Chapter 3 • Degree & Certificate Information

Introduction

This section of the Catalog is devoted to describing the options available to the Lee College students who (a) plan to earn a certificate or degree from Lee College, or (b) plan to transfer the credits they earn at Lee College to another institution, or (c) both graduate and transfer.

Generally, students are encouraged to establish educational goals that include earning a certificate or degree while at Lee College. First, a person who is able to present a certificate or degree to a university admissions officer or to a prospective employer has a stronger position than someone who can only present a transcript with an equal number of college credits.

Second, a certificate or degree is more attainable than most students realize. Coordinating Board approved certificates require from 15 to 59 semester credit hours; associate degrees require 60 to 66 credits. For students considering a career in a technical field, an investment of one to four semesters of study is very reasonable. For students planning to earn baccalaureate degrees, the additional credits or effort needed to earn additional credits is also a reasonable investment in the future.

Some students, however, may wish to transfer to other institutions without earning a degree at Lee College. Students who plan to transfer to other institutions--whether with or without a Lee College degree--should obtain a catalog from the institution to which they plan to transfer and work with a Lee College counselor in the selection of their courses. Course options and degree requirements at universities vary from institution to institution and, in many cases, from college to college within institutions.

Advisory Committees

Community advisory committees assist Lee College with the identification and measurement of program needs, particularly in the applied sciences, community service, and general adult educational areas. College personnel, industry representatives, and area schools work together to identify the relevant content for the program or course, recommend necessary equipment, and evaluate program outcomes. Lay advisory committees work with the Office of the President, the Applied Sciences and Community Education Division, the Marketing & Public Relations office, and the campus as a whole.

Articulation Agreements

University:
Articulation agreements have been made with several four-year universities. Students should contact the Counseling Office in Moler Hall for specific course requirements before making a degree plan.

High Schools:
Articulation agreements have been developed with service area high schools for technical courses. Students who have graduated from high school within the past three years should check with their high school counselor or Lee College counselor regarding the possibility of receiving Lee College credit for articulated high school classes. Students must enroll at Lee College to receive college credit for coursework taken in high school. Students must complete an equal number of credits in residence at Lee College before the articulated hours can be posted to a student transcript. Please refer to the fee schedule for the current articulation fee.

Tech Prep

Associate degree programs designated as "Tech Prep" have been developed to assist students who begin their technical studies in high school. While any student may receive the degree, students who began a tech prep program in a high school with a Lee College tech prep agreement may receive advanced credit for specified courses at no cost to the student. Students must have a declared major in the Lee College tech prep program to receive credit. Tech Prep degrees are listed on page 33-35.

ASSOCIATE DEGREES

General Graduation Requirements

Degrees and certificates are not awarded automatically. To be considered candidates for degrees, students must submit applications for graduation. These applications may be obtained from and must be returned to the Admissions and Records Office. Students who wish to receive certificates of completion should apply through the appropriate division office.

Degree and certificate applicants are charged a graduation fee that entitles them to a cap and gown for use at commencement. The fee is assessed to all degree candidates regardless of whether they participate in the official commencement ceremony.

Additional information regarding the specific graduation requirements for the certificates and degrees offered by Lee College are listed in the next section. Information regarding eligibility to graduate with honors is set forth in the section titled "Graduation with Honors" (p. 31). Graduates who meet certain requirements are guaranteed that their job skills will be current (see the Guarantee for Job Competency program p. 28).

Course Waivers and Substitutions for Graduation

An instructional dean may, in certain circumstances, approve course substitutions or waive courses listed in degree plans. Course substitutions must be of similar content and difficulty. Students who have requested substitutions should ensure that these have been received by the Admissions Office and are reflected on the student's graduation check list prepared by the Admissions Office. Substitution forms are available in the Admissions Office.

Commencement

Lee College holds one commencement ceremony each year in May. Persons who completed the requirements for certificates and/or associate degrees during the previous summer or fall terms are encouraged to participate in the May ceremony.

