

**South Texas College
College-Wide Curriculum Committee
Meeting Agenda Packet**

Meeting Information

Date and Time: Tuesday, November 19, 2024 at 4:00 pm

Location: Microsoft Teams: [Join Microsoft Teams Meeting](#)

*Meetings will be recorded for the purpose of the minutes

Time	Agenda Item	Presenter
4:00 – 4:05 p.m.	<ul style="list-style-type: none"> • Call to Order • Housekeeping Rules <ul style="list-style-type: none"> ○ All members, ex-officio members, and guests must sign in with your name and department in the chat window so we can verify attendance and document for the meeting minutes. ○ Please keep microphones on <u>mute</u> to minimize background noise and unmute as needed for questions or voting. ○ Remember to state your name when presenting an item or making a motion. ○ This Committee is a voting committee. <u>Only</u> voting members can make a motion and vote. (Alternates may only vote if the representative is not in attendance.) ○ Reminder: Quorum attendance check if meetings exceed 5:00 p.m. • Minutes from meeting of October 15, 2024 	Jesus Amaya

4:05 – 4:10 p.m.

Review and Action as Necessary on Consent Agenda Items

A consent agenda may be presented by the Committee Chair at the beginning of a meeting. Items may be removed from the consent agenda and moved to discussion at the request of any voting member. Items not removed may be adopted by general consent without discussion.

1.	<p>Philosophy Revision of course title for PHIL 2303 Introduction to Logic to Introduction to Formal Logic</p>	<p>Justification: The revised title change will meet the recommendations of ACGM.</p>
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Current:

PHIL 2303 Introduction to Logic

CRT HRS:3 LEC HRS:3 LAB HRS:0

The purpose of this course is to introduce the student to symbolic logic, including syllogisms, propositional and predicate logic, and logical proofs in a system of rules.

Prerequisite: Eligible for ENGL 1301.

Proposed:

PHIL 2303 Introduction to Formal Logic

2.	Humanities Revision of course title for HUMA 1301 Introduction to Humanities I – Western to Introduction to Humanities I	Justification: The revised title change will meet the recommendations of ACGM.
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Current:

HUMA 1301 Introduction to Humanities I – Western

CRT HRS:3 LEC HRS:3 LAB HRS:0

This stand-alone course is an interdisciplinary survey of cultures focusing on the philosophical and aesthetic factors in human values with an emphasis on the historical development of the individual and society and the need to create. The emphasis of this course will be on the historical development and interplay of the arts, literature, philosophy, and religion in selected western cultures.

Prerequisite: Eligible for ENGL 1301.

Proposed:

HUMA 1301 Introduction to Humanities I

3.	English Revision of course title for ENGL 2341 Introduction to Forms of Literature to Forms of Literature	Justification: The revised title change will meet the recommendations of ACGM.
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Current:

ENGL 2341 Introduction to Forms of Literature

CRT HRS:3 LEC HRS:3 LAB HRS:0 OTH HRS:0

This course is the study of one or more literary genres including, but not limited to, poetry, fiction, drama, and film. Students will study works of prose, poetry, drama, and fiction in relation to literary periods, terms, and criticism. Texts will be selected from a diverse group of authors and traditions.

Prerequisite: A grade of "C" or higher in both ENGL 1301 and ENGL 1302.

Proposed:

ENGL 2341 Forms of Literature

4.	Psychology Addition of PSYC 2314- Lifespan Growth & Development to the Component Area Option-Core Curriculum.	Justification: The proposed addition to include this course in the Component Area Option will allow more options for students; course is currently listed in the Social & Behavioral Sciences elective area of the core curriculum.
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COMPONENT AREA OPTION		3-4 credits
AGRI 1415	Horticulture	
AGRI 1407	Agronomy	
AGRI 1329	Principles of Food Science	
AGRI 2330	Wildlife Conservation and Management	
BCIS 1305	Business Computer Applications	
BIOL 1322	Nutrition and Diet Therapy	
BIOL 2406	Environmental Biology	
BIOL 2416	Genetics	
BIOL 2421	Microbiology for Science Majors	
CHEM 2423	Organic Chemistry I	
CHEM 2425	Organic Chemistry II	
COSC 1301	Introduction to Computing	
COSC 1320	C Programming	
COSC 1337	Programming Fundamentals II	
COSC 1436	Programming Fundamentals I	
COSC 2425	Computer Organization	
COSC 2436	Programming Fundamentals III	
EDUC 1100	Learning Framework	
EDUC 1300	Learning Frameworks	
ENGR 1201	Introduction to Engineering	
ENGR 1304	Engineering Graphics	
ENGR 2301	Engineering Mechanics - Statics	
ENGR 2302	Engineering Mechanics - Dynamics	
ENGR 2405	Electrical Circuits I	
ENVR 1401	Environmental Science I	
GEOL 1404	Historical Geology	
KINE 1164	Introduction to Physical Fitness and Wellness	
MATH 2305	Discrete Mathematics	
MATH 2418	Linear Algebra	
MATH 2420	Differential Equations	
PHIL 1301	Introduction to Philosophy	
PHIL 1304	Introduction to World Religions	
PHIL 2303	Introduction to Logic	
PHIL 2306	Introduction to Ethics	
PHIL 2307	Introduction to Social and Political Philosophy	
PHIL 2316	Classical Philosophy	
PHIL 2321	Philosophy of Religion	
PSYC 1300	Learning Frameworks	
PSYC 2301	General Psychology	
PSYC 2314	Lifespan Growth & Development	
SOCI 1301	Introduction to Sociology	
SOCI 1306	Social Problems	
SOCW 2361	Introduction to Social Work	
SPCH 1311	Introduction to Speech Communication	
SPCH 1315	Public Speaking	
SPCH 1318	Interpersonal Communications	
SPCH 1321	Business and Professional Communication	
SPCH 2333	Discussion and Small Group Communication	
SPCH 2335	Argumentation and Debate	

See **Appendix A**, p.16-20, for Supporting Documentation

5.	<p>Biology Addition of AGRI 1329 – Principles of Food Science to the Life & Physical Sciences Elective - Core Curriculum</p>	<p>Justification: This course is currently listed in the Component Area Option of the core curriculum with the life & physical sciences foundation area assessed. The proposed change would greatly benefit students across various majors, enriching their scientific understanding of food systems while aligning with the educational objectives set by the Texas Higher Education Coordinating Board.</p>
6.	<p>Biology Addition of AGRI 1407 – Agronomy to the Life & Physical Sciences Elective - Core Curriculum</p>	<p>Justification: This course is currently listed in the Component Area Option of the core curriculum with the life & physical sciences foundation area assessed. The proposed change would benefit students across all majors, equipping them with crucial scientific literacy and practical skills relevant to both local and global contexts.</p>
7.	<p>Biology Addition of AGRI 1415 – Horticulture to the Life & Physical Sciences Elective - Core Curriculum</p>	<p>Justification: This course is currently listed in the Component Area Option of the core curriculum with the life & physical sciences foundation area assessed. This course covers foundational principles of plant science, environmental interactions, and horticultural production, positioning it as an ideal fit for the core life science curriculum.</p>
8.	<p>Biology Addition of AGRI 2330 – Wildlife Conservation and Management to the Life & Physical Sciences Elective - Core Curriculum</p>	<p>Justification: This course is currently listed in the Component Area Option of the core curriculum with the life & physical sciences foundation area assessed. The proposed change would offer students from diverse majors the opportunity to explore the scientific principles that underlie wildlife conservation, ecology and management.</p>

LIFE AND PHYSICAL SCIENCES

AGRI	1329	Principles of Food Science
AGRI	1407	Agronomy
AGRI	1415	Horticulture
AGRI	2330	Wildlife Conservation and Management
BIOL	1406	Biology for Science Majors I
BIOL	1407	Biology for Science Majors II
BIOL	1408	Biology for Non-Science Majors I
BIOL	1409	Biology for Non-Science Majors II
BIOL	2401	Anatomy and Physiology I
BIOL	2402	Anatomy and Physiology II
CHEM	1405	Introductory Chemistry I for Non-Science Majors
CHEM	1407	Introductory Chemistry II for Non-Science Majors
CHEM	1409	General Chemistry for Engineering Majors
CHEM	1411	General Chemistry I
CHEM	1412	General Chemistry II
ENVR	1401	Environmental Science I
ENVR	1402	Environmental Science II
GEOL	1403	Physical Geology
GEOL	1404	Historical Geology
GEOL	1445	Oceanography
GEOL	1447	Meteorology
PHYS	1401	College Physics I
PHYS	1402	College Physics II
PHYS	1403	Stars & Galaxies
PHYS	1404	Solar System
PHYS	1415	Physical Science I
PHYS	1417	Physical Science II
PHYS	2425	University Physics I
PHYS	2426	University Physics II

See **Appendix B**, p.21-47, for Supporting Documentation

New Business		
4:10 – 4:20 p.m.	<p>Psychology</p> <ol style="list-style-type: none"> 1. Removal of PHIL 1301-Introduction to Philosophy, PHIL 1304 – Introduction to World Religions, PHIL 2307 – Introduction to Social and Political Philosophy, PHIL 2316 – Classical Philosophy, and PHIL 2321 – Philosophy of Religion as options for the Language, Philosophy & Culture Elective – Core Curriculum in the Psychology degree plan. <p>Justification: The proposed change will leave two course options (PHIL 2303 & PHIL 2306) in the Language, Philosophy, and Culture Elective – Core Curriculum that align best with Psychology.</p> <ol style="list-style-type: none"> 2. Addition of PSYC 2308 – Child Psychology to the Social and Behavioral Sciences Elective - Core Curriculum. 	Liza Veliz

Justification:

The proposed change will provide students with additional options to fulfill the Social and Behavioral Science Elective. This course will increase students' understanding of how social scientists discover, describe, and explain behaviors and interactions among individuals, groups, cultures, institutions, and the natural world.

**RECOMMENDED COURSE SEQUENCE
FIELD OF STUDY IN PSYCHOLOGY**

FIRST YEAR**FALL**

	Credit Hours
HIST 1301 United States History I or HIST 2327 or HIST 2381	3
ENGL 1301 Composition	3
PSYC 2301 General Psychology ²	3
MATH 1414 College Algebra ²	4

SPRING

HIST 1302 United States History II or HIST 2328 or HIST 2382	3
ENGL 1302 Composition II - Rhetoric	3
Social & Behavioral Science Elective - Core Curriculum	3
PSYC 2317 Statistical Methods in Psychology	3

SUMMER

Creative Arts Elective - Core Curriculum	3
*Psychology Directed Elective - Field of Study ¹	3
Language, Philosophy & Culture Elective – Core Curriculum	3
(PHIL 1301, PHIL 1304, PHIL 2303, PHIL 2306, PHIL 2307, PHIL 2316 or PHIL 2321)	

SECOND YEAR**FALL**

GOVT 2305 Federal Government	3
Psychology Directed Elective Field of Study ¹	3
PSYC 2314 Lifespan Growth and Development	3
Life and Physical Sciences Elective - Core Curriculum	4

SPRING

GOVT 2306 Texas Government	3
Speech Elective – Component Area Option- Core Curriculum	3
PSYC 2319 Social Psychology	3
Life and Physical Sciences Elective– Core Curriculum	4

¹ The Directive Elective options are for students pursuing to transfer to The University of Texas at Rio Grande Valley. Students pursuing a different transfer institution should see an advisor for selection of **Directed Electives**.

