

**Courses in the University Core should introduce students to various ways of knowing and should engage students in creative, scholarly, or research activities.**

**Written and Oral Communication**

9 hours

Courses in this core should help students write clear, concise, and coherent prose in both expository and persuasive modes and/or help students speak clearly, effectively, and persuasively in both formal and informal circumstances. Students should gain a basic understanding of how language works and/or an understanding of how language influences and is influenced by culture. They should develop proficiency in transmitting knowledge in written and/or oral formats working as individuals and in groups. Courses in this core should introduce students to technology used in the transmission of language.

Courses in the English Composition core should include an emphasis on writing in academic situations and on academic research including engaging with research resources, both through libraries and electronic means, to understand how information is accessed. In addition courses should emphasize critical thinking, critical reading and argumentation.

Courses in the Oral Communication core should focus on providing students with the skills necessary for public speaking. Courses should provide students with knowledge of the use of commonly used technology to enhance oral presentations. A significant portion of the course should be devoted to student presentations.

Course Work: English Composition	6 hours
Oral Communication	3 hours

Rationale: The English Composition courses are mandated by the State Regents (OSRHE). We believe that the content of these courses helps students meet Core Curriculum Goals 2 and 3—communication, technology literacy, analytical thinking, and research. The Task Force believes that students also need training in oral communication to succeed in both an academic and professional setting. Requirements of this core will help students meet Core Curriculum goals 2 and 3

**Quantitative Reasoning/ Scientific Method**

10-11 hours

Courses in this core should include critical, analytical thinking and information processing for problem solving which will strengthen written, oral, symbolic, visual and technological forms of expression using scientific and mathematical modes of intellectual inquiry. Students will apply this analytical thinking by formulating usable questions and hypotheses, planning experiments, conducting systematic observation, interpreting and analyzing data, drawing conclusions, and communicating results. [Students will be required to take mathematics as well as a life science and a physical science \(which includes chemistry and physics\).](#)

Course Work:

Math	3 hours
<a href="#">Life Science and Physical Science (which includes Chemistry and Physics)</a>	7-8 hours*
* One hour of science laboratory must be included within the 7-8 hours of science.	

Rationale: The Core Area is required by OSHRE guidelines and meets goals 3 and 6.

### **Critical Inquiry and Aesthetic Analysis**

6 hours

Critical Inquiry courses should emphasize ethical and critical thinking skills necessary for interpreting the self in relation to culture and society. These courses should introduce students to critical inquiry in context of the seminal ideas that have shaped our world. Courses should stress the teaching of intellectual inquiry as a way of knowing. As a minimum courses should address inductive and deductive reasoning and logical fallacies.

In Aesthetic Analysis courses, students should begin to develop means of interpreting and thinking critically about works of art and understanding ways in which such works express ideas and evoke feelings. Students should understand and contemplate the major ideas presented in the great works of literature and/or the arts within the setting of culture and history. Courses should be broad in scope and include appreciation of both Western and Non-Western cultures. Non-Western should be defined as cultures outside of the Western Tradition.

Course Work:	Critical Inquiry	3 hours
	Aesthetic Analysis	3 hours

Rationale: The Task Force believes that this change in both the definition of humanities and the requirement of a Non-Western component helps students better meet goals 1, 4, and 5.

### **American Historical and Political Analysis**

6 hours

Historical and Political analysis courses in this core develop students' comprehension of United States history and politics as a form of inquiry and understanding. The aim is to develop an understanding of the complexity of human affairs, of the way in which a variety of forces—economic, cultural, religious, political—have interacted with individual aspirations and with the deliberate efforts of individuals to control and shape events. Students should develop a means of interpreting and thinking critically about the events of the world through an historic and/or political lens.

Course Work:	Government	3 hours
	American History	3 hours

Rationale: The Core Area is required by OSHRE guidelines. However, the Task Force believes that these courses should stress the discipline as a “way of knowing” rather than a survey of facts.

### **Cultural and Language Analysis**

3-4 hours

To fulfill the requirement of this core, students must prove a Novice 4 proficiency in a second language as outlined by the Foreign Language Competency Policy and Procedures Statement used for admission to teacher education (See Appendix D).

Cultural analysis courses should help students recognize and appreciate the collective heritage, ideas and values of a multicultural world. Courses should include inquiry into the roots of civilizations and present seminal ideas and events that have shaped the sweep of history. These courses should emphasize the interrelationship between ideas and culture and emphasize critical thinking and reading.

Course Work:	A Second Language Course	2-4 hours
	Or	
	Cultural Analysis	3 hours

Rationale: The Task Force believes that the understanding of a second language is an important component for developing an appreciation of the world from a multi-cultural and global

perspective. We approached this requirement from the standpoint of a necessity for understanding multi-cultural and global issues presented in other courses. Students may meet this requirement by taking two years of the same language in high school, or by taking course work at a university. The requirement will help students meet Core Curriculum goals 2 and 4—multicultural and global perspective and historical, cultural perspectives.

**Social and Behavioral Analysis**

3 hours

Courses in this core develop students' recognition that human beings are participants in and creators of social, political, or economic institutions. [These courses emphasize the interaction of humans and institutions. Such courses will typically explore the ways in which these institutions influence human behavior and social cognition, and the ways in which human create and shape these institutions. These courses are not to focus on skills or discipline development.](#)

**Life Skills**

5 hours

The life skills experience provides students with an appreciation of the fundamentals of achieving and maintaining a healthy and productive lifestyle. In addition, students will be given the opportunity to develop a variety of recreational, artistic, and personal skills designed to help enrich the quality of life.

Course work:            Health and Wellness    2 hours

And additional course work from this category to equal at least 5 hours.

Rationale: The Health and Wellness course should give students an awareness of themselves and the health issues involved in university life. In addition, the ability to participate in the world of nature is conditioned on the development and maintenance of health-related activities that are lifelong.

Total 42-44

At least 40 hours must be liberal arts and sciences as defined by the Oklahoma State Regents for Higher Education.