

Hood College Core Area Outcomes

Heart, Mind, and Hands (HMH) Core Curriculum

Last Updated: Spring 2026

HEART

English Composition (EC) Core Curriculum

1. Identify various writing contexts, purposes, and audiences.
2. Develop and communicate ideas in clear, coherent writing.
3. Demonstrate written fluency in language, style, and source conventions.
4. Construct, analyze, or evaluate arguments using logical reasoning, sound evidence, and multiple perspectives.
5. Use strategies to navigate the ethical and legal issues surrounding published, confidential, and/or proprietary information.

First-Year Experience: Fall (FYE-FA) Core Curriculum

1. Critically evaluate sources for appropriateness (i.e. accuracy, currency, relevance, authority, and/or purpose) relative to a research question.
2. Become familiar with out-of-class learning tools, resources, and extracurricular activities available at Hood College.
3. Identify ways of thinking and behaving that recognize and respect diverse perspectives and experiences.

First-Year Experience: Spring (FYE-SP) Core Curriculum

1. Develop and communicate ideas in clear, coherent writing.
2. Demonstrate written fluency in language, style, and source conventions.
3. Critically evaluate sources for appropriateness (i.e. accuracy, currency, relevance, authority, and/or purpose) relative to a research question.
4. Organize and synthesize information from sources to achieve a specific purpose with clarity and depth.
5. Evaluate personal skills and knowledge of complex issues to provide a foundation for becoming effective, contributing members of society.

MIND

Creative & Performing Arts (CPA) Core Curriculum

1. Develop and communicate ideas clearly, coherently, and effectively using verbal and/or non-verbal modes.
2. Address personally relevant issues by applying a high degree of creativity, which includes innovation, collaboration, divergent thinking, and/or risk taking.
3. Identify basic elements of importance to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs/practices.

Developing Informed Viewpoints (DIV) Core Curriculum

1. Identify ways of thinking and behaving that recognize and respect diverse perspectives and experiences.
2. Recognize cultural practices, institutions, and ideologies that contribute to hierarchies and inequalities across groups/communities.
3. Compare historical processes, cultural practices, ideological frameworks, and/or institutional structures across varying communities.

Ethics (ETH) Core Curriculum

1. Analyze ethical issues in personal, professional, or societal contexts.
2. Describe, apply, and evaluate different ethical perspectives and concepts.
3. Address personally relevant issues by applying a high degree of creativity, which includes innovation, collaboration, divergent thinking, and/or risk taking.
4. Use strategies to navigate the ethical and legal issues surrounding published, confidential, and/or proprietary information.

Global Languages (GL) Core Curriculum

American Sign Language – GL Core Curriculum

1. Vocabulary and Grammatical Comprehension: Understand keywords, content-specific commands/questions, and grammatical features in ASL.
2. Conversational Comprehension: Understand conversation facilitating behaviors, regulating behaviors, and short narratives/stories in ASL.
3. Vocabulary and Grammatical Expression: Appropriately express keywords, content-specific commands/questions, and grammatical features in ASL.
4. Conversational Expression: Appropriately express facilitating behaviors, regulating behaviors, and short narratives/stories in ASL.
5. Cultural Awareness: Identify basic elements of importance to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs/practices.

Spoken Languages – GL Core Curriculum

1. Reading: Understand written keywords, cognates, and formulaic expressions that are highly contextualized and predictable in a particular spoken language.
2. Listening: Understand audible keywords, cognates, and formulaic expressions that are highly contextualized and predictable in a particular spoken language.
3. Writing: Produce lists and notes by writing words, phrases, and/or short sentences in a particular spoken language.
4. Speaking: Communicate short messages on highly predictable, everyday topics in a particular spoken language.
5. Cultural Awareness: Identify basic elements of importance to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs/practices.

Holistic Wellness (HW) Core Curriculum

1. Recognize the role of wellness as a lifelong and multi-dimensional pursuit.
2. Assess personal habits in relation to best practices for achieving holistic wellness while executing a plan for continuous improvement.
3. Become familiar with out-of-class learning tools, resources, and extracurricular activities available at Hood College.

Humanities (HU) Core Curriculum

1. Analyze an issue, concept, event, text, or work comprehensively and clearly.
2. Recognize cultural practices, institutions, and ideologies that contribute to hierarchies and inequalities across groups/communities.
3. Identify potential conflicts arising among different value systems and strategies for engaging in meaningful discussions about them.
4. Describe insights into own cultural rules and biases by engaging with diverse systems and/or communities.

Natural Sciences (NS) Core Curriculum

1. Shows proficiency in understanding and appreciation of fundamental concepts in a scientific discipline.
2. Shows proficiency in using tools and techniques in the scientific approach to problem solving.
3. Shows proficiency in analyzing data and in drawing the appropriate conclusions in the scientific approach to problem solving.

Quantitative Reasoning (QR) Core Curriculum

1. Interpret quantitative data arising in a variety of contexts and forms.
2. Apply appropriate mathematical methods, tools, and technologies to address real-world problems.
3. Develop data-supported arguments in tabular, graphic, and/or numerical form.
4. Communicate and/or interpret quantitative arguments through narrative analysis.

Social & Behavioral Sciences (SBS) Core Curriculum

1. Analyze an issue, concept, event, text, or work comprehensively and clearly.
2. Compare historical processes, cultural practices, ideological frameworks, and/or institutional structures across varying communities.
3. Describe ways in which values influence policies and practices across institutions as well as reasons used to defend existing cultural, societal, and personal values.
4. Organize and synthesize information from sources to achieve a specific purpose with clarity and depth.

HANDS

Life After Hood (LIFE) Core Curriculum

1. Evaluate personal skills and knowledge of complex issues to provide a foundation for becoming effective, contributing members of society.
2. Apply major-specific skills and critical reasoning in order to pursue a meaningful career and self-directed life goals.
3. Select, create, and reflect on a collection of work in an e-portfolio from various courses to share and discuss with professors, advisors, and/or potential employers.

High-Impact Practice (HIP) Core Curriculum

Capstone or Undergraduate Research (CAP) – HIP Core Curriculum

1. Synthesize information from a wide range of courses and complex topics and/or investigate research questions to develop a culminating project that displays a deepened understanding of the discipline.
2. Present information for appropriate contexts, purposes, and audiences by engaging in interpersonal, group, and/or mass communications.

Internships (INT) – HIP Core Curriculum

1. Apply content from coursework toward projects or tasks in a work setting with coaching from professionals in the field.
2. Reflect on the experience and skills gained as a result of projects, tasks, and professionals in a work setting.

Study Abroad (SA) – HIP Core Curriculum

1. Analyze diverse cultures, life experiences, and worldviews while exploring both global and local issues relevant for the studied community.
2. Compare diverse perspectives, including one's personal identity, to complex subjects within natural and human systems in the face of multiple and even conflicting positions.