² Student are required to complete **PSYC 2301** General Psychology and **MATH 1414** College Algebra **before** taking **PSYC 2317** Statistical Methods in Psychology

SOCIAL AND BEHAVIORAL SCIENCES

ANTH	2301	Physical Anthropology
ANTH	2302	Introduction to Archeology
ANTH	2351	Cultural Anthropology
CRIJ	1301	Introduction to Criminal Justice
CRIJ	1306	Court Systems and Practices
CRIJ	1310	Fundamentals of Criminal Law
CRIJ	2313	Correctional Systems and Practices
CRIJ	2328	Police Systems and Practices
ECON	2301	Principles of Economics I – Macro
GOVT	2304	Introduction to Political Science
GOVT	2311	Mexican American and Latinx Politics
HIST	2301	Texas History
HIST	2321	World Civilizations I
HIST	2322	World Civilizations II
PSYC	2301	General Psychology
PSYC	2306	Human Sexuality
PSYC	2308	Child Psychology
PSYC	2314	Lifespan Growth and Development
PSYC	2315	Psychology of Adjustment
SOCI	1301	Introductory Sociology
SOCI	1306	Social Problems
SOCI	2301	Marriage and the Family
SOCI	2319	Minority Studies
SOCW	2361	Introduction to Social Work
TECA	1354	Child Growth and Development

See **Appendix C**, p.48-51, for Supporting Documentation

4:20 – 4:30 p.m.	<p>Office Administration</p> <p>1. Revision of award title change from Administrative Office Assistant Associate of Applied Science to <u>Administrative Office Management Associate of Applied Science</u>.</p> <p>Justification: The proposed change reflects the advanced skills that graduates acquire, emphasizing their readiness to oversee and manage administrative support functions.</p>	Sandra Charles-Garza
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AAS –~~ADMINISTRATIVE OFFICE ASSISTANT~~
Administrative Office Management
AAS-ADOA

2025-2026
TSI LIABLE

FIRST YEAR

	Lec. Hrs.	Lab Hrs.	Ext. Hrs.	Cont. Hrs.	Cred. Hrs.
<u>FALL</u>					
*POFI 2301 Word Processing	2	3	0	80	3
*POFT 1301 Business English	2	3	0	80	3
*POFT 1309 Administrative Office Procedures I	2	3	0	80	3
*POFT 1329 Beginning Keyboarding	2	3	0	80	3
<u>SBS Elective</u>	<u>3</u>	<u>0</u>	<u>0</u>	<u>48</u>	<u>3</u>
Total	11	12	0	368	15
<u>SPRING</u>					
*POFI 1349 Spreadsheets	2	3	0	80	3
*POFI 2340 Advanced Word Processing	2	3	0	80	3
*POFT 1328 Business Presentations	2	3	0	80	3
*POFT 1319 Records and Information Management I	2	3	0	80	3
*POFT 2312 Business Correspondence & Communication	<u>2</u>	<u>3</u>	<u>0</u>	<u>80</u>	<u>3</u>
Total	10	15	0	400	15
<u>SUMMER</u>					
*POFT 1349 Administrative Office Procedures II	<u>2</u>	<u>3</u>	<u>0</u>	<u>80</u>	<u>3</u>
Total	2	3	0	80	3

SECOND YEAR

<u>FALL</u>					
*ACNT1303 Introduction to Accounting I	2	2	0	64	3
*POFT 2331 Administrative Project Solutions	2	3	0	80	3
<u>Humanities Elective</u>	<u>3</u>	<u>0</u>	<u>0</u>	<u>48</u>	<u>3</u>
<u>Speech Elective</u>	<u>3</u>	<u>0</u>	<u>0</u>	<u>48</u>	<u>3</u>
Total	10	5	0	240	12
<u>SPRING</u>					
*BMGT1301 Supervision	3	0	0	48	3
<u>ENGL 1301 Composition I</u>	<u>3</u>	<u>0</u>	<u>0</u>	<u>48</u>	<u>3</u>
*POFT 2303 Speed and Accuracy Building	2	3	0	80	3
<u>Mathematics / Natural Sciences Elective**</u>	<u>4</u>	<u>0</u>	<u>0</u>	<u>64</u>	<u>4</u>
Total	12	3	0	240	13
<u>SUMMER</u>					
*POFT 2264 CAPSTONE: Practicum	<u>0</u>	<u>0</u>	<u>16</u>	<u>256</u>	<u>2</u>
Total	0	0	16	256	2

TOTAL CREDIT HRS: 60
TOTAL CONTACT HRS: 1584

IDENTIFIES COURSES TO FULFILL MINIMUM 15 CREDIT HOUR GENERAL EDUCATION REQUIREMENT

**Students must take a 4 credit hour course in order to fulfill the MATH / Natural Sciences Elective.

4:30 – 4:40 p.m.	<p>Information Technology</p> <ol style="list-style-type: none"> Revision of award title change from Information and Network Systems Certificate to <u>Information Systems Certificate</u>. <p>Justification: The proposed revision will align with the Information Systems Associate of Applied Science.</p> <ol style="list-style-type: none"> Revision of award title from Computer and Information Technologies Specialist Certificate to <u>Computer and Information Technologies Certificate</u>. <p>Justification: The proposed change will allow for a simplified title and would encompass other employment titles, not just “specialist”. It also streamlines it to BAT-CITP.</p>	Angelita Elizondo-Teniente
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MAJOR CODE = CT1-INFO							
SOUTH TEXAS COLLEGE					FICE 031034		
INFORMATION TECHNOLOGY					CIP 11.0101		
CERTIFICATE: INFORMATION AND NETWORK SYSTEMS							
INFORMATION SYSTEMS							
2025-2026							
TSI EXEMPT							
FALL							
			Lec.	Lab	Ext.	Cont.	Cred.
			Hrs.	Hrs.	Hrs.	Hrs.	Hrs.
ITSC	1409	Integrated Software Applications I	3	3	0	96	4
ITSC	1405	Introduction to PC Operating Systems	3	3	0	96	4
ITSC	1425	Personal Computer Hardware	3	3	0	96	4
<u>ITCC</u>	<u>1414</u>	<u>CCNA 1: Introduction to Networks</u>	<u>3</u>	<u>3</u>	<u>0</u>	<u>96</u>	<u>4</u>
Total			12	12	0	384	16
SPRING							
ITSE	1411	Beginning Web Page Programming	3	3	0	96	4
	OR	ITSE 1402					
ITCC	1444	CCNA 2: Switching, Routing, and Wireless Essentials	3	3	0	96	4
ITNW	1454	Implementing and Supporting Servers	<u>3</u>	<u>3</u>	<u>0</u>	<u>96</u>	<u>4</u>
Total			9	9	0	288	12
TOTAL CREDIT HRS:			28				
TOTAL CONTACT HRS:			672				

MAJOR CODE = CT1-TSS

SOUTH TEXAS COLLEGE
INFORMATION TECHNOLOGY

FICE 031034
CIP 11.0101

CERTIFICATE: ~~COMPUTER AND INFORMATION TECHNOLOGIES SPECIALIST~~
COMPUTER AND INFORMATION TECHNOLOGIES

2025-2026

TSI EXEMPT1409

			Lec. Hrs.	Lab. Hrs.	Ext. Hrs.	Cont. Hrs.	Cred. Hrs.
<u>FALL</u>							
ITSC	1409	Integrated Software Applications I	3	3	0	96	4
ITSC	1405	Introduction to PC Operating Systems	3	3	0	96	4
ITSE	1411	Beginning Web Page Programming	3	3	0	96	4
ITCC	1414	CCNA 1: Introduction to Networks	<u>3</u>	<u>3</u>	<u>0</u>	<u>96</u>	<u>4</u>
Total			12	12	0	384	16
<u>SPRING</u>							
ARTC	1413	Digital Publishing I	3	3	0	96	4
	OR	IMED 1445	3	3	0	96	4
ITSE	1402	Computer Programming	3	3	0	96	4
	OR	ITSE 2409	3	3	0	96	4
ITSW	2434	Advanced Spreadsheets	3	3	0	96	4
	OR	ITSE 2402					
ITCC	1444	CCNA 2: Switching, Routing, and Wireless Essentials	3	3	0	96	4
Total			12	12	0	384	16
TOTAL CREDIT HRS:			32				
TOTAL CONTACT HRS:			768				

4:40 – 4:55 p.m.	<p>Medical Assistant Technology</p> <ol style="list-style-type: none"> Revision of degree level for the Medical Assistant Technology Certificate from a Level 2 (TSI Liable) to a Level 1 (TSI Exempt). <p>Justification: The proposed change will remove the TSI liable barrier that prospective students currently face. The change will provide a more competitive option to help increase enrollment.</p> <ol style="list-style-type: none"> Removal of Speech Elective Options: SPCH 1311 – Introduction to Speech Communication, SPCH 1315 – Public Speaking, SPCH 1318 – Interpersonal Communications, SPCH 1321 – Business and Professional Communication from Medical Assistant Certificate. <p>Justification: The proposed change is needed as the certificate will change TSI status and therefore courses with TSI prerequisites are not allowed.</p>	Dr. Theresa Garza
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	<p>3. Removal of PSYC 2301 – General Psychology from Medical Assistant Certificate</p> <p>Justification: The proposed change is needed as the certificate will change TSI status and therefore courses with TSI prerequisites are not allowed.</p> <p>4. Removal of PSYC 2314 – Lifespan Growth and Development from Medical Assistant Certificate</p> <p>Justification: The proposed change is needed as the certificate will change TSI status and therefore courses with TSI prerequisites are not allowed.</p>	
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**MEDICAL ASSISTANT TECHNOLOGY
CT21-MDAS**

2025-2026
TSI EXEMPT
TSI LIABLE

FIRST YEAR

			Lec	Lab	Ext	Contact Hours	Credit Hours
Fall Semester							
HITT	1305	Medical Terminology I	3	0	0	48	3
MDCA	1321	Administrative Procedures	2	2	0	64	3
MDCA	1343	Medical Insurance	2	2	0	64	3
POFM	1400	Basic Medical Coding	2	3	0	96	4
MDCA	1205	Medical Law & Ethics	2	0	0	32	2
MDCA	1166	Practicum I	0	0	9	144	1
Totals			11	12	9	448	16

Spring Semester

MDCA	1309	Anatomy and Physiology for Medical Assistants Or VNSG 1420	2	4	0	96	3
MDCA	1352	Medical Assistant Laboratory Procedures	2	4	0	96	3
PLAB	1223	Phlebotomy for Medical Assistants	1	3	0	64	2
MDCA	1317	Procedures in a Clinical Setting	2	3	0	80	3
PSYC	2301	General Psychology OR PSYC 2314	3	0	0	48	3
ECRD	1111	Electrocardiography	1	1	0	32	1
MDCA	1348	Pharmacology & Administration of Medications	2	4	0	96	3
Totals			10	14	19	384	14