Generally, commencement is a celebration reserved for students who have completed all of the requirements for certificates and degrees. However, since Lee College has only one commencement ceremony per year, students in associate degree programs who are very close to the completion of their program may petition the Dean of Student Development and Institutional Planning for permission to participate in the May ceremony as "future graduates." To be eligible to participate, future graduates must (a) be within nine SCH of completion of the requirements for an associate degree, and (b) have an overall GPA of 2.5 or higher. The graduation fee, which includes the cost of the cap and gown required for the ceremony, must be paid four weeks prior to the ceremony.

The names of future graduates will not be included in the commencement program. However, they will be included in the program for the commencement immediately following the completion of the credits required for graduation. Graduates who cannot attend the commencement in which they are formally recognized may request keepsake programs, while supplies last, from the Admissions and Records Office.

Graduation Under a Particular Catalog

Catalog degree plan requirements change as state regulators, transfer schools, and employers change their expectations.

1. Most students follow the catalog in effect at the time of their first enrollment. They have five years to complete those requirements. Unless they have been continuously enrolled (see item 2), students who do not complete requirements by the fifth year after initial enrollment must follow a newer catalog (enrollment during the chosen catalog year is required).

2. Continuously enrolled students may follow any catalog in effect since their first enrollment. Continuously enrolled means completion of at least two terms of enrollment per year, including at least one long term, earning at least 12 credit hours each of those years.

3. Students who have not been enrolled in the last 5-9 years may apply for graduation under the catalog in effect at the time of their application for graduation.

4. Students who have not been enrolled for more than nine years must use a current catalog and must successfully complete at least one new course in that catalog year.

Students planning to transfer need to review articulation agreements with their transfer institutions. Some schools specify fewer than five years for acceptance of transfer credit and may require that the students make no changes in their choice of major.

If a program of study or degree is eliminated, students will be required to choose another major.

Minimum Requirements for Associate Degree

Texas statutes have established a core curriculum for the first two years of study at public institutions. Course options vary among colleges and universities, but all students are required to take classes in English, history, and government which are required for AA, AAT and AS degrees.

Graduation from Lee College with an AA, AS, AAT, or AAS degree requires:
1. Completing at least 60 college credit hours with passing grades. A minimum of 25% of the coursework required for the degree must be earned at Lee College with at least 25% of the field of study taken at Lee College. Any transfer work accepted must have a grade of "C" or better. Transfer students should consult with a counselor regarding their transfer hours and degree programs.

2. Having a grade point average of at least 2.0 (C average) in all course work in which a grade was awarded.

3. Meeting specific degree requirements.

4. A maximum of four kinesiology/physical education credits may apply toward degrees other than kinesiology/physical education.

The appropriate dean may allow for course substitutions or waivers as necessary.

Graduation With Honors

Students in associate degree programs may graduate from the College with honors if they complete, at Lee College, fifty percent or more of the coursework required by their degrees and meet the following requirements regarding their cumulative GPAs. Graduation Honors GPA Summa Cum Laude - 3.86 to 4.00 Magna Cum Laude - 3.75 to 3.85 Cum Laude - 3.5 to 3.74.

Second Associate Degree

Students may receive a second associate degree upon successful completion of the requirements for the additional degree.

Associate of Arts (AA)
Associate of Arts in Teaching (AAT)
Associate of Science (AS)

The Associate of Arts (AA), the Associate of Arts in Teaching (AAT), and Associate of Science (AS) degrees are designed for students who plan to transfer to four-year institutions and pursue baccalaureate degrees. AA and AS degrees include 60 to 66 hours of freshman and sophomore courses with AAT degrees including 60 to 68 hours. Degrees are based on the core curriculum, developed by the state of Texas, and are updated to include Fields of Study as they become available from the state. The AAT degree is designed for teacher preparation and specifically transfers to upper division education programs. Because of common course numbering and similarity in degree plans, students can easily matriculate to universities with most credits being accepted by public post-secondary institutions in Texas.

