com//SE/?SID=SV\\_8rhESEDcBva4m4B](http://radford.qualtrics.com//SE/?SID=SV_8rhESEDcBva4m4B)

### **Core Curriculum Webpage**

<http://www.radford.edu/content/core-curriculum/home.html>

### **Core Curriculum Assessment Information**

<https://www.radford.edu/content/institutional-effectiveness/home/assessment/core.html>

### **Office of Institutional Effectiveness & Quality Improvement Assessment Resources**

<https://www.radford.edu/content/institutional-effectiveness/home/resources.html>

### **Core Curriculum Contact Information**

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