Summer Semester

MDCA	1154	Medical Assisting Credentialing Exam Review	1	0	0	16	1
MDCA	1167	Practicum II	0	0	9	128	1
Totals			1	0	9	144	2

SECOND YEAR

Fall Semester

ECRD	1111	Electrocardiography	1	1	0	32	1
MDCA	1348	Pharmacology & Administration of Medications	2	4	0	96	3
SPCH	1311	Intro to Speech Communication OR SPCH 1315, SPCH 1318, SPCH 1321	3	0	0	48	3
MDCA	1154	Medical Assisting Credentialing Exam Review	1	0	0	16	1
MDCA	1302	Human Disease/Pathophysiology	3	0	0	48	3
MDCA	1167	Practicum II	0	0	9	128	1
Totals			10	5	8	368	12

Total External Learning Hours: 272

Total Contact Hours: ~~4200~~ 1072

Total Credit Hours: ~~42~~ 33

4:55 – 5:00 p.m.	Quorum Verification (if needed)	Jesus Amaya
5:00 – 5:10 p.m.	<p>American Sign Language and Interpreting Studies</p> <ol style="list-style-type: none"> 1. Revision of award title change from American Sign Language and Interpreting Studies Specialization: Sign Language Interpreter Associate of Applied Science to <u>Sign Language Interpreting Associate of Applied Science</u>. <p>Justification: The proposed change is suitable since there are no longer specializations in the program and clarifying the title will prevent confusion among prospective majors with the American Sign Language Associate of Arts.</p> <ol style="list-style-type: none"> 2. Deactivation of Trilingual Interpreter Certificate. <p>Justification: The Trilingual Interpreter program has been unable to gain significant student enrollment. Since 2018, there has only been one graduate. There have not been any declared majors since 2022. The award is not eligible for Pell grant (financial aid).</p>	Hector Villarreal

AAS—AMERICAN SIGN LANGUAGE AND INTERPRETING STUDIES
Specialization: Sign Language Interpreter
SIGN LANGUAGE INTERPRETING
AAS-SGIN

2025-2026

TSI LIABLE

	Lec. Hrs.	Lab Hrs.	Ext. Hrs.	Cont. Hrs.	Cred. Hrs.
<u>FIRST SEMESTER</u>					
ENGL 1301 Composition	3	0	0	48	3
DRAM 1351 Acting I	3	0	0	48	3
SLNG 1304 American Sign Language (ASL) I	3	1	0	64	3
SLNG 1321 Introduction to the Interpreting Profession	3	0	0	48	3
Total	12	1	0	208	12
<u>SECOND SEMESTER</u>					
SLNG 1305 American Sign Language (ASL) II	3	1	0	64	3
SLNG 1311 Fingerspelling & Numbers	3	1	0	64	3
BIOL 1408 Biology for Non-Science Majors I	3	3	0	96	4
SOCW 2361 Introduction to Social Work	3	0	0	48	3
Total	12	5	0	272	13
<u>SUMMER SESSION</u>					
SLNG 1344 American Sign Language (ASL) III or SGNL 2301	3	1	0	64	3
PHIL 2306 Introduction to Ethics	3	0	0	48	3
Total	6	1	0	112	6
<u>THIRD SEMESTER</u>					
SLNG 2187 Capstone: Internship I	0	0	6	96	1
SLNG 2401 Interpreting I	3	3	0	96	4
SLNG 1345 American Sign Language (ASL) IV or SGNL 2302	3	1	0	64	3
SLNG 2411 Interpreting in Specialized Settings	4	1	0	80	4
SLNG 1350 Sign-to-Voice	3	1	0	64	3
Total	13	6	6	400	15
<u>FOURTH SEMESTER</u>					
SLNG 2188 Capstone: Internship II	0	0	6	96	1
SLNG 2402 Interpreting II	3	3	0	96	4
SLNG 2303 Transliterating	3	1	0	64	3
SLNG 2434 American Sign Language (ASL) V	3	2	0	80	4
Total	9	6	6	336	12
<u>SUMMER SESSION</u>					
SLNG 2189 Capstone: Internship III	0	0	6	96	1
SLNG 2431 Interpreting III	3	3	0	96	4
Total 3	3	6	192	5	
TOTAL CREDIT HRS:	63				
TOTAL CONTACT HRS:	1520				

IDENTIFIES COURSES TO FULFILL MINIMUM 15 CREDIT HOUR GENERAL EDUCATION REQUIREMENT

**Enhanced Certificate – Trilingual Interpreter *
CT3-TRIN**

2025-2026

TSI LLABLE

The Trilingual Enhanced Certificate was created to strengthen the skills of an interpreter who is currently utilizing the three languages of ASL, English and spoken Spanish in his/her professional work. This certificate is also designed to offer training to interpreters who would like to utilize these three languages or to add to their existing skills.

The Trilingual Enhanced Certificate requires minimum language proficiency in both American Sign Language and Spanish. The respective departments will administer language placement tests. Please note pre-requisites listed in the course description **.

	Lec. Hrs.	Lab Hrs.	Ext. Hrs.	Cont. Hrs.	Cred. Hrs.
<u>FIRST SEMESTER</u>					
SLNG 2370 Trilingual Interpreting I	3	1	0	64	3
SLNG 2373 Latino Interpreting Issues	<u>3</u>	<u>0</u>	<u>0</u>	<u>48</u>	<u>3</u>
Total	6	1	0	112	6
<u>SECOND SEMESTER</u>					
SLNG 2372 Trilingual Interpreting II	3	1	0	64	3
SPAN 2389 Academic Cooperative	<u>3</u>	<u>0</u>	<u>0</u>	<u>48</u>	<u>3</u>
Total	6	1	0	112	6

TOTAL CREDIT HRS: 12

TOTAL CONTACT HRS: 224

*Courses under the Enhanced Trilingual Certificate can be taken concurrently with the Sign Language Interpreter major. Students may obtain an Associate of Applied Science Degree without the Enhanced Trilingual Interpreter Certificate.

5:10 – 5:15 p.m.	<ul style="list-style-type: none"> • Announcements/Adjournment <p>Next Meeting – Thursday, December 5, 2024 Agenda items are due by Monday, December 2, 2024</p>	Jesus Amaya
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Core Curriculum Course Details Form

Refer to the Core Curriculum Course Proposal Guide for additional information.

Course Information		
Course Subject PSYC	Course Number 2314	Course Title Lifespan Growth & Development
Course Description This course is a study of the relationship of the physical, emotional, social and cognitive factors affecting growth and development throughout the life span.	Foundation Area Selection <input type="checkbox"/> Communication <input type="checkbox"/> Life and Physical Sciences <input type="checkbox"/> Creative Arts <input type="checkbox"/> Government/Political Science <input type="checkbox"/> Mathematics <input type="checkbox"/> Language, Philosophy, and Culture <input type="checkbox"/> American History <input type="checkbox"/> Social and Behavioral Sciences	
Course Prerequisites (if applicable) Completion of INRW 0020 with a grade of "C" or better or equivalent.	Component Area Option In addition to selecting a Foundational Area, will this course also need to be listed in the Component Area Option? If so, what would the reasoning be to add it in both areas? The course aligns with the purpose of the college's core curriculum and provides students with knowledge of universal and culture-specific elements of human development, introduces the individual and global psychosocial systems that influence growth, and cultivates a critical thinking mindset for approaching real-world problems. The addition of this course to the core curriculum helps align our core curriculum with that of other institutions while streamlining student transferability by allowing them to take the course at the college rather than at their transfer institution.	

Course Justification

Explain how adding the course to the core curriculum would benefit students.

The PSYC 2314 Lifespan Growth and Development course has broad applications to a wide variety of disciplines and academic programs. It helps students foster an understanding of developmental changes that occur in people of all ages. This course increases cultural competence and global awareness of social paradigms. The student will develop marketable skills that will benefit them in the workforce, such as analytical, collaborative, critical, and communication skills.

Course Impact (Complete one option)	
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<input type="checkbox"/> New Course	<input type="checkbox"/> Existing Course
What is the projected enrollment for the next two years, if approved for the Core Curriculum? Projected Enrollment: Click or tap here to enter text.	Enrollment for the last two semesters: Click or tap here to enter text. Will the course have to be offered with increased frequency? <input type="checkbox"/> Yes <input type="checkbox"/> No What other courses may experience lower enrollment as a result of adding this course as a general education core curriculum requirement?

Will this course be required for specific majors? Yes No

Will this course be required as part of their general education requirements? Yes No Will this course be required as part of their field of study? Yes No N/A

Signature Approvals		
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Department Chair		Date:
Dean		Date:
Director of Curriculum		Date:



Master Syllabus Template PSYC 2314 Lifespan Growth & Development

Course Description

This course is a survey of the major topics in psychology. It introduces the study of behavior and the factors that determine and affect behavior.

Program Learning Outcomes

1. Students will identify the scales of measurement and select the appropriate test statistic for that data.
2. Students will identify the conditions under which to use a descriptive vs. an inferential statistic.
3. Students will identify the three main components involved in interpersonal attraction in relationships.
4. Students will assess processes involved in the adjustment (coping, transition, adaptation) of individuals to their social environment.
5. Students will recognize the components of the biopsychosocial approach to understanding individual and social behavior.

Course Learning Outcomes

- Describe the stages of the developing person at different periods of the life span from birth to death.
- Discuss the social, political, economic, and cultural forces that affect the development process of the individual.
- Identify factors of responsible personal behavior with regard to issues such as sexual activity, substance abuse, marriage and parenting.
- Explain the biosocial, cognitive and psychological influences throughout the lifespan as an ongoing set of processes, involving both continuity and change.
- Describe the different developmental perspectives of the major theories of development (i.e. cognitive, learning, humanistic and psychodynamic).
- Identify examples of some of the cultural and ethnic differences that influence development throughout the lifespan.
- Discuss the various causes or reasons for disturbances in the developmental process.

Required Core Objectives Matrix

CRITICAL THINKING SKILLS: to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.

COMMUNICATION SKILLS: to include effective development, interpretation and expression of ideas

through written, oral and visual communication.

EMPIRICAL AND QUANTITATIVE SKILLS: to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.