Through field experience at public and private schools and daycares, students pursuing the AAT degree observe and participate in classroom activities and school events. To qualify for field experience in respective EDUC and TECA classes, students are required to have criminal background checks and have immunization records on file.

Associate of Applied Science (AAS)

Lee College offers Associate of Applied Science (AAS) degrees in 24 technical areas. AAS degrees require 60 to 72 college credits, or the equivalent of about two full years of college work. The curriculum for AAS degrees includes coursework in a technical area as well as a core curriculum which includes courses in natural science/mathematics, social/behavioral sciences, humanities/fine arts, written communication, oral communications, and computer literacy.

The courses that comprise the core curriculum of the AAS program may be transferred to other institutions and applied to baccalaureate degrees. The transferabililty of the credits earned in technical courses depends upon the field of study, the type of baccalaureate degree sought, and the policies of the institution receiving the credits.

Students who are considering an AAS program and who may wish to pursue a baccalaureate degree after graduation should discuss their plans with a counselor.

Core Curriculum Completion

Lee College recognizes completion of the core curriculum for students seeking AA, AAT, and AS degrees that have completed all the core curriculum with Lee College with a GPA of 2.0 or better. At graduation students will receive an acknowledgement for Core Curriculum Completed for Transfer. All students who complete the core curriculum will have it noted on their transcript.

CERTIFICATES OF COMPLETION

Lee College offers 41 Certificates of Completion. These programs are designed for students who are employed -- or plan to be employed -- in technical fields.

In most cases, the credits earned in a certificate program can be applied to an associate of applied science degree in the same area of study; however, there are programs in which this is not the case. In a few cases, the credits earned in certificate programs are transferable to associate of science degrees.

Students who are considering a certificate program as a first step in the process of earning an associate or baccalaureate degree should discuss their plans with a counselor.

Graduation Requirements - Certificate

All students in technical programs are required to successfully complete a capstone experience to demonstrate their ability to transfer classroom knowledge to a job situation. This requirement must be completed prior to the award of a degree or certificate.

Students in certificate programs which are not TSI-required must establish their reading levels when admitted to the college. To graduate, students must score 46 or higher on the Lee College placement test in reading or its equivalent or successfully complete READ 300.

Certificates require completion of the minimum semester hours of college credit required for the certificate with a cumulative grade point average of 2.0 or higher. At least fifty percent of the required semester hours of college credit must be earned at Lee College. Enrollment in certificate programs begins when students register for the first course in the program for which they wish to obtain a certificate.

Graduates who meet certain requirements are guaranteed that their job skills will be current.

COURSE NUMBERING SYSTEM

Lee College participates in the Texas Common Course Numbering System, which designates equivalent course content among many public and some private colleges and universities in the state of Texas. Its purpose is to assist students in making a smooth transfer from one post-secondary institution to another. However, the fact that a course is not part of the numbering system does not necessarily mean that it will not transfer or meet degree requirements.
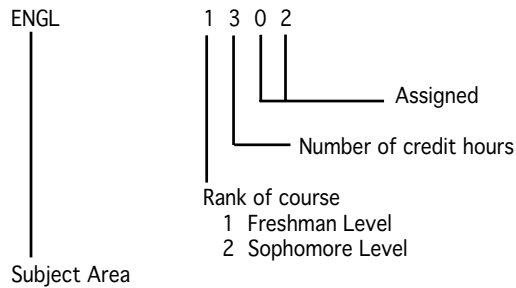
Each course has an individual alphanumeric code (such as ENGL 1302). The alphabetic part of the code indicates the subject area.

The first number (of the four-digit numbers) generally indicates the rank of the course:

    1 - freshman level;
    2 - sophomore level.

The second number indicates the number of semester hours credit.

The third and fourth numbers are assigned to each course with some designating a required sequence of completion. See prerequisites for required order.

