

CRITERIA FOR REVIEW OF CORE CURRICULUM AND MULTICULTURAL COURSE PROPOSALS

There are four components of evaluation related to reviewing Core and Multicultural course proposals. The first three relate to content and the fourth relates to formatting. They are each described below.

1. The subcommittee reviewing the course will consider the justification. Justifications should demonstrate how and why the course will benefit the area for which it is proposed rather than how and why the designation as Core or Multicultural will benefit the department housing the course or the course's enrollment.
2. The subcommittee reviewing the course will evaluate the correspondence of the course's content to the **College-Level Competencies and Student Learning Outcomes** required in the Foundational Component Area for which the course was submitted. Those competencies/student learning outcomes are listed below according to Foundational Component Area:
 - **Communication:** Students graduating from Texas Tech University should be able to develop ideas and express them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate effectively.
 - Demonstrate the ability to specify audience and purpose and to make appropriate communication choices.
 - Demonstrate the ability to apply appropriate form and content in written, visual, and oral communication.
 - Demonstrate the ability to apply basic principles of critical thinking, problem solving and technical proficiency in the development and documentation of exposition and arguments
 - **Mathematics:** Students graduating from Texas Tech University should demonstrate the ability to apply quantitative and logical skills to solve problems.
 - Apply arithmetic, algebraic, geometric and statistical and/or logical reasoning to solve problems.
 - Represent and evaluate basic mathematical information numerically, graphically, and symbolically.
 - Use mathematical and/or logical reasoning to evaluate the validity of an argument.
 - Interpret mathematical and/or logical models such as formulas, graphs, tables and schematics, and draw inference from them.
 - **Life and Physical Sciences:** Students graduating from Texas Tech University should be able to explain some of the major concepts in the Life and Physical Sciences and demonstrate an understanding to problem solving, including ethics.
 - Demonstrate knowledge of the scientific method and to contrast it with other ways of understanding the world.
 - Demonstrate knowledge of the tools and methods used by scientists to study the natural world.
 - Explain some of the major theories in the Natural Sciences.
 - Describe how Natural Sciences research informs societal issues, including ethics.
 - **Language, Philosophy, and Culture:** Students graduating from Texas Tech University should be able to think critically and evaluate possible multiple interpretations, cultural and historical contexts, and values.
 - Identify methodologies of historical, literary, philosophical, and/or aesthetic research and recognize their applicability to everyday life.
 - Develop analytical arguments in written and/or oral forms.
 - Evaluate events, ideas, and artistic expressions in terms of multiple cultural contexts and value systems.
 - Demonstrate ways in which the humanities are fundamental to the health and survival of any society
 - **Creative Arts:** Students graduating from Texas Tech University should be able to construct, present, and defend critical and aesthetic judgments of works in the creative arts.
 - Identify and describe a body of works (individually and collectively) in the creative arts.
 - Explain and differentiate creative works as expressions of values within cultural and historical contexts.
 - Analyze and summarize aesthetic principles that structure creative works.
 - **American History:** Students graduating from Texas Tech University should demonstrate an understanding of the historical origins of the United States and be able to identify and describe the importance of key individuals and events in United States and/or Texas history.
 - Identify and explain the origins and evolution of the political systems and political cultures that have shaped the United States and Texas.
 - Identify and analyze the various social and cultural factors that have shaped the daily experiences of people living in the U.S. and Texas.
 - Develop and demonstrate analytical arguments in written and/or oral forms, related to American and Texas history.

- **Government/Political Science:** Students graduating from Texas Tech University should demonstrate an understanding of the organization and functions of the different levels of government in the United States, be able to explain the importance of the United States Constitution and those of the states, and be able to comment on the role of civic engagement in United States politics and culture.
 - Demonstrate knowledge of the origins and evolution of U.S. and Texas political systems
 - **Social and Behavioral Sciences:** Students graduating from Texas Tech University should be able to demonstrate the ability to assess critically claims about social issues, human behavior, and diversity in human experiences.
 - Identify and critique alternative explanations for claims about social issues and human behavior.
 - Demonstrate knowledge of the appropriate and ethical methods, technologies, and data that social and behavioral scientists use to investigate the human condition
 - **Multicultural:** 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.
3. The subcommittee reviewing the course will evaluate the course's correspondence to the Texas Higher Education Coordinating Board's descriptions and associated objectives for the Foundational Component Area for which the course was submitted. Those descriptions and SLOs are available here: <http://www.depts.ttu.edu/provost/curriculum/core-curriculum/componentareas.php>
 4. The subcommittee reviewing the course will evaluate the course's inclusion of all required language and appropriate formatting of your syllabus. Required language and preferred format are in TEMPLATE PROPOSALS provided for you on the Core and Multicultural Curriculum website, under the Helpful Links on the "How To Propose A Course" page, available here: <http://www.depts.ttu.edu/provost/curriculum/core-curriculum/developing-syllabi.php>.

NOTIFICATION OF DECISION:

You will receive a notification via email from the Core and Multicultural Curriculum Steering Committee when a decision has been reached on your proposal. Your department chair will be copied. The possible decisions are:

- This course is recommended for inclusion in the _____ area with no requested revisions.
- This course is recommended for inclusion in the _____ area pending resubmission of the syllabus with the following revisions requested:
- This course is not recommended for inclusion in the _____ area for the following reasons:

If revisions are requested, they must be completed and the revised proposal must be sent back to the CMC Steering Committee on or before the deadline provided in the notification of decision.

If the course is not recommended for inclusion, you will received detailed feedback about why the committee determined the course not to be appropriate. Potential reasons might include:

- The justification does not demonstrate how the area for which the course is being proposed would benefit from its inclusion.
- The course is so narrow in content that it would exclude students in many major areas.
- The course content as written in the schedule did not reflect any of the student learning outcomes or competencies required for the area for which its being proposed.

These are all issues that are substantive enough that they could not be adequately addressed in the short window of time available for minor revisions to otherwise acceptable proposals.