SOCIAL RESPONSIBILITY: to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

<p>Required Core Objectives</p> <p>(three to four per component area)</p> <p>(Remove those that do not apply to the course)</p>	<p>Applied to</p> <p>(Course appropriate topic-Department or faculty determined)</p>	<p>Assessment</p> <p>(Department or faculty determined)</p> <p>Examples: Essays / multiple choice / discussion session / short answer / common assessment exam</p>	<p>Passing Standard</p> <p>(College-wide approved)</p>	<p>Target: Expected % of Students Meeting Core Objective</p> <p>(College wide approved)</p>
<p>Critical Thinking Skills</p>	<p>Describe the different developmental perspectives of the major theories of development</p>	<p>Reviewing Research and Writing Essays</p>	<p><i>Approved passing standard on Institutional Rubric</i></p>	<p>70%</p>
<p>Communication Skills</p>	<p>Explain the biosocial, cognitive and psychological influences throughout the lifespan as an ongoing set of processes, involving both continuity and change</p>	<p>Group Discussions with Informal Presentations</p>	<p><i>Approved passing standard on Institutional Rubric</i></p>	<p>70%</p>
<p>Empirical and Quantitative Skills</p>	<p>Identify factors of responsible personal behavior with regards to issues such as sexual activity, substance abuse,</p>	<p>Quantitative Reasoning Multiple Choice Assessment</p>	<p><i>Approved passing standard on Institutional Rubric</i></p>	<p>70%</p>

	marriage and parenting			
Social Responsibility	Identify examples of some of the cultural and ethnic differences that influence development throughout the lifespan	Multiple Choice Exams and Discussions	<i>Approved passing standard on Institutional Rubric</i>	70%

Assessment Descriptions

Critical Thinking Skills Reviewing Research and Writing Essays

Reviewing Research Articles and writing essays challenges students' reasoning and logic, analytical skills, and evaluation of information. Students research, organize, and create a summary of an issue in psychological science. This activity allows students to understand multiple perspectives, construct logical arguments, and evaluate evidence.

For this assignment, students will review a research article and submit an essay that answers the prompts created by the instructor. The instructor will have criteria for students to follow. Essays should be well written and follow APA formatting style.

Communication Skills Group Discussions with Informal Presentations

Group discussions with informal presentations help instructors create student-led discussions using communication skills to analyze psychological topics critically. This also fosters a deep understanding of teamwork, active listening, friendliness, and respect should be exhibited while completing the task. During round-robin style presentations, the instructor will ask probing questions to guide inquiry and to encourage students to articulate and defend their viewpoints

For this assignment, groups will be given prompts to discuss, and by the end of class, each group will give a brief informal presentation. Grading will be derived from collaborative efforts within the group discussion and the ability to present your viewpoint clearly and organized. Everyone must contribute information to the discussion and the presentation.

Empirical and Quantitative Skills Quantitative Reasoning Multiple Choice Assessment

Students must choose the best answer for each example given. Questions require skills for interpreting frequency distribution tables, bar graphs and histograms, scatterplots, correlational coefficients, and probability.

Social Responsibility Multiple Choice Exams and Discussion

Students view videos highlighting several interpersonal situations. They then select the response that they believe is most socially responsible in the given situation. Examples will focus on cultural awareness, equity, overcoming social stigma related to mental health; fair treatment and combating discrimination, especially as it pertains to those of marginalized groups, is also emphasized.

Program Accreditation Standards (if applicable)



Core Curriculum Course Details Form

Refer to the Core Curriculum Course Proposal Guide for additional information.

Course Information		
Course Subject AGRI	Course Number 1329	Course Title Principles of Food Science
Course Description This is a study of biological and scientific aspects of modern industrial food supply systems. Food classification, modern processing, and quality control.	Foundation Area Selection <input type="checkbox"/> Communication <input type="checkbox"/> Mathematics <input checked="" type="checkbox"/> Life and Physical Sciences <input type="checkbox"/> Language, Philosophy, and Culture <input type="checkbox"/> Creative Arts <input type="checkbox"/> American History <input type="checkbox"/> Government/Political Science <input type="checkbox"/> Social and Behavioral Sciences	
Course Prerequisites (if applicable) N/A	Component Area Option In addition to selecting a Foundational Area, will this course also need to be listed in the Component Area Option? If so, what would the reasoning be to add it in both areas? N/A	
Course Justification		
<p>Explain how adding the course to the core curriculum would benefit students.</p> <p>Course Justification for AGRI 1329 - Principles of Food Science: Inclusion in the Life and Physical Sciences Core Component</p> <p>The inclusion of AGRI 1329 - Principles of Food Science in the Life and Physical Sciences core component area would greatly benefit students across various majors, enriching their scientific understanding of food systems while aligning with the educational objectives set by the Texas Higher Education Coordinating Board (THECB). This course, which integrates principles of biology, chemistry, and engineering into the study of modern food production, quality control, and safety, is an ideal fit for fulfilling the core Life and Physical Sciences requirement.</p> <p>1. Alignment with Core Life Sciences Objectives: AGRI 1329 explores the biological and scientific aspects of industrial food supply systems, including food classification, modern processing technologies, safety protocols, and the intersection of nutrition and health. The course deeply engages students in understanding how scientific principles govern food production, distribution, and safety. These core areas align directly with THECB's requirements for Life and Physical Sciences courses, which seek to develop students' understanding of natural phenomena and the scientific methods used to explore these phenomena.</p> <p>Through a combination of theoretical instruction and laboratory activities, the course ensures that students apply empirical and quantitative skills to real-world problems. This helps them understand the scientific processes that govern food safety and production, making the course highly relevant in today's food-centric economy. These laboratory experiences also align with core educational goals of the Life and Physical Sciences, encouraging students to critically analyze data and use scientific reasoning to solve problems.</p> <p>2. Interdisciplinary Relevance and Accessibility: AGRI 1329 is interdisciplinary in nature, blending microbiology, chemistry, and engineering to teach students about food systems and safety. This makes the course accessible and beneficial for students from a wide range of academic backgrounds, including those majoring in health sciences, business, agriculture, and environmental studies.</p> <p>In today's globalized world, where food security and safety are critical concerns, understanding the science behind food systems is essential for students in multiple disciplines. Whether they plan to pursue careers in healthcare, nutrition, food technology, environmental sustainability, or even public policy, students will gain practical and theoretical knowledge that they can apply to their future careers. By including AGRI 1329 in the Life and Physical Sciences core component, we provide students with the opportunity to explore food science through a biological and empirical lens, equipping them with knowledge that is both relevant and applicable to diverse fields.</p>		

3. Practical and Applied Learning:

A key feature of AGRI 1329 is its focus on food safety procedures, modern food processing technologies, and the link between nutrition and health. This provides students with a practical understanding of how scientific principles apply to real-world challenges in the food industry.

Laboratory activities are essential to this course, offering students the opportunity to engage in hands-on experiments where they apply scientific methods, critical thinking, and data analysis to food science problems. Such activities not only reinforce theoretical knowledge but also allow students to develop teamwork and communication skills, two essential competencies highlighted by the THECB.

4. Contribution to Broader Educational Goals:

AGRI 1329 directly contributes to the broader educational goals of South Texas College by preparing students to engage with pressing issues such as food safety, public health, and sustainable food production. With growing global concerns regarding food security and nutrition, this course enables students to understand and address these challenges from a scientific and ethical perspective.

In addition to fostering scientific literacy, AGRI 1329 encourages students to think critically about the food systems they interact with daily, equipping them with the tools to make informed decisions that impact both personal and societal health. These learning outcomes align with the goals of the Life and Physical Sciences core component, which emphasizes the development of critical thinking, empirical analysis, and ethical decision-making.

Conclusion:

Incorporating AGRI 1329 - Principles of Food Science into the Life and Physical Sciences core curriculum will provide students with a valuable opportunity to explore the science behind food systems, safety, and nutrition. The course aligns with the learning outcomes established by the THECB, promotes interdisciplinary learning, and offers practical, applied scientific skills that are essential in today's food-driven world.

For these reasons, I strongly advocate for the approval of AGRI 1329 as part of the Life and Physical Sciences core component.

Course Impact (Complete one option)	
<input type="checkbox"/> New Course	<input checked="" type="checkbox"/> Existing Course
What is the projected enrollment for the next two years, if approved for the Core Curriculum? Projected Enrollment: Click or tap here to enter text.	Enrollment for the last two semesters: Fall 2023: 11 Students, Spring 2024: 11 students and Fall 2024: 15 students. Will the course have to be offered with increased frequency? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No What other courses may experience lower enrollment as a result of adding this course as a general education core curriculum requirement? BIOL 1406, BIOL 1407, BIOL 1408, BIOL 1409, BIOL 2401, BIOL 2402, CHEM 1405, CHEM 1407, CHEM 1409, CHEM 1411, CHEM 1412, ENVR 1401, ENVR 1402, GEOL 1403, GEOL 1404, GEOL 1445, GEOL 1447, PHYS 1401, PHYS 1402, PHYS 1403, PHYS 1404, PHYS 1415, PHYS 1417, PHYS 2425, PHYS 2426.
Will this course be required for specific majors? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Will this course be required as part of their general education requirements? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Will this course be required as part of their field of study? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A	
Signature Approvals	

Department Chair		Date:
Dean		Date:
Director of Curriculum		Date:

Course Description

Biological and scientific aspects of modern industrial food supply systems. Food classification, modern processing, nutritional quality, and quality control.

Program Learning Outcomes

- PLO 1 The graduate will apply the scientific method to perform experiments and interpret data.
PLO 2 The graduate will demonstrate knowledge of the structure, metabolism, genetics, physiology and molecular processes of cells.
PLO 3. The graduate will describe the theory of evolution through natural selection and discuss how it impacts the study of biology
PLO 4 The graduate will apply proper scientific terminology and taxonomy and explain how classification schemes relate to phylogenies.
PLO 5 The graduate will describe microbial mechanisms of pathogenicity.
PLO 6 The graduate will describe the anatomy and physiology of tissues, organs, and organ systems.
PLO 7 The graduate will describe the fundamental principles of maintaining homeostasis in organisms.
PLO 8 The graduate will describe the interactions that occur among organisms in their ecosystems.
PLO 9 The graduate will explain the principles of genetic inheritance, apply them to predict outcomes of genetic crosses, and identify inheritance patterns in genetic data.

Course Learning Outcomes

Upon successful completion of this course, students will:

- CLO 1. Identify the principles of food science related to food production, quality, safety, nutrition, and distribution.
CLO 2. Describe common and emerging technologies in food science.
CLO 3. Explain how engineering, microbiology, and chemistry are applied in food production and processing systems.
CLO 4. Describe food safety procedures in U.S. production systems.
CLO 5. Demonstrate appropriate food handling/food safety procedures.
CLO 6. Explain nutrient composition and the link between nutrition and health
CLO 7. **Examine the dynamics of global food supply.**

Required Core Objectives Matrix

- 1. CRITICAL THINKING SKILLS:** to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
- 2. COMMUNICATION SKILLS:** to include effective development, interpretation and expression of ideas through written, oral and visual communication.
- 3. EMPIRICAL AND QUANTITATIVE SKILLS:** to include the manipulation and analysis of numerical data or observable facts resulting in informed

conclusions.