ENGL   1 3 0 2

                    Assigned

                Number of credit hours

        Rank of course
            1 Freshman Level
            2 Sophomore Level

Subject Area

Three-digit course numbers indicate a developmental level course and credit does not apply toward Lee College degrees or certificates and is not transferable to another college or university.

Lee College Degrees and Certificates

Course Options for Core Curricula

Associate of Arts Degree (AA)
Associate of Arts Teaching (AAT)
Associate of Science Degree (AS)

The primary purpose of the AA, AS, and AAT degrees is to prepare students to transfer and meet prerequisites for junior level courses. The Degree and Certificate Plans section of this catalog suggests sequencing of courses for degrees. For Field of Study degrees, refer to the specific degree plan for the required core curriculum courses. Music Field of Study has fewer credits required in Natural Science (4), Humanities (0), and Social/Behavioral Science (12). Plans may change based on legislative mandate. (See current class schedule for any changes.) A course can be counted only once in meeting core curriculum requirements. Honors sections of these courses meet core curriculum requirements.

Communication 9

ENGL	1301	English Composition I
	1302	English Composition II

Other:
One of the following:

SPCH	1315	Principles of Public Speaking
	1318	Interpersonal Communications
	1321	Business and Professional Speech
	1342	Voice and Diction
DRAM	2336	Voice and Diction

Mathematics   3-4
One of the following:

MATH	1414	College Algebra
	1316	Plane Trigonometry
	1324	Finite Mathematics with Business Applications
	1332	Contemporary Mathematics I
	2412	Pre-Calculus
	2413	Calculus I with Analytical Geometry
	2414	Calculus II with Analytical Geometry
	2442	Elementary Statistics

Natural Science 8
Two of the following:

BIOL	1406	General Biology I
	1407	General Biology II
	1411	General Botany
	1413	General Zoology
	1424	Plant Taxonomy
	2401	Human Anatomy & Physiology I
	2402	Human Anatomy & Physiology II
	2404	The Human Body
	2416	Genetics
	2421	Microbiology
CHEM	1405*	Introductory Inorganic Chemistry
	1411*	General Chemistry I
	1412	General Chemistry II
	1419**	Introductory Organic Chemistry
	2423**	Organic Chemistry I
	2425	Organic Chemistry II
ENVR	1401	Environmental Science
GEOL	1403	Physical Geology
	1404	Historical Geology
	1405	Environmental Geology
PHYS	1401+	College Physics I: Mechanics & Heat
	1402++	College Physics II: Sound, Electricity, Magnetism, Light & Modern Physics
	1405	General Physics I
	1407	General Physics II
	1411	Introductory Astronomy I
	1412	Introductory Astronomy II
	2425+	Mechanics and Heat
	2426++	Electricity, Optics, and Waves

* If these courses are taken, only one will count towards core curriculum requirement
** If these courses are taken, only one will count towards core curriculum requirement
+ If these courses are taken, only one will count towards core curriculum requirement
++ If these courses are taken, only one will count towards core curriculum requirement

Humanities   6
Visual/Performing Arts
One of the following:
       ARCH 1301   Architectural History I
                1302   Architectural History II
                1311   Introduction to Architecture
       ARTS   1301   Art Appreciation
                1303   Art History I
                1304   Art History II
       DRAM 1310   Introduction to the Theatre
                2361   History of Theatre I
                2362   History of Theatre II
                2366   History and Development of Motion Pictures
       MUSI   1301   Fundamentals of Music
                1306   Music Appreciation (non-majors)
                1310   Contemporary American Music
Other:
One of the following:
       ENGL 2322   English Literature: Beowulf to Romantic
                2323   English Literature: Romantic to Present
                2326   American Literature Survey
                2327   American Literature to 1860
                2328   American Literature: 1860 to Present
                2331   Cross-Cultural Literature
                2332   World Literature: Greeks to Renaissance
                2333   World Literature: Fifteenth Century to Present
                2341   Forms of Literature
       HIST   2321   History of World Civilizations to 1500
                2322   History of World Civilizations from 1500 to Present
       HUMA 1301   Introduction to the Humanities I
                1302   Introduction to the Humanities II
       SPAN   2311   Spanish: Reading, Conversation, Composition,
                          and Grammar Review
                2312   Spanish: Reading, Conversation, Composition,
                          and Grammar Review
       PHIL   1301   Introduction to Philosophy
                1304   Introduction to World Religions
                2306   Introduction to Ethics

