# Language, Philosophy, and Culture
# Component Area IV
# Core Curriculum Course Proposals
# Rubric Cover Sheet

This document is being provided, hopefully, to assist you as you begin the process of preparing proposals for the 2014 Core Curriculum.  You can find the Core Curriculum Component Application at the Academic Affairs website under Forms:
http://www.shsu.edu/~vaf_www/forms/Curriculum.html

The completed application, along with a copy of the course syllabus, needs to be submitted to the Core Curriculum Committee for their consideration.  Each of the Component Areas has a Sub-Committee that will be studying the submissions.  Each of these Sub-Committees has also developed a rubric that should assist you in understanding what they will be looking for in the applications.

The Language, Philosophy, & Culture Rubric is being provided to those who desire to submit a course for the Language, Philosophy, & Culture Component Area.  In preparing proposals for this area please consider the points below.  The THECB prepared the standards that the Sub-Committee is using for the development of the Rubric.  Be aware that in the end the THECB will approve or not approve the courses we submit to them.

- Read the verbiage in Application and the Rubric carefully and attempt to address thoroughly all of the issues.
- The areas covered in the Rubric are addressing the Component Area criteria, the Skill Objective requirements, and an assessment for each of these.
- Assessments must include at least one direct assessment and may include indirect assessments as well.
  - Direct assessment methods include, but are not limited to, assessment by a panel using a pre-specified scoring rubric; portfolio evaluation by designated faculty portfolio committee; embedded questions designed to measure student learning regarding program objectives; national or state standardized tests; pre/post-tests; or essays scored using rubrics established by a panel of faculty.
  - Indirect assessment methods include, but are not limited to, surveys, student peer evaluations, IDEA results, institutional data, case studies, or focus group feedback.
- In dealing with assessment it is imperative that the same assessment be applied to each section of the course being proposed.  In other words it is not acceptable to have separate instructors teaching the course developing their own assessment instrument(s).  The instrument(s) should be standardized or departmental in nature.
- If one wishes to use "embedded items in exams" then please be more specific.  For example, one might indicate the areas from which the exam items are drawn or perhaps say that a scenario is provided and students are asked to evaluate likely outcomes.
- If essay or papers are required the method of evaluation needs to be provided.

Our goal is to assist you in the development of the application so if we can be of help please feel free to call on us.  The members of the Language, Philosophy, & Culture Sub-Committee are listed below.

**Committee Members:** Mary Robbins (Chair), Jerry Bruce, Bill Fleming, Somer Franklin, Debbi Hatton, Doug Krienke, Holly Miller, Sheryl Murphy-Manley, John Newbold, Karen Smith

# Language, Philosophy & Culture Core Curriculum Courses Rubric

Course Prefix & #:                    Course Title:                              Departmental approval:  Y   N

Person Submitting:                    Extension:                              Email:

**COMPONENT AREA IV STANDARD:  Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience.  Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.**

| Indicator/Criteria | Below Criteria Standards | Almost Meets Criteria Standards | Meets Criteria Standards | Exceeds Criteria Standards |
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| **There is a focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience.**<br>• *Communicates ways cultures shape ideas, values and beliefs*<br>• *Explores ways in which different cultures express the uniqueness of their human experience*<br>• *Explores ways in which different cultures might affect the human experience in different ways* | There is <u>little or no</u> evidence that aspects of culture—their expression and impact—are a content focus. | There is <u>some</u> evidence that aspects of culture—their expression and impact—are a content focus. | There is <u>sufficient</u> evidence that aspects of culture—their expression and impact—are a content focus. | There is <u>detailed</u> evidence that aspects of culture—their expression and impact—are a content focus. |
| Directly assesses students' abilities to express how ideas, values, beliefs, and other aspects of culture express and affect the human experience. | The course proposal includes <u>little or no</u> evidence of direct assessment of students' abilities to express how ideas, values, beliefs, | The course proposal includes <u>some</u> evidence of direct assessment of students' abilities to express how ideas, values, beliefs, | The course proposal includes sufficient evidence of direct assessment of students' abilities to express how ideas, values, beliefs, | The course proposal includes detailed evidence of direct assessment of students' abilities to express how ideas, values, beliefs, and other |

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| | and other aspects of culture express and affect the human experience. | and other aspects of culture express and affect the human experience. | and other aspects of culture express and affect the human experience. | aspects of culture express and affect the human experience. |
| **This course explores ideas that foster aesthetic creation in order to understand the human condition across cultures.**<br>• *Examines ideas that foster aesthetic creation*<br>• *Aesthetic creation is explored as a way to understand the human condition*<br>• *Explores the human condition in a comparative manner between two or more cultures* | There is little or no evidence that fostering aesthetic creation in order to understand the human condition across cultures is a content focus. | There is some evidence that fostering aesthetic creation in order to understand the human condition across cultures is a content focus. | There is sufficient evidence that fostering aesthetic creation in order to understand the human condition across cultures is a content focus. | There is detailed evidence that fostering aesthetic creation in order to understand the human condition across cultures is a content focus. |