4. **SOCIAL RESPONSIBILITY:** to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

Core Objectives Matrix

Required Core Objective	Applied To	Assessment	Passing Standard	Target Expected % of Student Meeting Core Objective
Critical Thinking Skills (CT)	CLO 3: Explain how engineering, microbiology, and chemistry are applied in food production and processing systems. CLO 7: Examine the dynamics of global food supply.	Students will review a research article related to food science, analyzing its topic, methods, and conclusions, and identifying future research directions.	Approved Passing Standard on Institutional Rubric	70%
Communication Skills (COM)	CLO 1: Identify the principles of food science related to food production, quality, safety, nutrition, and distribution. CLO 6: Explain nutrient composition and the link between nutrition and health.	Discussion groups will be created to present a brief report on assigned food science topics, followed by a class discussion.	Approved Passing Standard on Institutional Rubric	70%
Empirical and Quantitative Skills (EQS)	CLO 4: Describe food safety procedures in U.S. production systems. CLO 5: Demonstrate appropriate food handling/food safety procedures.	Students will complete a multiple-choice assessment analyzing food safety data, including interpreting graphs and calculating probabilities.	Approved Passing Standard on Institutional Rubric	70%
Teamwork (TW)	CLO 2: Describe common and emerging technologies in food science. CLO 7: Examine the dynamics of global food supply.	Teams will research emerging food technology and present its impact on global food supply in a group presentation.	Approved Passing Standard on Institutional Rubric	70%

Assessment Plan

Assessment Descriptions

Critical Thinking Skills (CT)

Assessment: Research Article Review

Students will select a research article in food science, covering topics like microbiology in food safety or chemistry in preservation. Using an online review tool, they will analyze the article's key aspects (topic, methods, findings) and evaluate its implications for global food supply, identify limitations, and suggest future research directions.

Communication Skills (COM)

Assessment: Group Presentations

Students will work in groups to research a food science topic (e.g., food quality, safety, nutrition) and present their findings through posters, slides, or videos. Each group will lead a class discussion, enhancing communication and presentation skills. The instructor will help synthesize insights from all presentations.

Empirical and Quantitative Skills (EQS)

Assessment: Quantitative Data Analysis

Students will complete a multiple-choice assessment involving data interpretation in food safety (e.g., contamination trends, statistical data). They will analyze graphs, calculate probabilities, and interpret correlations, developing quantitative reasoning within real-world food safety contexts.

Teamwork (TW)

Assessment: Collaborative Project on Emerging Food Technology

Teams will research emerging food technology (e.g., precision agriculture, food packaging) and present its implications for global food supply. Team members will collaborate on different facets of the topic, integrating findings into a comprehensive presentation that emphasizes cooperative research and effective communication.

Program Accreditation Standards (if applicable)



Core Curriculum Course Details Form

Refer to the Core Curriculum Course Proposal Guide for additional information.

Course Information		
Course Subject AGRI	Course Number 1407	Course Title Agronomy
Course Description Principles and practices in the development, production, and management of field crops including growth and development, climate, plant requirements, pest management, and production methods. The laboratory activities will reinforce the fundamental principles and practices in the development, production, and management of field crops including growth and development, climate, plant requirements, pest management, and production methods.	Foundation Area Selection <input type="checkbox"/> Communication <input checked="" type="checkbox"/> Life and Physical Sciences <input type="checkbox"/> Creative Arts <input type="checkbox"/> Government/Political Science <input type="checkbox"/> Mathematics <input type="checkbox"/> Language, Philosophy, and Culture <input type="checkbox"/> American History <input type="checkbox"/> Social and Behavioral Sciences	
Course Prerequisites (if applicable) Not Applicable	Component Area Option In addition to selecting a Foundational Area, will this course also need to be listed in the Component Area Option? If so, what would the reasoning be to add it in both areas? Not Applicable	

Course Justification
<p style="text-align: center;">Explain how adding the course to the core curriculum would benefit students.</p> <p>Justification Overview Incorporating AGRI 1407: Agronomy into the Core Curriculum as a Life and Physical Science course is not only a strategic enhancement to South Texas College's academic offerings but also deeply relevant given the college's geographical context. The Rio Grande Valley (RGV) is one of the most agriculturally significant regions in Texas (Gonzalez, 2022), making it an ideal setting for students to engage with the scientific principles that underlie agricultural practices. By making this course available as part of the Life and Physical Sciences core, we can extend its benefits to students across all majors, equipping them with crucial scientific literacy and practical skills relevant to both local and global contexts.</p> <p>Academic and Educational Benefits Agronomy (AGRI 1407) offers students a comprehensive exploration of agronomic science, emphasizing principles and practices crucial to the development, production, and management of field crops. Given the region's agricultural prominence, this course provides a unique opportunity for students to apply scientific methods to real-world challenges, particularly those related to climate, soil fertility, and pest management—key areas of focus in the Rio Grande Valley. This approach aligns perfectly with the Texas Higher Education Coordinating Board's (THECB) objectives for Life and Physical Sciences Core Component, which prioritize the understanding, explanation, and prediction of natural phenomena through empirical study.</p>

Regional Relevance and Impact

The Rio Grande Valley, where South Texas College is situated, is renowned for its agricultural output, particularly in crops like citrus, vegetables, and sugarcane (Rivera, 2022). The region benefits from a year-round growing season and a robust irrigation system, making it one of Texas's most fertile agricultural zones (Awotoye, 2022). By offering AGRI 1407 as a core science option, students can gain an in-depth understanding of the scientific principles that sustain this vital industry. This knowledge is not only academically enriching but also practical, empowering students to contribute meaningfully to the region's agricultural success, whether they pursue careers in agriculture or in other fields that benefit from an understanding of life sciences.

Core Objectives Addressed

1. **Critical Thinking Skills:** Students will analyze agronomic data, assess the impact of environmental factors on crop yields, and make informed decisions based on empirical evidence. This critical approach is fundamental to both scientific inquiry and practical problem-solving in agriculture.
2. **Communication Skills:** The course develops students' ability to articulate scientific findings clearly and effectively, whether in written reports or oral presentations, thereby enhancing their communication skills—a key competency in both academic and professional settings.
3. **Empirical and Quantitative Skills:** Through laboratory work and field studies, students will engage in data collection and analysis, using quantitative methods to address real-world agronomic challenges. This empirical approach is essential for fostering a deep understanding of the scientific method.
4. **Teamwork:** Collaborative projects and group experiments within the course will cultivate teamwork, an essential skill in both scientific research and the agricultural industry.

Broader Impact on Students:

Integrating AGRI 1407 into the core curriculum as a Life and Physical Science option offers students from all majors the opportunity to fulfill their science requirements through a course that is both rigorous and regionally relevant. Agriculture is a cornerstone of sustainability and economic stability in the Rio Grande Valley, and by understanding its scientific underpinnings, students will be better prepared to contribute to discussions and initiatives related to food security, environmental stewardship, and sustainable development. This course not only meets the educational standards set by the THECB but also enhances the relevance of South Texas College's curriculum in the context of its unique geographical setting.

To summarize, the inclusion of AGRI 1407 - Agronomy in the Life and Physical Sciences core component area is a forward-thinking decision that will enrich the educational experience of students, providing them with critical scientific skills and knowledge deeply connected to the Rio Grande Valley's agricultural heritage and its future.

Course Impact
(Complete one option)

<input type="checkbox"/> New Course	<input checked="" type="checkbox"/> Existing Course
<p>What is the projected enrollment for the next two years, if approved for the Core Curriculum?</p> <p>Projected Enrollment: Click or tap here to enter text.</p>	<p>Enrollment for the last two semesters: Have not been offered</p> <p>Will the course have to be offered with increased frequency? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>What other courses may experience lower enrollment as a result of adding this course as a general education core curriculum requirement? BIOL 1406, BIOL 1407, BIOL 1408, BIOL 1409, BIOL 2401, BIOL 2402, CHEM 1405, CHEM 1407, CHEM 1409, CHEM 1411, CHEM 1412, ENVR 1401, ENVR 1402, GEOL 1403, GEOL 1404, GEOL 1445, GEOL 1447, PHYS 1401, PHYS 1402, PHYS 1403, PHYS 1404, PHYS 1415, PHYS 1417, PHYS 2425, PHYS 2426.</p>
<p>Will this course be required for specific majors? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>Will this course be required as part of their general education requirements? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Will this course be required as part of their field of study? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A</p>	

Signature Approvals

Department Chair		Date:
Dean		Date:
Director of Curriculum		Date:



Course Description

Principles and practices in the development, production, and management of field crops including growth and development, climate, plant requirements, pest management, and production methods. The laboratory activities will reinforce the fundamental principles and practices in the development, production, and management of field crops including growth and development, climate, plant requirements, pest management, and production methods.

Program Learning Outcomes

- PLO 1 The graduate will apply the scientific method to perform experiments and interpret data.
- PLO 2 The graduate will demonstrate knowledge of the structure, metabolism, genetics, physiology and molecular processes of cells.
- PLO 3. The graduate will describe the theory of evolution through natural selection and discuss how it impacts the study of biology
- PLO 4 The graduate will apply proper scientific terminology and taxonomy and explain how classification schemes relate to phylogenies.
- PLO 5 The graduate will describe microbial mechanisms of pathogenicity.
- PLO 6 The graduate will describe the anatomy and physiology of tissues, organs, and organ systems.
- PLO 7 The graduate will describe the fundamental principles of maintaining homeostasis in organisms.
- PLO 8 The graduate will describe the interactions that occur among organisms in their ecosystems.
- PLO 9 The graduate will explain the principles of genetic inheritance, apply them to predict outcomes of genetic crosses, and identify inheritance patterns in genetic data.

Course Learning Outcomes

Upon successful completion of this course, students will:

- CLO 1. Summarize the role of climate and geography in present and past crop production.
- CLO 2. Explain the growth and development of crops.
- CLO 3. Analyze the impact of climate on crops.
- CLO 4. Assess the interactions of soils, water, and fertility on crop production.
- CLO 5. Contrast methods of pest management in crop production.
- CLO 6. Differentiate production methods based on geography and crop selection.
- CLO 7. Apply scientific reasoning to investigate questions and utilize scientific and agronomic tools to collect and analyze data and demonstrate methods.
- CLO 8. Use critical thinking and scientific problem solving to make informed decisions.
- CLO 9. Communicate effectively the results of scientific investigations.

Required Core Objectives Matrix

1. **CRITICAL THINKING SKILLS:** to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
2. **COMMUNICATION SKILLS:** to include effective development, interpretation and expression of ideas through written, oral and visual communication.
3. **EMPIRICAL AND QUANTITATIVE SKILLS:** to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.
4. **SOCIAL RESPONSIBILITY:** to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

Core Objectives Matrix

Required Core Objective	Applied To	Assessment	Passing Standard	Target Expected % of Student Meeting Core Objective
Critical Thinking Skills (CT)	CLO 8: Use critical thinking and scientific problem-solving to make informed decisions. CLO 5: Contrast methods of pest management in crop production.	Students will present on a pest management case studies (Research Paper) , comparing methods and applying scientific reasoning to propose solutions.	Approved Passing Standard on Institutional Rubric	70%
Communication Skills (COM)	CLO 1: Summarize the role of climate and geography in present and past crop production. CLO 9: Communicate effectively the results of scientific investigations.	Students will present findings on crop production influences, using posters, slides, or videos, followed by a class discussion to enhance understanding.	Approved Passing Standard on Institutional Rubric	70%
Empirical and Quantitative Skills (EQS)	CLO 4: Assess the interactions of soils, water, and fertility on crop production. CLO 7: Apply scientific reasoning to investigate questions and utilize scientific and agronomic tools to collect and analyze data and demonstrate methods.	Students will complete data analysis exercises on soil, water, and fertility impacts, interpreting graphs and drawing conclusions.	Approved Passing Standard on Institutional Rubric	70%

Teamwork (TW)	CLO 2: Explain the growth and development of crops. CLO 6: Differentiate production methods based on geography and crop selection.	Teams will work together in labs to explore crop growth processes and production methods, culminating in a group report.	Approved Passing Standard on Institutional Rubric	70%
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Assessments Descriptions

Critical Thinking Skills (CT)

Assessment: Paper Presentation and Case Study Analysis

Students will research various pest management methods in crop production and prepare a paper presentation that contrasts these approaches. They will be provided with real-world case studies to analyze and apply scientific problem-solving. Each student will critically evaluate the effectiveness of different methods, assessing their environmental impacts, economic feasibility, and practical implementation challenges. This assignment fosters critical thinking by requiring students to weigh multiple factors and make informed decisions on pest management.