Social/Behavioral Science **15**
Government   6
       GOVT 2301   American Government I
                2302   American Government II
History   6
Two of the following:
       HIST   1301   History of the US to 1877
                1302   History of the US Since 1877
                2301   History of Texas
Other: 3
One of the following:
       ANTH 2351   Cultural Anthropology
       ECON 2301   Principles of Economics: Macroeconomics
                2302   Principles of Economics: Microeconomics
       GEOG 1303   World Regional Geography
       PSYC   2301   Introduction to Psychology
                2314   Life Span Growth & Development
       SOCI   1301   Introductory Sociology
                1306   Social Problems
                2319   Multi-Cultural Studies

Computer Literacy   3-4
       BCIS   1405   Business Computer Applications
       COSC 1301   Microcomputer Applications

Health, Wellness, Kinesiology **1**
One of the following:
       KINE   1101 or 1102 Bowling, Beginning/Experienced
                1103 or 1104 Exercise, Beginning/Experienced
                1105 or 1106 Golf, Beginning/Experienced
                1107 or 1108 Cycling, Beginning/Experienced
                1109 or 1110 Pilates, Beginning/Experienced
                1111 or 1112 Aerobics Components, Beginning/Experienced

1113 or 1114	Racquetball, Beginning/Experienced
1115 or 1116	Swimming, Beginning/Experienced
1117 or 1118	Tennis, Beginning/Experienced
1119 or 1120	Volleyball, Beginning/Experienced
1121 or 1122	Water Aerobics, Beginning/Experienced
1123 or 1124	Weight Training, Beginning/Experienced
1125 or 1126	Sailing, Beginning/Experienced
1127 or 1128	Yoga, Beginning/Experienced
1129 or 1130	Basketball, Beginning/Experienced
1141 or 1142	Self-Defense, Beginning/Experienced
1151	Skin and Scuba Diving, Beginning
1152	Scuba Diving, Experienced

1183M, 1184M
2183M, or 2184M Basketball Team

1185W, 1186W
2185W, or 2186W Tennis Team

1187W, 1188W
2187W, or 2188W Volleyball Team

1301	Foundations in Physical Education
1304	Personal Health
1305	The Healthy American
1306	First Aid
1332	Elementary and Recreational Game Skills
1338	Concepts of Physical Fitness
2155	Water Safety

Core Curriculum Credit Hours 45-47

Associate of Applied Science Degree (AAS)

A course can be counted only once in meeting core curriculum requirements. Honors sections of these courses meet core curriculum requirements. (See the Degree and Certificate Plans section of this catalog for AAS degrees and suggested sequencing of courses).

Written Communication **3**
ENGL	1301	English Composition I
	1302	English Composition II
	2311	Technical Writing

While only three hours of Written Communication are required for an AAS degree, students who plan to transfer to a university should take 6 hours to meet university requirements.

Social/Behavioral Science **3**
Choose one from Social/Behavioral Science options from the AA/AS/AAT core curriculum

Natural Science/Mathematics **4**
Choose one from Math or Natural Science options from the AA/AS/AAT core curriculum

Computer Literacy **3-4**
One of the following:
BCIS	1301	Microcomputer Applications
	1405	Business Computer Applications
COSC	1301	Microcomputer Applications
ITSC	1309	Integrated Software Applications I
POFI	1401	Computer Applications I

Oral Communications **3**
Choose one of the following:
SPCH	1315	Principles of Public Speaking
	1318	Interpersonal Communications
	1321	Business and Professional Speech
	1342	Voice and Diction

Humanities/Fine Arts **3**
Choose one from Humanities options from the AA/AS/AAT core curriculum

Core Curriculum Credit Hours .... 19 Minimum

Definition of Core Curriculum

The State of Texas has mandated criteria for the intellectual development of college students through an integrated model of competencies, perspectives and exemplary educational objectives that can be supplemented through institutionally designed options. The definitions that follow parallel the Course Options for Core Curricula.

