



Guidelines for Submitting a Course for Inclusion in the Multicultural Curriculum

The following guidelines and criteria are to help instructors prepare and submit courses for inclusion in the catalog list of multicultural courses. In brief, proposed courses must first be approved for a catalog listing in their relevant college, and then submitted to the Multicultural Committee to be approved for inclusion in the list of courses fulfilling the multicultural requirement. They align with procedures listed on the Provost's website:

- <https://www.depts.ttu.edu/provost/curriculum/core-curriculum/multicultural-guidelines.php>
- <https://www.depts.ttu.edu/provost/curriculum/core-curriculum/developing-syllabi.php>

The Texas Tech University Curriculum includes a requirement that all students take a course that fulfills the Multicultural Requirement, which is defined in the following statement and Student Learning Outcomes (SLOs) Instructors proposing a course for the Multicultural Requirement should ask whether the course fulfills the curriculum statement and the three SLOs as an integrated whole:

Students graduating from Texas Tech University should be able to demonstrate awareness and knowledge of distinctive cultures or subcultures, including but not limited to ethnicity, race, gender, class, political systems, religions, sexual orientation, languages, or human geography.

- Students will demonstrate intercultural awareness, knowledge and skills in written, verbal, and behavioral activities (e.g., service-learning, co-curricular and similar experiences).
- Students will exhibit the ability to engage constructively with individuals and groups, across diverse social contexts.
- Students will appraise privilege relationships at different levels (interpersonal, local, regional, national, and international) and explain how these relationships affect the socioeconomic and cultural status of individuals and groups.

Step 1: Consult with Departmental Chair

Discuss the proposed course with your departmental chair.

This is the normal first step for all new courses, and the chair can usually advise about how to develop the course to fulfill the multicultural requirement. Departmental chairs can contact the Multicultural Committee at this stage to inquire about whether the proposed course fits the multicultural requirement, but chairs should not contact the committee about a specific course after this initial stage. This is to assure the independence of the committee and avoid the possibility or appearance of chairs putting pressure on committee members (who they may supervise)

<https://www.depts.ttu.edu/provost/curriculum/new-programs/index.php>



Step 2: Review Course Catalog to Avoid Duplication

Review similar courses offered across the TTU catalog to avoid duplication of existing courses

Because of differences between disciplines there is often a need for a specific course in a specific department, even if a similar course is offered in another department. So this step should not be thought of as an excessively restrictive one. It is best to consult with departmental chairs or instructors offering similar courses to avoid duplication.

<https://www.depts.ttu.edu/officialpublications/>

Step 3: Prepare a Multicultural Course Proposal

Prepare the course title, catalog text, and sample syllabus.

The Multicultural Competency Statement and Student Learning Outcomes (SLOs) should be addressed in an integrated manner throughout the course topics, materials, assignments, and activities. The course title and catalog entry should signal the multicultural nature of the course. The instructor should prepare a paragraph explaining the course's relevance to the multicultural curriculum.

<https://www.depts.ttu.edu/provost/curriculum/core-curriculum/requirements.php>

Step 4: Propose a new course or modify an existing course

For new courses, submit the proposed course to the appropriate body in the instructor's college (e.g. ASCAP or MCAPC) for approval and catalog inclusion.

For courses already listed in the catalog, this step is not necessary, but if a course title or catalog entry needs to be modified for inclusion in the multicultural curriculum, this modification will need to be approved by the college-level committee.

A&S: <https://www.depts.ttu.edu/artsandsciences/faculty/ascap/index.php>

CoMC: <https://www.depts.ttu.edu/comc/faculty/intra/files/op-manual.pdf>

CoE: <https://www.depts.ttu.edu/education/our-people/faculty-and-staff-resources/handbook/>

Step 5: Instructors can present the course proposal to the committee (optional)

Submitting instructors can request to appear before the committee to discuss the proposed course and answer committee questions.

The multicultural subcommittee normally meets in November to evaluate courses proposed for the multicultural requirement.

<https://www.depts.ttu.edu/provost/curriculum/core-curriculum/timeline-proposal-review-approval.php>



Step 6: The Multicultural Subcommittee makes recommendations for catalog listing
The subcommittee can choose to recommend, revise and resubmit, or reject.

