**CRITERIA FOR REVIEW OF CORE CURRICULUM AND MULTICULTURAL COURSE PROPOSALS**

There are three components of evaluation related to your course proposal. The first two relate to content and the third relates to formatting. They are each described below.

The subcommittee reviewing your course will evaluate the correspondence of your course’s content to:

1. The **College-Level Competencies** required in the Foundational Component Area for which you have submitted your course. Those competencies 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.
* **Mathematics:** Students graduating from Texas Tech University should demonstrate the ability to apply quantitative and logical skills to solve problems.
* **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.
* **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.
* **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.
* **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.
* **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.
* **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.
* **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*.*

And also to:

1. The **Student Learning Outcomes** required in the Foundational Component Area for which you have submitted your course. Those SLOs are listed below according to Foundational Component Area:
* **Communication:**
	+ 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:**
	+ 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:**
	+ 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:**
	+ 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:**
	+ 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:**
	+ Demonstrate knowledge of the origins and evolution of U.S. and Texas political systems
* **Government/Political Science:**
	+ Demonstrate knowledge of the origins and evolution of U.S. and Texas political systems
* **Social and Behavioral Sciences:**
	+ 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 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.

The third component of evaluation of your proposal deals with inclusion of all required language and appropriate formatting of your syllabus. Required language and preferred format are provided for you on the [TEMPLATE Syllabi for Core and Multicultural courses](http://www.depts.ttu.edu/provost/curriculum/core-curriculum/developing-syllabi.php).

**COMMON QUESTIONS ABOUT THE REVIEW PROCESS:**

1. Who reads my proposal?
* The subcommittee for your Foundational Component area. That list is available on the [Core Curriculum website](http://www.depts.ttu.edu/provost/curriculum/core-curriculum/committee.php): <http://www.depts.ttu.edu/provost/curriculum/core-curriculum/committee.php>
1. When will my proposal be reviewed?
* Please see the [Timeline for Review](http://www.depts.ttu.edu/provost/curriculum/core-curriculum/timeline-proposal-review-approval.php) available on the Core Curriculum website: <http://www.depts.ttu.edu/provost/curriculum/core-curriculum/timeline-proposal-review-approval.php>
1. Will I receive feedback?
* Yes. Feedback from the subcommittee will be provided to you. The timeline for that is described in the [Timeline for Review](http://www.depts.ttu.edu/provost/curriculum/core-curriculum/timeline-proposal-review-approval.php) available on the Core Curriculum website: <http://www.depts.ttu.edu/provost/curriculum/core-curriculum/timeline-proposal-review-approval.php>
1. Will I have the chance to revise my proposal if it is not accepted by the subcommittee?
* Yes. You will have the opportunity to revise and resubmit your proposal if you so choose. The timeline for that is described in the [Timeline for Review](http://www.depts.ttu.edu/provost/curriculum/core-curriculum/timeline-proposal-review-approval.php) available on the Core Curriculum website: <http://www.depts.ttu.edu/provost/curriculum/core-curriculum/timeline-proposal-review-approval.php>
1. If I revise my proposal based on my subcommittee’s recommendations and resubmit it for review, is it guaranteed to be accepted?
* No. Your revised proposal will be evaluated based on the same criteria used in the original evaluation. There is no guarantee that a revised proposal will be accepted.
1. Why?
* There is no way to guarantee that your revisions will adequately address all of the recommendations put forward by the reviewing subcommittee.