Definition of Core Curriculum Competencies

The core curriculum guidelines described here are predicated on the judgment that a series of basic intellectual competencies – reading, writing, speaking, listening, critical thinking, and computer literacy – are essential to the learning process in any discipline and thus should form any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession.

READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials – books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a fundamental element in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process, including how to discover a topic, how to develop and organize it, and how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.

CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking, used to address an identified task.

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

Perspectives

Another imperative of a core curriculum is that it contains courses that help students attain the following:
1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diversified world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;

5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of the scholarly disciplines.

Educational Exemplary Objectives

Some of these intellectual competencies have traditionally been tied to specific courses required of all students during their first two years of college. For example, courses in college composition, together with mathematics, have long been the cornerstone experience of the freshman year. But a single course or two-course sequence in college composition can do little more than introduce students to the principles and practices of good writing. Within the boundary of three to six semester credit hours of course work, neither of these sequences can guarantee proficiency. Moreover, in most curricula there are no required courses specifically dedicated to reading or to critical thinking. Thus, if a core curriculum is to prepare students effectively, it is imperative that, insofar as possible, these intellectual competencies be included among the objectives of many individual core courses and reflected in their course content.

COMMUNICATION (composition, speech, modern language)
The objective of a communication component of a core curriculum is to enable the student to communicate effectively in clear and correct prose in a style appropriate to the subject, occasion, and audience.

1. To understand and demonstrate writing and speaking processes through invention, organization, drafting, revision, editing, and presentation.
2. To understand the importance of specifying audience and purpose and to select appropriate communication choices.
3. To understand and appropriately apply modes of expression, i.e., descriptive, expositive, narrative, scientific, and self-expressive, in written, visual, and oral communication.
4. To participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding.
5. To understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument.
6. To develop the ability to research and write a documented paper and/or to give an oral presentation.

MATHEMATICS
The objective of the mathematics component of the core curriculum is to develop a quantitatively literate college graduate. Every college graduate should be able to apply basic mathematical tools in the solution of real-world problems.

1. To apply arithmetic, algebraic, geometric, higher-order thinking and statistical methods to modeling and solving real-world situations.
2. To represent and evaluate basic mathematical information verbally, numerically, graphically, and symbolically.
3. To expand mathematical reasoning skills and formal logic to develop convincing mathematical arguments.
4. To use appropriate technology to enhance mathematical thinking and understand and to solve mathematical problems and judge reasonableness of the results.
5. To interpret mathematical models such as formulas, graphs, tables and schematics, and draw inferences from them.
6. To develop the limitations of mathematical and statistical models.
7. To develop the view that mathematics is an evolving discipline interrelated with human culture, and understand its connections to other disciplines.

NATURAL SCIENCES
The objective of the study of a natural sciences component of a core curriculum is to enable the student to understand, construct, and evaluate relationships in

the natural sciences, and to enable the student to understand the bases for building and testing theories.

1. To understand and apply method and appropriate technology to the study of natural sciences.
2. To recognize scientific and quantitative methods and the differences between these approaches and other methods of inquiry and to communicate findings, analyses, and interpretation both orally and in writing.
3. To identify and recognize the differences among competing scientific theories.
4. To demonstrate knowledge of the major issues and problems facing modern science, including issues that touch upon ethics, values and public policies.
5. To demonstrate knowledge of the interdependence of science and technology and their influence on, and contribution to, modern culture.