Communication Skills (COM)

Assessment: Group Presentations on Crop Production Influences

In assigned groups, students will investigate the role of climate and geography in both current and historical crop production. They will present their findings using visual aids like posters, slide decks, or videos, which they will share with the class. Each presentation will be followed by a discussion led by the presenting group, encouraging them to clearly articulate their insights and answer questions. This assessment develops communication skills by enhancing students' ability to convey complex information in a clear, organized manner.

Empirical and Quantitative Skills (EQS)

Assessment: Data Set Analysis on Soil, Water, and Fertility Impacts

Students will receive datasets related to crop production, such as soil quality, water availability, and fertility metrics. They will analyze these datasets, interpreting data trends, creating visual representations (graphs or charts), and drawing evidence-based conclusions on how these factors influence crop growth. This activity strengthens empirical and quantitative skills by requiring students to apply statistical reasoning and scientific analysis to real-world agricultural data.

Teamwork (TW)

Assessment: Collaborative Lab Work on Crop Growth and Production Methods

In lab sessions, students will work in teams to observe and document crop growth processes, examining how different geographical conditions influence growth rates and yield quality. Each team will select a specific crop and test variables such as soil type or irrigation methods. The teams will then compile their findings into a comprehensive report,

summarizing the observed impacts and comparing production methods. This assessment emphasizes teamwork, as students must collaborate, divide tasks effectively, and integrate their findings into a unified analysis.

Program Accreditation Standards (if applicable)



Core Curriculum Course Details Form

Refer to the Core Curriculum Course Proposal Guide for additional information.

Course Information		
Course Subject AGRI	Course Number 1415	Course Title Horticulture
Course Description Structure, growth, and development of horticultural plants. Examination of environmental effects, basic principles of reproduction, production methods ranging from outdoor to controlled climates, nutrition, and pest management. Laboratory activities will reinforce the structure, growth, and development of horticultural plants. Examination of environmental effects, basic principles of reproduction, production methods ranging from outdoor to controlled climates, nutrition, and pest management.	Foundation Area Selection <input type="checkbox"/> Communication <input checked="" type="checkbox"/> Life and Physical Sciences <input type="checkbox"/> Creative Arts <input type="checkbox"/> Government/Political Science <input type="checkbox"/> Mathematics <input type="checkbox"/> Language, Philosophy, and Culture <input type="checkbox"/> American History <input type="checkbox"/> Social and Behavioral Sciences	
Course Prerequisites (if applicable) Not Applicable	Component Area Option In addition to selecting a Foundational Area, will this course also need to be listed in the Component Area Option? If so, what would the reasoning be to add it in both areas? Not Applicable	

Course Justification
<p style="text-align: center;">Explain how adding the course to the core curriculum would benefit students.</p> <p>Course Justification for AGRI 1415 - Horticulture: Inclusion in the Life and Physical Sciences Core Component</p> <p>The integration of AGRI 1415 - Horticulture into the Life and Physical Sciences core component at South Texas College offers significant benefits to students across all majors, enriching their scientific literacy while addressing key educational outcomes established by the Texas Higher Education Coordinating Board (THECB). This course covers foundational principles of plant science, environmental interactions, and horticultural production, positioning it as an ideal fit for the core life science curriculum.</p> <p>1. Alignment with Core Life Sciences Objectives: AGRI 1415 examines the structure, growth, and development of horticultural plants, along with the impact of environmental conditions and the scientific principles underpinning plant reproduction, nutrition, and pest management. These topics align seamlessly with the THECB's goals for Life and Physical Sciences courses, which include fostering students' understanding of natural phenomena through scientific reasoning and empirical analysis. The hands-on laboratory activities further reinforce these objectives by requiring students to apply scientific methods, collect and analyze data, and engage in critical thinking.</p> <p>2. Interdisciplinary Relevance: Horticulture, as a scientific field, intersects with numerous disciplines, including biology, environmental science, and agriculture. By offering AGRI 1415 as a science core option, we provide students from various majors—such as criminal justice, business, and even education—with the opportunity to gain a deeper understanding of plant science and its broader societal impacts. Whether students pursue careers in agricultural industries, urban planning, or environmental sustainability, the knowledge gained in this course will be highly applicable to real-world contexts, particularly in a region like the Rio Grande Valley where agriculture plays a central economic role.</p>

3. Practical and Applied Learning:

One of the key strengths of AGRI 1415 is its practical application of scientific principles through laboratory exercises that focus on plant reproduction, environmental manipulation, and pest management. These hands-on experiences not only enhance the students' theoretical understanding but also develop their empirical and quantitative skills—both of which are core competencies outlined by THECB. Additionally, the course emphasizes teamwork and communication, allowing students to collaborate in scientific investigations and present their findings effectively, which are crucial skills in any scientific or professional setting.

4. Contribution to Broader Educational Goals:

The inclusion of AGRI 1415 in the core Life and Physical Sciences category also aligns with broader institutional goals of fostering sustainability, critical thinking, and scientific literacy among students. As climate change, urbanization, and sustainability become increasingly important topics globally, understanding the science of plant systems and their role in environmental stewardship becomes essential. This course enables students to explore these themes in depth, thereby contributing to a more informed and scientifically literate society.

Conclusion:

Incorporating AGRI 1415 - Horticulture into the Life and Physical Sciences core curriculum will not only expand the scientific educational opportunities for students across various disciplines but will also enrich their academic experience by providing a balance of theoretical knowledge and practical skills. The course aligns with the core learning outcomes set by THECB, fosters interdisciplinary learning, and equips students with the scientific literacy needed to navigate an increasingly complex world.

For these reasons, I strongly advocate for the approval of AGRI 1415 as part of the Life and Physical Sciences core component.

Course Impact (Complete one option)	
<input type="checkbox"/> New Course	<input checked="" type="checkbox"/> Existing Course
What is the projected enrollment for the next two years, if approved for the Core Curriculum? Projected Enrollment: <small>Click or tap here to enter text.</small>	Enrollment for the last two semesters: Have not been offered Will the course have to be offered with increased frequency? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No What other courses may experience lower enrollment as a result of adding this course as a general education core curriculum requirement? BIOL 1406, BIOL 1407, BIOL 1408, BIOL 1409, BIOL 2401, BIOL 2402, CHEM 1405, CHEM 1407, CHEM 1409, CHEM 1411, CHEM 1412, ENVR 1401, ENVR 1402, GEOL 1403, GEOL 1404, GEOL 1445, GEOL 1447, PHYS 1401, PHYS 1402, PHYS 1403, PHYS 1404, PHYS 1415, PHYS 1417, PHYS 2425, PHYS 2426.
Will this course be required for specific majors? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Will this course be required as part of their general education requirements? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Will this course be required as part of their field of study? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A	
Signature Approvals	
Department Chair	Date:

Dean		Date:
Director of Curriculum		Date:

Course Description

Structure, growth, and development of horticultural plants. Examination of environmental effects, basic principles of reproduction, production methods ranging from outdoor to controlled climates, nutrition, and pest management. Laboratory activities will reinforce the structure, growth, and development of horticultural plants. Examination of environmental effects, basic principles of reproduction, production methods ranging from outdoor to controlled climates, nutrition, and pest management.

Program Learning Outcomes

- PLO 1 The graduate will apply the scientific method to perform experiments and interpret data.
- PLO 2 The graduate will demonstrate knowledge of the structure, metabolism, genetics, physiology and molecular processes of cells.
- PLO 3. The graduate will describe the theory of evolution through natural selection and discuss how it impacts the study of biology
- PLO 4 The graduate will apply proper scientific terminology and taxonomy and explain how classification schemes relate to phylogenies.
- PLO 5 The graduate will describe microbial mechanisms of pathogenicity.
- PLO 6 The graduate will describe the anatomy and physiology of tissues, organs, and organ systems.
- PLO 7 The graduate will describe the fundamental principles of maintaining homeostasis in organisms.
- PLO 8 The graduate will describe the interactions that occur among organisms in their ecosystems.
- PLO 9 The graduate will explain the principles of genetic inheritance, apply them to predict outcomes of genetic crosses, and identify inheritance patterns in genetic data.

Course Learning Outcomes

Upon successful completion of this course, students will:

- CLO 1. Identify the various horticultural industries and their roles in our society.
- CLO 2. Describe the fundamentals of plant science.
- CLO 3. Assess the interactions of soils, water, and fertility in plant science.
- CLO 4. Contrast the methods of plant reproduction and propagation.
- CLO 5. Explain the impacts of production methods and technologies on plant science.
- CLO 6. Contrast methods of pest management in plant science.
- CLO 7. Investigate methods of environmental manipulation (e.g. greenhouse controls, frost management methods, hot caps)
- CLO 8. Apply scientific reasoning to investigate questions and utilize scientific and horticultural tools to collect and analyze data and demonstrate methods.
- CLO 9. Use critical thinking and scientific problem solving to make informed decisions.
- CLO 10. Communicate effectively the results of scientific investigations.

