Review of the ICD Graduation Requirement

According to the Faculty Senate Bylaws (Chapter II, Item K) the Core Curriculum Council is responsible for establishing requirements and recommending to the Senate the courses to be included in the ICD graduation requirement. In the fall of 2014, in an effort to ensure relevancy to the curriculum, the Core Curriculum Council began review of the International and Cultural Diversity Graduation requirement. Over the past year, the CCC has conducted two university-wide forums on ICD, examined the courses currently used to meet the ICD requirement, studied the 2013 Undergraduate Campus Climate Assessment, and met with students in two courses. The CCC found support for the ICD requirement from faculty and students. Feedback from faculty indicated a lack of clarity in the requirements for an ICD course and the process used to determine if a course met the requirement.

In the fall of 2015, the CCC convened a sub-committee, chaired by Dr. Julie Harlin, to consider learning outcomes for ICD courses and to create a process to assess outcomes for ICD courses. The sub-committee reported to the CCC on December 7. The Core Curriculum Council is including a draft of these outcomes for consideration by and comment from the Faculty Senate Executive Committee. The Council will also solicit feedback from the Faculty Senate and the campus community.
Texas A&M University

International and Cultural Diversity Course Request

Cover Sheet

1. Course prefix and number: Click here to enter text.
2. Complete course title: Click here to enter text.
3. This request is submitted by (department name): Click here to enter text.
4. Person submitting this information (name): Click here to enter text.
5. E-mail: Click here to enter text.

6. Indicate the semesters this course has been taught and the enrollment (including all sections) each semester taught:
   - Fall 2014 __________
   - Fall 2015 __________
   - Spring 2015 __________
   - Spring 2016 __________
   - Summer 2015 __________
   - Summer 2016 __________

7. Is this course currently included in the core curriculum? Yes __________ No __________

8. Indicate how the course will address the ICD Learning Outcomes:

   A student who graduates from Texas A&M University with a baccalaureate degree will have acquired the knowledge and skills necessary to:

   Live and work effectively in a diverse and global society (add text box)

   Articulate the value of a diverse and global perspective (add text box)

   Recognize diverse opinions and practices and consider different points of view (add text box)

9. Attach the course syllabus

10. Submitted by:

    ________________________________    ________________________________
        Date

   Approval:

    ________________________________    ________________________________

11. Department Head    Date

    ________________________________    ________________________________

12. To submit, follow directions on Instructions for the submission of International and Cultural Diversity Course Request Cover Sheet.
International and Cultural Diversity (ICD) Course Approval Process and Rubric

Instructors will fill out the ICD Course Approval Form and provide a syllabus for the course. Instructors should clearly explain how students will meet the spirit of the ICD requirement, as specified by the institution:

"As individual and national destinies become progressively more interconnected, the ability to survive and succeed is increasingly linked to the development of a more pluralistic, diverse, and globally-aware populace."

The submitted materials will be reviewed by members of the Core Curriculum Council (CCC). The CCC will evaluate the materials based on rubric criteria and the spirit of the institutional requirement. Caution will be taken to interpret the rubric criteria in the broad sense. It is recognized that those submitting the materials should not be overly burdened, yet should be held to high standards. The CCC will maintain a balance of high standards while avoiding narrow interpretations. Before submitting a course, it is recommended that faculty review the ICD exemplary examples resources.

Approved courses will submit assessment data every three years for recertification. The CCC will evaluate the submitted assessment data to determine if the spirit of the institution ICD requirements are being met. Examples of appropriate assessment data include pre/post reflections, a collection of reflective pieces to demonstrate a change in beliefs or attitudes, or other documentation related to the course. These materials will be evaluated based on the spirit of the ICD institutional requirement, broadly defined.

After reviewing the ICD Course Approval form and the course syllabus, does the course meet the following learning outcomes?

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Not Apparent (0)</th>
<th>Insufficient (1)</th>
<th>Sufficient (2)</th>
<th>Excellent (3)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Live and work effectively in a diverse and global society</td>
<td>Living and working effectively in a diverse and global society is not intentionally addressed in this course.</td>
<td>Course has minimal opportunities for students to consider living and working effectively in a diverse and global society.</td>
<td>Course includes at least one assignment or activity that requires students to consider living and working effectively in a diverse and global society.</td>
<td>Living and working effectively in a diverse and global society is clearly connected to this course in both content and assignments or activities. Course includes at least three examples of this topic and provides reflection and feedback opportunities.</td>
<td></td>
</tr>
<tr>
<td>Learning Outcome</td>
<td>Not Apparent (0)</td>
<td>Insufficient (1)</td>
<td>Sufficient (2)</td>
<td>Excellent (3)</td>
<td>Score</td>
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<td>2) Articulate the value of a diverse and global perspective</td>
<td>The value of a diverse and global perspective is not intentionally addressed in this course.</td>
<td>Course has minimal opportunities for students to articulate the value of a diverse and global perspective.</td>
<td>Course includes at least one assignment or activity that requires students to articulate the value of a diverse and global perspective.</td>
<td>Articulating the value of a diverse and global perspective is clearly connected to this course in both content and assignments or activities. Course includes at least three examples of this topic and provides reflection and feedback opportunities.</td>
<td></td>
</tr>
<tr>
<td>3) Recognize diverse opinions and practices (including but not limited to economic, political, cultural, gender, and religious opinions) and consider different points of view</td>
<td>Consideration of diverse opinions and practices is not intentionally addressed in this course.</td>
<td>Course has minimal opportunities for students to recognize diverse opinions, practices, and points of view.</td>
<td>Course includes at least one assignment or activity that requires students to recognize diverse opinions, practices, and points of view.</td>
<td>Recognizing diverse opinions, practices, and points of view is clearly defined in the course content and assignments or activities, with multiple opportunities for students to apply theses concepts. Course includes at least three examples of this topic and provides reflection and feedback opportunities.</td>
<td></td>
</tr>
</tbody>
</table>

Must earn an average score of 7 or better from those attending the Core Curriculum Council meeting for approval

Comments and suggestions....