# Language, Philosophy & Culture Core Curriculum Courses Rubric

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| Directly assesses students' abilities to demonstrate, discuss, and/or explain ideas that foster aesthetic creation in order to understand the human condition across cultures. | The course proposal includes little or no evidence of direct assessment of students' abilities to demonstrate, discuss, and/or explain ideas that foster aesthetic creation in order to understand the human condition across cultures. ✓ | The course proposal includes some evidence of direct assessment of students' abilities to demonstrate, discuss, and/or explain ideas that foster aesthetic creation in order to understand the human condition across cultures. ✓ | The course proposal includes sufficient evidence of direct assessment of students' abilities to demonstrate, discuss, and/or explain ideas that foster aesthetic creation in order to understand the human condition across cultures. ✓ | The course proposal includes detailed evidence of direct assessment of students' abilities to demonstrate, discuss, and/or explain ideas that foster aesthetic creation in order to understand the human condition across cultures. ✓ |
| **This course explores ideas that foster intellectual creation in order to understand the human condition across cultures.** <br> • *Examines ideas that foster intellectual creation across two or more cultures* <br> • *Intellectual creation is explored as a way to understand the human condition within two or more cultures* | There is little or no evidence that fostering intellectual creation in order to understand the human condition across cultures is a content focus. ✓ | There is some evidence that fostering intellectual creation in order to understand the human condition across cultures is a content focus. ✓ | There is sufficient evidence that fostering intellectual creation in order to understand the human condition across cultures is a content focus. ✓ | There is detailed evidence that fostering intellectual creation in order to understand the human condition across cultures is a content focus. ✓ |

# Language, Philosophy & Culture Core Curriculum Courses Rubric

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| Directly assesses students' abilities to demonstrate, discuss, and/or explain ideas that foster intellectual creation in order to understand the human condition across cultures. | The course proposal includes <u>little or no</u> evidence of direct assessment of students' abilities to demonstrate, discuss, and/or explain ideas that foster intellectual creation in order to understand the human condition across cultures. | The course proposal includes <u>some</u> evidence of direct assessment of students' abilities to demonstrate, discuss, and/or explain ideas that foster intellectual creation in order to understand the human condition across cultures. | The course proposal includes <u>sufficient</u> evidence of direct assessment of students' abilities to demonstrate, discuss, and/or explain ideas that foster intellectual creation in order to understand the human condition across cultures. | The course proposal includes <u>detailed</u> evidence of direct assessment of students' abilities to demonstrate, discuss, and/or explain ideas that foster intellectual creation in order to understand the human condition across cultures. |
| **Critical Thinking Skills are integrated into the content.**<br>• *Creative thinking*<br>• *Innovation*<br>• *Inquiry*<br>• *Analysis*<br>• *Evaluation*<br>• *Synthesis of Information* | There is <u>little or no</u> evidence that Critical Thinking Skills are integrated into the content. | There is <u>some</u> evidence that Critical Thinking Skills are integrated into the content. | There is <u>sufficient</u> evidence that Critical Thinking Skills are integrated into the content. | There is <u>detailed</u> evidence that Critical Thinking Skills are integrated into the content. |

# Language, Philosophy & Culture Core Curriculum Courses Rubric

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| **Effective Communication Skills (written, oral & visual) objectives are integrated into the content.  Including:**<br>• *Development*<br>• *Interpretation*<br>• *Expression of ideas* | There is <u>little or no </u>evidence that Effective Communication Skills (written, oral & visual) are integrated into the content. | There is <u>some</u> evidence that that Effective Communication Skills (written, oral & visual) are integrated into the content. | There is <u>sufficient</u> evidence that that Effective Communication Skills (written, oral & visual) are integrated into the content. | There is <u>detailed</u> evidence that Effective Communication Skills (written, oral & visual) are integrated into the content. |
| **Social Responsibility Skills objectives are integrated into the content.**<br>• *Intercultural competence*<br>• *Knowledge of civic responsibilities*<br>• *Ability to engage effectively in regional, national, and global communities* | There is <u>little or no </u>evidence that Social Responsibility skills are integrated into the content. | There is <u>some</u> evidence that Social Responsibility skills are integrated into the content. | There is <u>sufficient </u>evidence that Social Responsibility skills are integrated into the content. | There is <u>detailed </u>evidence that Social Responsibility skills are integrated into the content. |

# Language, Philosophy & Culture Core Curriculum Courses Rubric

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| **Personal Responsibility Skills objectives are integrated into the content.**<br><br>• *Connects choices, actions and consequences to ethical decision-making* | There is <u>little or no</u> evidence that Personal Responsibility Skills are integrated into the content. | There is <u>some</u> evidence that Personal Responsibility Skills are integrated into the content. | There is <u>sufficient</u> evidence that Personal Responsibility Skills are integrated into the content. | There is <u>detailed</u> evidence that Personal Responsibility Skills are integrated into the content. |

**Reviewer:**                                                              **Date:**

**Comments for revision:**