Required Core Objectives Matrix

1. **CRITICAL THINKING SKILLS:** to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
2. **COMMUNICATION SKILLS:** to include effective development, interpretation and expression of ideas through written, oral and visual communication.
3. **EMPIRICAL AND QUANTITATIVE SKILLS:** to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.
4. **SOCIAL RESPONSIBILITY:** to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

Core Objectives Matrix

Required Core Objective	Applied To	Assessment	Passing Standard	Target Expected % of Student Meeting Core Objective
Critical Thinking Skills (CT)	CLO 9: Use critical thinking and scientific problem-solving to make informed decisions. CLO 6: Contrast methods of pest management in plant science.	Students will compare pest management methods in case studies, applying scientific problem-solving to propose informed decisions.	Approved Passing Standard on Institutional Rubric	70%
Communication Skills (COM)	CLO 1: Identify the various horticultural industries and their roles in our society. CLO 10: Communicate effectively the results of scientific investigations.	Students will present findings on horticultural industry roles and investigation results using posters, slides, or videos, followed by a class discussion.	Approved Passing Standard on Institutional Rubric	70%
Empirical and Quantitative Skills (EQS)	CLO 3: Assess the interactions of soils, water, and fertility in plant science. CLO 8: Apply scientific reasoning to investigate questions and utilize scientific and horticultural tools to collect and	Students will analyze data on soil, water, and fertility, interpreting results and using scientific tools to draw conclusions on plant growth impacts.	Approved Passing Standard on Institutional Rubric	70%

	analyze data and demonstrate methods.			
Teamwork (TW)	CLO 2: Describe the fundamentals of plant science. CLO 7: Investigate methods of environmental manipulation (e.g., greenhouse controls, frost management methods, hot caps).	Teams will work in labs to explore environmental manipulation methods, documenting findings and presenting a group report.	Approved Passing Standard on Institutional Rubric	70%

Assessments Description

Critical Thinking Skills (CT)

Assessment: Case Study Analysis on Pest Management Methods

Students will develop critical thinking skills by analyzing and contrasting different pest management strategies in horticulture. Using provided case studies, each student will assess the effectiveness, environmental impact, and economic viability of various pest control methods, including biological, chemical, and integrated pest management approaches. Through guided questions, students will identify the strengths and weaknesses of each method, evaluate which is best suited for specific horticultural scenarios, and justify their conclusions with scientific reasoning. This activity requires students to make informed decisions by applying critical thinking and scientific problem-solving, honing their ability to analyze complex issues within the horticultural field.

Communication Skills (COM)

Assessment: Group Presentations on Horticultural Industries and Research Findings

Students will improve their communication skills by working in groups to research a specific horticultural industry (such as ornamental plants, greenhouse production, or organic farming) and present their findings to the class. Each group will create a visual presentation—using posters, slide decks, or video formats—covering the industry's societal role, economic impact, and current trends. In addition, groups will conduct a scientific investigation related to their chosen industry, such as studying plant growth factors or disease resistance, and will present their methodology and results. The presentations are followed by a Q&A session with the class, encouraging students to articulate their research clearly, respond to questions, and engage in peer discussions. This assessment enhances both verbal and visual communication, fostering the ability to present scientific information in a coherent and professional manner.

Empirical and Quantitative Skills (EQS)

Assessment: Data Set Analysis on Soil, Water, and Fertility Impacts

To build empirical and quantitative skills, students will work with data sets related to soil composition, water availability, and nutrient levels in horticultural environments. They will analyze these data sets to identify correlations between these factors and plant growth outcomes, such as crop yield or plant health. Students will create graphs, interpret statistical results, and draw conclusions on the optimal conditions for plant growth. This activity also involves the use of scientific tools, such as soil pH meters and nutrient analyzers, to measure real samples. By engaging in hands-on data collection and analysis, students develop a deeper understanding of how empirical data can guide decisions in horticulture, enhancing their quantitative reasoning and scientific inquiry skills.

Teamwork (TW)

Assessment: Collaborative Lab Activity on Environmental Manipulation Techniques

In this lab-based activity, students will work in teams to investigate environmental manipulation methods in horticulture, such as greenhouse temperature controls, frost protection strategies, and water-saving techniques. Each team will conduct experiments using different environmental manipulation tools (e.g., hot caps, shade nets, drip irrigation) to observe their effects on plant growth and health. Teams will document their procedures, collect data on plant responses, and compile their findings into a group report that includes recommendations for best practices in horticultural environmental control. This assessment emphasizes teamwork by requiring students to collaborate, distribute tasks effectively, and integrate diverse insights into a unified analysis. By working together in a practical setting, students build interpersonal skills and learn the value of collaborative problem-solving in scientific research.

Program Accreditation Standards (if applicable)



Core Curriculum Course Details Form

Refer to the Core Curriculum Course Proposal Guide for additional information.

Course Information		
Course Subject AGRI	Course Number 2330	Course Title Wildlife Conservation and Management
Course Description Principles and practices used in the production and improvement of wildlife resources. Aesthetic, ecological, and recreational uses of public and private lands.	Foundation Area Selection <input type="checkbox"/> Communication <input type="checkbox"/> Mathematics <input checked="" type="checkbox"/> Life and Physical Sciences <input type="checkbox"/> Language, Philosophy, and Culture <input type="checkbox"/> Creative Arts <input type="checkbox"/> American History <input type="checkbox"/> Government/Political Science <input type="checkbox"/> Social and Behavioral Sciences	
Course Prerequisites (if applicable) Not Applicable	Component Area Option In addition to selecting a Foundational Area, will this course also need to be listed in the Component Area Option? If so, what would the reasoning be to add it in both areas? Not Applicable	
Course Justification		
Explain how adding the course to the core curriculum would benefit students.		
Course Justification for AGRI 2330 - Wildlife Conservation and Management: Inclusion in the Life and Physical Sciences Core Component		
<p>The inclusion of AGRI 2330 - Wildlife Conservation and Management in the Life and Physical Sciences core curriculum would offer students from diverse majors the opportunity to explore the scientific principles that underlie wildlife conservation, ecology, and management. This course directly aligns with the educational goals set by the Texas Higher Education Coordinating Board (THECB) for Life and Physical Sciences, which emphasize fostering scientific literacy, empirical analysis, and critical thinking regarding natural phenomena.</p> <p>1. Alignment with Life and Physical Sciences Core Objectives: AGRI 2330 is designed to teach students the biological, ecological, and environmental principles that govern wildlife conservation and management. The course examines the interactions between wildlife species and their ecosystems, focusing on habitat management, population dynamics, biodiversity, and conservation strategies. These topics align with the core objectives for Life and Physical Sciences, as they engage students in understanding and analyzing natural systems using empirical data and scientific reasoning.</p> <p>Through laboratory activities and fieldwork, students will apply scientific methods to investigate wildlife habitats, assess conservation practices, and analyze the impact of human activities on biodiversity. These practical experiences promote empirical and quantitative skills—key competencies in the Life and Physical Sciences core component—and equip students with the tools to critically evaluate environmental data and conservation outcomes.</p> <p>2. Interdisciplinary Relevance and Broad Applicability: Wildlife conservation and management are inherently interdisciplinary, drawing on knowledge from biology, ecology, environmental science, and natural resource management. As such, AGRI 2330 offers significant relevance to students across a range of academic disciplines, including environmental studies, agriculture, biology, and public policy.</p> <p>The course provides students with a scientific foundation in ecosystem dynamics and species conservation, allowing them to apply these principles to various real-world contexts, whether in agriculture, urban planning, or natural resource management. This interdisciplinary approach makes the course accessible and beneficial to students from diverse fields, equipping them with a deeper understanding of environmental stewardship and sustainability—topics of increasing global importance.</p> <p>3. Practical and Applied Learning: AGRI 2330 emphasizes hands-on learning through field studies and laboratory work, where students are</p>		

able to apply scientific theories to real-life conservation issues. These activities allow students to explore wildlife habitats, conservation areas, and management practices, providing practical experience in the application of biological and ecological principles. By investigating case studies and conducting research on local ecosystems, students will gain insight into the challenges and solutions surrounding wildlife conservation in the modern world.

This practical approach aligns with the core objective of fostering scientific inquiry and problem-solving within the Life and Physical Sciences curriculum. Additionally, the course emphasizes critical thinking by encouraging students to evaluate different conservation strategies and propose scientifically grounded solutions to complex environmental problems.

4. Contribution to Broader Educational and Environmental Goals:

The inclusion of AGRI 2330 in the Life and Physical Sciences core component supports South Texas College's broader commitment to promoting sustainability, conservation, and scientific literacy. As issues like climate change, habitat destruction, and species extinction become increasingly urgent, understanding the science behind wildlife conservation is critical for students across all majors.

By providing students with the tools to analyze and address these environmental challenges, AGRI 2330 fosters a sense of responsibility for the natural world and prepares students to contribute meaningfully to conservation efforts. The course also aligns with the goals of the Life and Physical Sciences core by equipping students with critical thinking, data analysis, and teamwork skills that are essential in both academic and professional settings.

Conclusion:

Incorporating AGRI 2330 - Wildlife Conservation and Management into the Life and Physical Sciences core curriculum would provide students with a unique opportunity to explore ecological and conservation principles while developing the scientific skills necessary to address pressing environmental challenges. The course aligns with the core objectives established by THECB, promotes interdisciplinary learning, and offers practical, hands-on experience in wildlife management and conservation.

For these reasons, I strongly recommend the approval of AGRI 2330 as part of the Life and Physical Sciences core component.

Course Impact (Complete one option)	
<input type="checkbox"/> New Course	<input checked="" type="checkbox"/> Existing Course
What is the projected enrollment for the next two years, if approved for the Core Curriculum? Projected Enrollment: Click or tap here to enter text.	Enrollment for the last two semesters: Have not been offered Will the course have to be offered with increased frequency? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No What other courses may experience lower enrollment as a result of adding this course as a general education core curriculum requirement? BIOL 1406, BIOL 1407, BIOL 1408, BIOL 1409, BIOL 2401, BIOL 2402, CHEM 1405, CHEM 1407, CHEM 1409, CHEM 1411, CHEM 1412, ENVR 1401, ENVR 1402, GEOL 1403, GEOL 1404, GEOL 1445, GEOL 1447, PHYS 1401, PHYS 1402, PHYS 1403, PHYS 1404, PHYS 1415, PHYS 1417, PHYS 2425, PHYS 2426.
Will this course be required for specific majors? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Will this course be required as part of their general education requirements? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Will this course be required as part of their field of study? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A	
Signature Approvals	

Department Chair		Date:
Dean		Date:
Director of Curriculum		Date:



Course Description

Principles and practices used in the production and improvement of wildlife resources. Aesthetic, ecological, and recreational uses of public and private lands.

Program Learning Outcomes

- PLO 1 The graduate will apply the scientific method to perform experiments and interpret data.
PLO 2 The graduate will demonstrate knowledge of the structure, metabolism, genetics, physiology and molecular processes of cells.
PLO 3. The graduate will describe the theory of evolution through natural selection and discuss how it impacts the study of biology
PLO 4 The graduate will apply proper scientific terminology and taxonomy and explain how classification schemes relate to phylogenies.
PLO 5 The graduate will describe microbial mechanisms of pathogenicity.
PLO 6 The graduate will describe the anatomy and physiology of tissues, organs, and organ systems.
PLO 7 The graduate will describe the fundamental principles of maintaining homeostasis in organisms.
PLO 8 The graduate will describe the interactions that occur among organisms in their ecosystems.
PLO 9 The graduate will explain the principles of genetic inheritance, apply them to predict outcomes of genetic crosses, and identify inheritance patterns in genetic data.

Course Learning Outcomes

Upon successful completion of this course, students will:

- CLO 1:** Explain basic ecological principles of population dynamics, habitat, succession, and ecosystems.
CLO 2: Describe how these ecological principles can be applied to manage wildlife populations and habitats.
CLO 3: Contrast wildlife management strategies for different purposes (i.e., recreation, conservation, and preservation).
CLO 4: Use critical thinking and scientific problem-solving to make informed decisions about wildlife and natural resources management strategies.
CLO 5: Discuss the impact of current trends and societal issues on wildlife and increased demands on natural resources.