HUMANITIES AND VISUAL/PERFORMING ARTS
The objective of the humanities and visual/performing arts in a core curriculum is to expand the students' knowledge of the human condition and human cultures, especially in relation to behaviors, ideas, and values expressed in works of human imagination and thoughts. Through study in disciplines, such as literature, philosophy, and the visual/performing arts, students will engage in critical analysis, form aesthetic judgments, and develop an appreciation of the arts and humanities as fundamental to the health and survival of any society. Students should have experience in both the arts and humanities.

1. To demonstrate awareness of the scope and variety of works in the arts and humanities.
2. To understand those works as expressions of individual and human values within an historical and social context.
3. To respond critically to works in the arts and humanities.
4. To engage in the creative process or interpretive performance and comprehend the physical and intellectual demands required of the author or visual or performing artist.
5. To articulate an informed personal reaction to works in the arts and humanities.
6. To develop an appreciation for the aesthetic principles that guide or govern the humanities and arts.
7. To demonstrate knowledge of the influence of literature, philosophy, and/or the arts on intercultural experiences.

SOCIAL AND BEHAVIORAL SCIENCES
The objective of a social and behavioral science component of a core curriculum is to increase students' knowledge of how social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events, and ideas. Such knowledge will better equip students to understand themselves and the roles they play in addressing the issues facing humanity.

1. To employ the appropriate methods, technologies, and data that social and behavioral scientists use to investigate the human condition.
2. To examine social institutions and processes across a range of historical periods, social structures, and cultures.
3. To use and critique alternative explanatory systems or theories.
4. To develop and communicate alternative explanations or solutions for contemporary social issues.
5. To analyze the effects of historical, social, political, economic, cultural, and global forces on the area under study.
6. To comprehend the origins and evolution of U.S. and Texas political systems, with a focus on the growth of political institutions, the constitutions of the U.S. and Texas, federalism, civil liberties, and civil and human rights.
7. To understand the evolution and current role of the U.S. in the world.
8. To differentiate and analyze historical evidence (documentary and statistical) and differing points of view.
9. To recognize and apply reasonable criteria for the acceptability of historical evidence and social research.
10. To analyze, critically assess, and develop creative solutions to public policy problems.
11. To recognize and assume one's responsibility as a citizen in a democratic society by learning to think for oneself, by engaging in public discourse, and by obtaining information through the news media and other appropriate information sources about politics and public policy.
12. To identify and understand differences and commonalities within diverse cultures.

GEOG 1303-WORLD REGIONAL GEOGRAPHY *
Students will possess a general knowledge of their world and their relationship with society
1. To understand the important role the United States plays in many of these global issues.
2. To form critical views of contemporary global issues through awareness and to assess the general political, economic, and social development issues of the world through relevant analyses.
3. To provide critical evaluation of various viewpoints concerning a specific issue expressed through several means of communication, such as written, oral, and visual material, and to effectively organize and communicate their findings.
4. To acquire and improve general reading, writing, and analytical skills that can be applied to personal and professional endeavors in and beyond their World Regional Geography course.
5. To internationalize their academic curriculum and higher education experience.

COMPUTER LITERACY *
1. To demonstrate proficiency in working with a modern version of a windows operating system.
2. To demonstrate proficiency in using word processing software to compose, modify, and produce documents of various types and styles.

HEALTH, WELLNESS & KINESIOLOGY *
By requiring a physical education credit as part of the core curriculum, with no exemption for age, Lee College emphasizes lifelong wellness and learning. Students may choose from courses that support lifelong activity and health within the range of their physical condition.

1. Utilizing the Surgeon General's report, examine the benefits of physical activity as it relates to personal health and life span development, as well as the workplace.
2. Understand the basic principles of exercise to develop lifelong habits for mental and physical well being.
3. Apply knowledge of the benefits of physical activity to develop a personal exercise plan or develop personal health goals.

* Institution Option