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CORE CURRICULUM PHILOSOPHY STATEMENT

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

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

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

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

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

University Core A

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

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

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

Radford University students will be able to:
   a. Use an effective organizational pattern in an oral presentation.
   b. Use effective delivery techniques and language in an oral presentation.
   c. Work effectively in a team environment.

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

Radford University students will be able to:
   a. Distinguish knowledge from opinion.
   b. Effectively construct an argument examining multiple sides of a complex issue.
   c. Apply appropriate supporting evidence within a well-reasoned argument.

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

Radford University students will be able to:
   a. Appropriately use a documentation style to cite other people's work.
   b. Utilize basic research techniques to locate information.
   c. Critically evaluate sources using appropriate criteria.
**University Core B**

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

Radford University students will be able to:
- a. Interpret relationships among numeric, symbolic, and graphical information as applied to the real world.
- b. Solve problems using numeric, symbolic, and graphical information.

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

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

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

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

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

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

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

Radford University students will be able to:
- a. Recognize social and behavioral science concepts.
- b. Recognize the relationship between individual and socio-cultural factors that affect behaviors.
**College Core A**

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

Radford University students will be able to:
- a. Identify diverse influences that have shaped the American experience.
- b. Apply course material to a relevant issue in the United States.

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

Radford University students will be able to:
- a. Identify how different perspectives shape human life around the world.
- b. Recognize social and cultural forces that affect relationships between cultures in the world.

**College Core B**

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

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

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

Radford University students will be able to:
- a. Identify health-related choices that promote personal well being and enhance the overall quality of life.
- b. Analyze the relations among factors such as nutrition, stress, leisure, and health related fitness activities as they influence personal wellness.
- c. Explain how personal health and lifestyle choices affect society at large.
- d. Explain how social and cultural factors affect personal health and lifestyle choices.
CORE CURRICULUM COURSE LIST BY GOAL

GOALS 1-4
CORE 101. Essentials of Written and Oral Communication
CORE 102. Advanced Written and Oral Communication
CORE 103. Written and Oral Communication-Honors
CORE 201. Topics in Critical Inquiry
CORE 202. Topics in Ethical Inquiry
POSC 201. Topics in Critical Inquiry
POSC 202. Topics in Ethical Inquiry
MKTG 201. Topics in Critical Inquiry

Goal 5: Mathematical Sciences
MATH 114. Math and Human Society
MATH 116. Math and Humanity
MATH 119. Mathematics for Biology
MATH 121. Math Content for Teachers I
MATH 122. Math Content for Teachers II
MATH 125. Finite Mathematics for Business and Economics
MATH 126. Business Calculus
MATH 132. Honors Applications of Mathematics
MATH 137. College Algebra
MATH 138. Precalculus Function Analysis
MATH 151. Calculus and Analytic Geometry I
MATH 152. Calculus and Analytic Geometry II

GOAL 6: Natural Sciences
ASTR 111. General Astronomy I
ASTR 112. General Astronomy II
BIOL 103. Environmental Biology
BIOL 104. Human Biology
BIOL 105. Biology for Health Sciences
CHEM 101. General Chemistry I
CHEM 102. General Chemistry II
CHEM 120. Chemistry of Life
GEOL 100. Earth Resources and Natural Hazards
GEOL 105. Exploring Earth
GEOL 106. The Earth through Time
PHYS 111. General Physics I
PHYS 112. General Physics II
PHYS 221. Physics I
PHYS 222. Physics II

GOAL 7: Humanities
CCST 110. Germanic Sagas and Myths
CLSS 110. Classical Mythology
ENGL 200. Literary Texts and Contexts
HIST 101. World History to 1500
HIST 102. World History after 1500
PHIL 111. Knowledge, Reality and Human Condition
PHIL 112. Ethics and Society
PHIL 200. The Origins of Western Philosophy
POSC 110. Introduction to Politics
RELN 111. Introduction to Religion
RELN 112. Survey of World Religions
RELN 203. Sacred Texts of the West
RELN 206. Survey of Religious Experiences