The Multicultural Subcommittee makes recommendations only. Final approval for catalog inclusion is made by the Academic Council.

Step 7: The Multicultural Subcommittee reviews revised course proposals
The committee can choose to recommend revised course proposals.

The Multicultural Subcommittee normally meets in early January to review revised course proposals that were considered by the committee in the previous semester.

Criteria for Courses Listed as Fulfilling the Multicultural Requirement

The multicultural subcommittee is tasked with approving courses for the catalog list of courses fulfilling this requirement, but makes no judgment about the quality of the course or its broader curricular importance. Rather, the submitted syllabus is meant to illustrate the nature of the course and help the committee understand why it is proposed for the multicultural list. Approved courses will be audited on a regular schedule, about five years, with reference to current criteria and the original approved syllabus.

A. Does the sample syllabus address the Multicultural Statement and SLOs?

The course proposal should explain how the course addresses the Multicultural requirement as an integrated part of the entire course. The Multicultural Statement and SLOs should be included in the sample syllabus, which should clearly show how the course addresses the SLOs in its readings and assignments. The syllabus should contain detailed assignments and assessments that clearly ask students to address each of the SLOs. These tasks, in the aggregate, should account for at least 60% of the total grade.

B. Does the course address the Multicultural Statement and SLOs in an integrated manner?

As a whole, the multicultural requirement requires a sophisticated understanding of “diverse social contexts” and “privilege relationships.” Mere exposure to another country, another language, or standardized information about other societies or demographic differences is not sufficient to fulfill the requirement. Critical engagement with differing norms and assumptions across differing cultural contexts is required. Courses will be approved if the assignments and assessments address the SLOs in an integrated manner throughout the course; survey courses are unlikely to fulfill these requirements.

C. Does the course require critical study of “distinctive cultures or subcultures”?

The requirement seeks to engage students with coursework that draws them into an understanding of “distinctive cultures or subcultures.” Thus a course focused on



“multiculturalism” as a normative (e.g. managerial or pedagogical) concept, or the mastery of specific skills within a multicultural environment, does not fulfill the requirement, nor do lower division language courses. The course should engage students with substantive material giving insight into the experience of people in more than one distinctive culture or subculture. The course proposal should explain how the course addresses distinct cultures and/or subcultures that exist outside a normative or mainstream concept of culture in contemporary American society.

In designing the course, the instructor should think about the following questions:

- a) What constitutes a culture?
- b) What constitutes a subculture?
- c) What criteria allow us to identify distinct cultures and subcultures?
- d) How do course activities push students to consider and conceptualize cultural experiences that challenge their own normative cultural assumptions?

D. Does the course require students to demonstrate “awareness and knowledge” of other cultures?

The statement requires students to demonstrate “awareness and knowledge” of distinctive cultures, and these requirements are articulated throughout the SLOs.

- a) The first SLO requires specific coursework activities that demonstrate awareness and knowledge of distinctive cultures or subcultures.
- b) The second SLO requires that students demonstrate “the ability to engage...across diverse social contexts.” This does not demand physical interaction in a different cultural or subcultural context (although this is not excluded), but rather the demonstration of the ability to intellectually engage another culture. Students in the course should demonstrate the ability to fluently understand and re-articulate statements, symbols, and cultural production from other cultures or subcultures.
- c) The third SLO requires students to demonstrate awareness of “privilege relationships” which we can understand to entail attention to the norms governing relations across economic class lines, but also norms governing relations across gender lines, ethnic lines, and other social boundaries specific to distinct cultures (caste, religion, race, kinship). Privilege (and power) relationships can exist as explicit elements of a culture or subculture (codified in law or widely referenced documents, pronouncements, stated expectations, or prescribed behaviors) or as non-explicit elements (unspoken assumptions or interpretive contexts, unstated expectations or behavioral norms). Class lectures, readings, and assignments should address all three SLOs, such that the students can learn the necessary knowledge about another culture in these three parameters. Major assessments (assignments and exams) that contribute to the final grade should demonstrate “awareness and knowledge” across all three SLOs.