

TEXAS STATE Communication Foundational Component
(for courses with a communication emphasis)

Course:

Questions:	Comments:
<p>1. Describe how this course will meet the Communication Foundational Component Area description.</p>	
<p>a. Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively.</p>	
<p>b. Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion and audience.</p>	
<p>2. How does this course meet the Required Core Objective Outcomes for the Communication Foundational Component Area?</p>	
<p>a. Critical thinking skills, including</p> <ul style="list-style-type: none"> • creative thinking, • innovation, • inquiry, and • analysis, evaluation and synthesis of information 	
<p>b. Communication skills, including effective</p> <ul style="list-style-type: none"> • development, • interpretation and • expression of ideas through • written, • oral, and • visual communication 	
<p>c. Teamwork skills including</p> <ul style="list-style-type: none"> • the ability to consider different points of view, and • to work effectively with others to support a shared purpose or goal 	
<p>d. Personal responsibility skills including the ability to connect</p> <ul style="list-style-type: none"> • choices, • actions, and • consequences to ethical decision-making 	
<p>3. (Defining Characteristics) In relation to this course, how are the following categories of learning addressed in the course content?</p>	
<ul style="list-style-type: none"> • Students will apply and demonstrate communication skills in three specific communication contexts: 1) interpersonal communication; 2) small group communication; and 3) public speaking. 	
<ul style="list-style-type: none"> • Students will recognize fundamental theories that explain human verbal (oral) and nonverbal communication in its various forms or contexts. 	
<ul style="list-style-type: none"> • Students will show competence in their abilities to appropriately analyze and adapt messages to diverse audiences. 	
<p>4. Describe the types of assessment that will be completed to assess student learning related to the component area and core objective outcomes in this course.</p>	

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<p>Direct assessment methods—for example,</p> <ul style="list-style-type: none"> • Objective quizzes and tests that determine whether students have mastered the cognitive skills in the course. • Written assignments and essay exam questions that reflect competent understanding of course material and concepts. • Class participation that indicates a satisfactory level of student comprehension of course material. 	
<p>5. Method to determine effectiveness of:</p>	
<p>a. instructor(s), and</p>	
<p>b. course</p>	
<p>6. If other institutions are using a similar course to meet their GE requirements:</p>	
<p>a. Which institution(s)?</p>	
<p>b. Are there prerequisite requirements for that course? If yes, what are those prerequisites?</p>	
<p>7. For this course, provide the following additional information:</p>	
<p>a. for an existing course</p>	
<p>1) What is the current enrollment (last 2 semesters)?</p>	
<p>2) During what semester(s) is the course offered?</p>	
<p>3) Will the course have to be offered with increased frequency?</p>	
<p>4) What other courses may experience lower enrollments as a result of adding this course as a general education requirement?</p>	
<p>5) Is this course required for a major in an area?</p>	
<p>6) Is this course required for a minor in an area?</p>	
<p>b. for a proposed course</p>	
<p>1) What is the projected enrollment?</p>	
<p>2) In which semester(s) will the course be offered?</p>	
<p>3) What other courses may experience lower enrollments as a result of adding this course as a general education requirement?</p>	
<p>4) Will this course be required for a major in an area?</p>	
<p>5) Will this course be required for a minor in an area?</p>	

Please provide any additional comments about the course that the subcommittee should consider when making a recommendation about the course to the General Education Council. Also include a draft or current course syllabus.