GOAL 8: Visual and Performing Arts (Required 3 hours)
ART 100. Art Appreciation
ART 215. Art History Survey: Prehistory to Gothic
ART 216. Art History Survey: Renaissance to Contemporary
CVPA 266. Travel Study in Visual and Performing Arts
DNCE 111. Dance Appreciation
MUSC 100. Introduction to Music Literature
MUSC 121. Art of Music
MUSC 123. Art of Jazz
THEA 100. Theatre Appreciation
THEA 180. Introduction to World Cinema

GOAL 9: Social and Behavioral Sciences
ANSC 101. Anthropology of the Human Past
APST 200. Introducing Appalachia
ECON 205. Principles of Macroeconomics
ECON 206. Principles of Microeconomics
GEOG 101. Europe and the Americas
GEOG 102. Africa and Asia
GEOG 103. Introduction to Human Geography
HIST 111. U.S. History to 1865
HIST 112. U.S. History since 1865
POSC 120. Introduction to American Government
PSYC 121. Introductory Psychology
RELN 205. Religion and Culture
SOCY 110. Introduction to Sociology
SOCY 121. Understanding Cultures

GOAL 10: U. S. Perspectives
APST 200. Introducing Appalachia
ECON 101. Survey of Economics
ECON 205. Principles of Macroeconomics
ECON 206. Principles of Microeconomics
ENGL 203. Readings in American Literature
GEOG 201. North America
GEOG 202. Commonwealth of Virginia
GEOG 203. Appalachian Geography
HIST 111. U.S. History to 1865
HIST 112. U.S. History since 1865
POSC 120. Introduction to American Government
SOCI 110. Introduction to Sociology

**GOAL 11: Global Perspectives**
ENGL 201. Readings in World Literature
ENGL 202. Readings in British and Commonwealth Literature
CCST 103. Trademarks in Chinese Culture.
CVPA 266. Travel Study in Visual and Performing Arts
GEOG 101. Europe and the Americas
GEOG 102. Asia and Africa
GEOG 140. Introduction to Environmental Studies
GEOG 280. Regional Geography
HIST 101. World History to 1500
HIST 102. World History after 1500
INST 101. Introduction to International Studies
ITEC 112. A Global Perspective of Information Technology
PEAC 200. Introduction to Peace Studies
RELN 112. Survey of World Religions
RELN 205. Religion and Culture
SOCI 121. Understanding Cultures
THEA 180. Introduction to World Cinema
WGST 101. Women in the World: Introduction to Women’s and Gender Studies
College Core B: Supporting Skills & Knowledge

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

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

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

ARAB 101. Elementary Arabic I
ARAB 102. Elementary Arabic II
ARAB 201. Intermediate Arabic I
ARAB 202. Intermediate Arabic II
ARAB 300. Arabic Readings and Culture
CHNS 101. Elementary Chinese I
CHNS 102. Elementary Chinese II
CHNS 201. Intermediate Chinese I
CHNS 202. Intermediate Chinese II
FORL 100. Elementary Conversation in Critical Languages
FORL 109*. Study Abroad Practicum
FORL 200. Intermediate Conversation I in Critical Languages
FORL 210. Intermediate Conversation II in Critical Languages
FREN 100. Elementary French
FREN 200. Intermediate French I
FREN 210. Intermediate French II
FREN 300. Readings in French
FREN 320. Topics in French Cinema
GRMN 100. Elementary German
GRMN 200. Intermediate German I
GRMN 210. Intermediate German II
GRMN 300. Readings in German
LATN 101. Elementary Latin I
LATN 102. Elementary Latin II
LATN 201. Intermediate Latin
LATN 350. Latin Literature
RUSS 101. Elementary Russian I
RUSS 102. Elementary Russian II
RUSS 201. Intermediate Russian I
RUSS 202. Intermediate Russian II
RUSS 300. Readings in Russian
SPAN 101. Beginning Spanish I
SPAN 102. Beginning Spanish II
SPAN 201. Intermediate Spanish I
SPAN 202. Intermediate Spanish II
Social & Behavioral Sciences or Health & Wellness
All students must pass a second course in the Social and Behavioral Sciences or Health and Wellness. In addition to the courses listed in these content areas in University Core B (above), students can also meet this requirement by passing a Health and Wellness course:

- HLTH 111. Personal Health
- HLTH 200. Wellness Lifestyle
- NUTR 214. Introduction to Nutrition
- RCPT 200. Leisure in Contemporary Society
CORE CURRICULUM COURSE APPROVAL PROCESS

