

**CORE COURSE PERIODIC REVIEW
COMMUNICATION COMPONENT**

Reviewer name:

Course Prefix and Title:	Point of Contact:
Required for a degree or certificate program?	Service learning course?

Instructions: Rate each criterion with the review elements. Comments are highly encouraged for each criterion (see p. 2_ and *required* for the overall recommendation).

REVIEW ELEMENTS	CRITERIA	RATING						
REGULARITY	The course is offered regularly.							
SYLLABUS	Syllabus aligned with component requirements*							
	Syllabus addresses required component objectives**							
MODIFICATIONS	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; text-align: center; vertical-align: middle;">OUTCOMES</td> <td style="padding: 5px;">Learning outcomes match state mandated objectives.</td> </tr> <tr> <td></td> <td style="padding: 5px;">Learning outcomes are specific, observable & measurable.</td> </tr> <tr> <td></td> <td style="padding: 5px;">Learning outcomes clearly describe what students are asked to do (e.g., write, identify, solve).</td> </tr> </table>	OUTCOMES	Learning outcomes match state mandated objectives.		Learning outcomes are specific, observable & measurable.		Learning outcomes clearly describe what students are asked to do (e.g., write, identify, solve).	
OUTCOMES	Learning outcomes match state mandated objectives.							
	Learning outcomes are specific, observable & measurable.							
	Learning outcomes clearly describe what students are asked to do (e.g., write, identify, solve).							
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; text-align: center; vertical-align: middle;">ASSESSMENT</td> <td style="padding: 5px;">Assessment methods match student learning outcomes.</td> </tr> <tr> <td></td> <td style="padding: 5px;">Assessment methods are appropriate and include <i>direct</i> measures of student learning.</td> </tr> <tr> <td></td> <td style="padding: 5px;">Assessment criteria are explicit & expected levels of performance are clear & appropriate.</td> </tr> </table>	ASSESSMENT	Assessment methods match student learning outcomes.		Assessment methods are appropriate and include <i>direct</i> measures of student learning.		Assessment criteria are explicit & expected levels of performance are clear & appropriate.	
ASSESSMENT	Assessment methods match student learning outcomes.							
	Assessment methods are appropriate and include <i>direct</i> measures of student learning.							
	Assessment criteria are explicit & expected levels of performance are clear & appropriate.							
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; text-align: center; vertical-align: middle;">CHANGES & RESOURCES</td> <td style="padding: 5px;">Changes made to address strengths or weaknesses found in the assessment process are clearly outlined.</td> </tr> <tr> <td></td> <td style="padding: 5px;">Resources that are used or needed are clearly described.</td> </tr> </table>	CHANGES & RESOURCES	Changes made to address strengths or weaknesses found in the assessment process are clearly outlined.		Resources that are used or needed are clearly described.			
CHANGES & RESOURCES	Changes made to address strengths or weaknesses found in the assessment process are clearly outlined.							
	Resources that are used or needed are clearly described.							
OVERALL EVALUATION	RECOMMENDATION: ACCEPT Review elements adequately meet state mandated requirements and objectives and UTSA review criteria. DISCUSS Review elements meet some of the state mandated requirements and objectives and UTSA review criteria. REJECT Review elements do not adequately meet state requirements and/or objectives or UTSA review criteria.							

*** (A) Communication Component Requirements:**

(i) 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.

(ii) 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.

****Required Component Objectives:**

- (A) **Critical Thinking Skills:** to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
- (B) **Communication Skills:** to include effective development, interpretation and expression of ideas through written, oral and visual communication.
- (C) **Teamwork:** to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- (D) **Personal Responsibility:** to include the ability to connect choices, actions and consequences to ethical decision-making.

**CORE COURSE PERIODIC REVIEW
COMMUNICATION COMPONENT**

Reviewer Name:

Course Prefix and Title:

REVIEW ELEMENTS	CRITERIA	COMMENTS	
REGULARITY	The course is offered regularly.		
SYLLABUS	Syllabus aligned with component requirements*		
	Syllabus addresses required component objectives**		
MODIFICATIONS	OUTCOMES	Learning outcomes match state mandated objectives.	
		Learning outcomes are specific, observable & measurable.	
		Learning outcomes clearly describe what students are asked to do (e.g., write, identify, solve).	
	ASSESSMENT	Assessment methods match student learning outcomes.	
		Assessment methods are appropriate and include <i>direct</i> measures of student learning.	
		Assessment criteria are explicit & expected levels of performance are clear & appropriate.	
CHANGES & RESOURCES	Changes made to address strengths or weaknesses found in the assessment process are clearly outlined.		
	Resources that are used or needed are clearly described.		
OVERALL RECOMMENDATION	Reviewer comments on this item are REQUIRED		