Required Core Objectives Matrix

1. **CRITICAL THINKING SKILLS:** to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
2. **COMMUNICATION SKILLS:** to include effective development, interpretation and expression of ideas through written, oral and visual communication.
3. **EMPIRICAL AND QUANTITATIVE SKILLS:** to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.
4. **SOCIAL RESPONSIBILITY:** to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

Core Objectives Matrix

Required Core Objective	Applied To	Assessment	Passing Standard	Target Expected % of Student Meeting Core Objective
Critical Thinking Skills (CT)	<p>CLO 4: Use critical thinking and scientific problem-solving to make informed decisions about wildlife and natural resources management strategies.</p> <p>CLO 3: Contrast wildlife management strategies for different purposes (i.e., recreation, conservation, and preservation).</p>	<p>Students will analyze case studies contrasting different wildlife management strategies to make informed decisions.</p>	<p>Approved Passing Standard on Institutional Rubric</p>	70%
Communication Skills (COM)	<p>CLO 1: Explain basic ecological principles of population dynamics, habitat, succession, and ecosystems.</p> <p>CLO 5: Discuss the impact of current trends and societal issues on wildlife and increased demands on natural resources.</p>	<p>Students will present on ecological principles and societal impacts on wildlife using posters, videos, or oral presentations.</p>	<p>Approved Passing Standard on Institutional Rubric</p>	70%

Empirical and Quantitative Skills (EQS)	CLO 2: Describe how these ecological principles can be applied to manage wildlife populations and habitats.	Students will complete data analysis exercises on population dynamics and habitat conditions to apply quantitative reasoning.	Approved Passing Standard on Institutional Rubric	70%
Teamwork (TW)	CLO 2: Describe how these ecological principles can be applied to manage wildlife populations and habitats. CLO 5: Discuss the impact of current trends and societal issues on wildlife and increased demands on natural resources.	Teams will research and present on wildlife population management or societal impacts on conservation efforts.	Approved Passing Standard on Institutional Rubric	70%

Assessments Description

Critical Thinking Skills (CT)

Assessment: Case Study Analysis on Wildlife Management Strategies

In this assessment, students will be provided with multiple case studies that contrast wildlife management strategies for different purposes, such as recreation, conservation, and preservation. Students will critically evaluate each case, examining factors such as environmental impact, economic considerations, and ethical implications. Using scientific problem-solving techniques, students will propose management strategies, justifying their decisions based on evidence from case studies. This exercise develops critical thinking by requiring students to make informed decisions and reflect on the various approaches to wildlife management, highlighting the complex challenges faced in the field.

Communication Skills (COM)

Assessment: Group Presentations on Ecological Principles and Societal Impacts

To strengthen communication skills, students will work in groups to research specific ecological principles—such as population dynamics, habitat succession, or ecosystem interactions—and its relevance to wildlife management. Each group will create a presentation in the format of their choice (e.g., poster, video, or oral presentation), focusing on how societal trends and issues like urbanization or climate change impact wildlife. After presenting, each group will lead a class discussion on the topic, allowing peers to ask questions and providing presenters an opportunity to clarify and expand on their research. This activity builds effective communication skills by requiring students to convey complex ideas in accessible language and respond to peer feedback.

Empirical and Quantitative Skills (EQS)

Assessment: Data Analysis Exercises on Population Dynamics and Habitat Conditions

In this activity, students will analyze data sets related to wildlife population dynamics, habitat conditions, and other ecological factors. They will be tasked with interpreting statistical trends, creating graphs, and calculating metrics such as population growth rates and carrying capacities. These exercises

may involve using software tools to visualize and analyze data. Through this hands-on approach, students will learn to apply quantitative reasoning to real-world ecological data, enhancing their ability to make informed management recommendations based on empirical evidence. This assessment strengthens empirical and quantitative skills by connecting data analysis with practical wildlife management applications.

Teamwork (TW)

Assessment: Collaborative Project on Wildlife Management or Conservation Impacts

For this assessment, students will form teams to research a specific wildlife management or conservation issue, such as managing endangered species populations or addressing the impacts of human activity on wildlife habitats. Teams will divide tasks, collaborate on research, and synthesize their findings into a final presentation or report. Each team will be responsible for presenting their research to the class, explaining the chosen management strategy and its implications for wildlife. This project fosters teamwork by requiring students to work cooperatively, leverage each other's strengths, and integrate diverse perspectives into a unified analysis. It also prepares students for collaborative work in professional wildlife management contexts.

Program Accreditation Standards (if applicable)

Core Curriculum Course Details Form

Refer to the Core Curriculum Course Proposal Guide for additional information.

Course Information		
Course Subject PSYC	Course Number 2308	Course Title Child Psychology
Course Description This course is a study of physical, cognitive, emotional, and social growth from conception through childhood.	Foundation Area Selection <input type="checkbox"/> Communication <input type="checkbox"/> Mathematics <input type="checkbox"/> Life and Physical Sciences <input type="checkbox"/> Language, Philosophy, and Culture <input type="checkbox"/> Creative Arts <input type="checkbox"/> American History <input type="checkbox"/> Government/Political Science <input checked="" type="checkbox"/> Social and Behavioral Sciences	
Course Prerequisites (if applicable) Completion of INRW 0020 with a grade of "C" or better or equivalent.	Component Area Option In addition to selecting a Foundational Area, will this course also need to be listed in the Component Area Option? If so, what would the reasoning be to add it in both areas? No	
Course Justification		
Explain how adding the course to the core curriculum would benefit students. Child Psychology (PSYC 2308) has broad applications to a wide variety of disciplines and academic programs. As part of the larger Social and Behavioral Sciences component, this course will increase students' understanding of how social scientists discover, describe, and explain behaviors and interactions among individuals, groups, cultures, institutions, and the natural world. The student will develop marketable skills that will benefit them in the workforce, such as analytical, problem-solving, interpersonal, time management, technology, critical thinking, and communication skills, as well as a strong work ethic. This course may service students pursuing Child Development and Early Childhood program degree plans and serves as a more specialized course for the EC Generalist plan in the Education Department. There is no prerequisite for this course. As such, the course will offer greater flexibility for students and an additional option for their SBS elective.		
Course Impact (Complete one option)		
<input type="checkbox"/> New Course	<input type="checkbox"/> Existing Course	
What is the projected enrollment for the next two years, if approved for the Core Curriculum? Projected Enrollment: 200-250	Enrollment for the last two semesters: Fall 2023 N= 60 Spring 2024 N= 111 Will the course have to be offered with increased frequency? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No What other courses may experience lower enrollment as a result of adding this course as a general education core curriculum requirement? None	
Will this course be required for specific majors? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
Will this course be required as part of their general education requirements? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
Will this course be required as part of their field of study? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A		
Signature Approvals		
Department Chair		Date:
Dean		Date:
Director of Curriculum		Date:



Course Description

This course is a study of physical, cognitive, emotional and social growth from conception through childhood.

Program Learning Outcomes

1. Graduates will identify the scales of measurement and select the appropriate test statistic for that data.
2. Graduates will identify the conditions under which to use a descriptive vs. an inferential statistic.
3. Graduates will identify the three main components involved in interpersonal attraction in relationships.
4. Graduates will assess processes involved in the adjustment (coping, transition, adaptation) of individuals to their social environment.
5. Graduates will recognize the components of the biopsychosocial approach to understanding individual and social behavior.

Course Learning Outcomes

- Describe how human beings change physical, cognitively, socially, and emotionally from conception through childhood.
- Identify fundamental concepts and theories, both recent and historical, within the field of child psychology.
- Evaluate research issues and methodologies used to investigate developmental phenomena.
- Describe the process of development and the multiple sources of influence on a developing child.

Required Core Objectives Matrix

CRITICAL THINKING SKILLS: to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.

COMMUNICATION SKILLS: to include effective development, interpretation and expression of ideas through written, oral and visual communication.

EMPIRICAL AND QUANTITATIVE SKILLS: to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.

SOCIAL RESPONSIBILITY: to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

Required Core Objectives	Applied to	Assessment	Passing Standard	Target: Expected % of Students Meeting Core Objective
Critical Thinking Skills	Evaluate research issues and methodologies used to investigate developmental phenomena.	Reviewing Research and Writing Essays	<i>Approved passing standard on Institutional Rubric</i>	70%
Communication Skills	Describe how human beings change physically, cognitively, socially, and emotionally from conception through childhood.	Group Discussions and essay questions on exams.	<i>Approved passing standard on Institutional Rubric</i>	70%
Empirical and Quantitative Skills	Evaluate research issues and methodologies used to investigate developmental phenomena.	Quantitative Reasoning Multiple Choice Assessment	<i>Approved passing standard on Institutional Rubric</i>	70%
Social Responsibility	Describe the process of development and the multiple sources of influence on a developing child.	Essays on Exams and Group Discussions	<i>Approved passing standard on Institutional Rubric</i>	70%

Assessment Descriptions

Critical Thinking Skills Reviewing Research and Writing Essays

This activity will utilize an online tool (citation) for students of psychology to find and critically review research in the field. Students will be instructed on how to find a research article of interest to them related to Child Development. After finding and reading an article of interest, they will be directed to an APA supported website in order to methodically review the article. They will have to input the reference information for the article then systematically review the article by responding to multiple prompts about each section. Examples of the prompts include identifying the topic and hypotheses of the article, identifying the participants and how they were selected, tests and measures used, analyses conducted, and the results of the study. The final discussion section will require students to identify and evaluate the main conclusions of the study, how generalizable the findings may be, identify any problems or limitations, and discuss possible future studies for the particular topic.

Communication Skills Group Discussions with Informal Presentations

For this 2-part assignment, discussion groups will be formed and given prompts to discuss and formulate aspects of child development, including physical changes, cognitive development, social development, and children's emotional development. Students will be given adequate time to develop a brief presentation for the rest of the class dealing with their specific assigned area of development. This assignment makes the student the instructor and will facilitate development of their communication skills and foster a deeper understanding of the concepts involved. The role of the instructor is to then help the class synthesize the information presented and highlight the interaction of various environmental and individual factors in guiding childhood development. Grading will be based on a rubric which awards points for collaborative efforts, clear presentation and organization, and addressing the prompts provided to the groups.

Empirical and Quantitative Skills Quantitative Reasoning Multiple Choice Assessment

Students will be given an assessment in which they select the best answer for each example given. The assessment questions will require skills for interpreting frequencies, distributions, bar graphs, histograms, and scatterplots. They will also be required to interpret values for correlational coefficients and probabilities.

Social Responsibility Essays on Exams and Discussion

Students will be asked to identify universal principles of childhood development as evidenced by case study examples. They will also be required to identify how environmental and cultural factors, such as social class, religion, parenting style, etc., may affect individual development. Examples will be specific and focus on cultural awareness, equity, and mental health; fair treatment and combating discrimination, especially as it pertains to those of marginalized groups, is also emphasized.

Program Accreditation Standards (if applicable)