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

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

Once each committee has signed off on the proposal, the proposal will go into effect. Proposals should be submitted both electronically and on paper, due to the need to collect signatures. When a proposal leaves the college curriculum committee for CCAC, the paper version should be sent to Dr. Nicole Hendrix through campus mail at P.O. Box 7021 and she will bring it before CCAC. The electronic version should be sent to Dr. Nicole Hendrix and the current CCAC chair through email.
**General Education Program** proposals for changes in mission, framework, goals, menu of courses, CORE courses or learning outcomes, including SCHEV mandated additional learning outcomes.
ASSESSMENT PLAN EXAMPLE

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

Radford University: Core Curriculum Assessment Plan

Course Title and Number: ________________________________  Date: ________________________________

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

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

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

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

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

<table>
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<th>Semester/Year</th>
<th>Number of Sections</th>
<th>Estimated Number of Students</th>
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<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
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<tr>
<td>2.</td>
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Please provide the following information regarding the assessment plan for the Core Curriculum course designated above.

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

Example: Social and Behavioral Science Course 100 Outcome 1: Learning Outcome #1
How will you be assessing students on this outcome?

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

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

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

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

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

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

University Core B
College Core A
College Core B
- Core Curriculum data is submitted every academic year for all University Core B courses (goals 5-9), College Core A courses (goals 10-11), and College Core B courses.
- Spring and fall semester data should be submitted by May 15 of each year.
- All data must be submitted using the Qualtrics link: [http://radford.qualtrics.com//SE/?SID=SV_8rhESEDcBva4m4B](http://radford.qualtrics.com//SE/?SID=SV_8rhESEDcBva4m4B)

- Information should be gathered for all goals/outcomes the course addresses.
- Gather information from each section of the course separately.
- Do not combine sections or courses from different semesters.

- The Qualtrics survey will first ask questions about the course number, section number, year and semester, type of course, and location of the course being reported and for contact information from the person reporting the data.
- Next, the survey asks about which goal is being reported. Check ALL goals the course covers.
- Then, check off ALL outcomes for each of the goals (respondents will only fill the survey out once. The survey will prompt to report on each goal and outcome separately)
- The survey will then ask for the number of students who are ‘not competent,’ ‘competent,’ and ‘highly competent’ for that outcome.
- Under Evaluation of Results discuss the results found. Indicate whether the target was met or not met and discuss why/why not.
- Under Potential Improvements discuss the action plan for improving results for the next data collection cycle.
DATA SUBMISSION INFORMATION

Qualtrics link: http://radford.qualtrics.com//SE/?SID=SV_8rhESEDcBva4m4B

CORE CURRICULUM DATA SUBMISSION

Please provide the following information

Course Number
Section #
If multiple sections-# of sections
Date (mm/dd/yyyy)
Contact Person
Email of Contact Person
Phone Number of Contact Person

For which academic year are you reporting this information?

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

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

☐ Fall
☐ Wintermester
☐ Spring
☐ Maymester
☐ Summer

https://radford.qualtrics.com//fleform/SV_8rhESEDcBva4m4B
Type of course

- Face-to-face
- Online
- Hybrid

Location

- Radford Campus
- Roanoke Campus
- Other

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

- 5: Mathematical Sciences
- 6: Natural Sciences
- 7: Humanities
- 8: Visual & Performing Arts
- 9: Social & Behavioral Sciences
- 10: U.S. Perspectives
- 11: Global Perspectives
- Foreign Languages
- Health & Wellness
Please provide the following data for Area 5 (Mathematical Sciences) Outcome 2 (Solve problems using numeric, symbolic, and graphical information) based on the target established by department

Number of students deemed NOT COMPETENT
Number of students deemed COMPETENT
Number of students deemed HIGHLY COMPETENT

Evaluation of results:

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

Qualtrics Core Assessment Data Link
http://radford.qualtrics.com//SE/?SID=SV_8rhESEDcBva4m4B

Core Curriculum Webpage
http://www.radford.edu/content/core-curriculum/home.html

Core Curriculum Assessment Information
https://www.radford.edu/content/institutional-effectiveness/home/assessment/core.html

Office of Institutional Effectiveness & Quality Improvement Assessment Resources
https://www.radford.edu/content/institutional-effectiveness/home/resources.html

Core Curriculum Contact Information
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