

How to submit a course in the TCU Core Curriculum

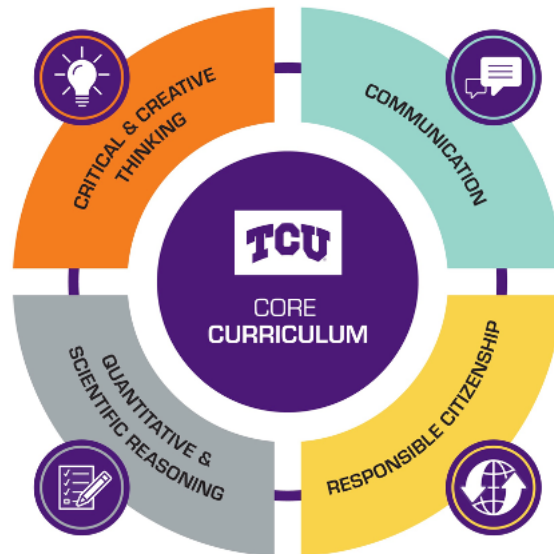


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Changes in Vetting Rules

Changes to the Core Curriculum approved in spring 2024 and implemented in fall 2025 necessitate changes in vetting rules and processes:

1. Human Experiences and Endeavors (HEE), Heritage, Mission, Vision and Values (HMOV) and Essential Competencies (EC) have been eliminated as structural elements of the Core. In their place, the four competencies for the Core approved in spring 2022 (Critical and Creative Thinking, Quantitative and Scientific Reasoning, Communication, and Responsible Citizenship) now organize Core requirements.
2. With the elimination of HEE, HMOV and EC, all rules for vetting related to those areas are also eliminated.
3. There is only one rule related to vetting that you need to be aware of: Any course that is not designated as Oral Communication (OCO) or Written Communication (WCO) may be submitted for up to two attributes in the Core Curriculum, plus Writing Emphasis (WEM) (if at the 30000-40000 level).

To repeat: Any course, provided it is not OCO or WCO, may vet in *any* two areas, plus Writing Emphasis, if appropriate. This includes combinations that were previously prohibited by vetting rules related to HEE, HMOV and HEE.

4. How courses “count” for students has also changed. A course will fulfill all of the Core requirements for students for which it has been approved. You will no longer see the word “OR” in class search in the Core Code column.

We hope that these changes will help students and advisors more easily understand how the Core Curriculum works and encourage faculty members to invest creativity in submitting new combinations for approval in the Core Curriculum.

With the opportunity provided by these changes, we are seizing the opportunity to be more transparent about the process of vetting and approval in the Core Curriculum works.

The Submission Process

1. After a course has been approved as a course at TCU, you should begin by reviewing the outcomes and rubrics in the areas of the Core pertinent to your course.
2. Determine which areas in which to submit your course. This decision should happen in conversation with your department.
 - If you submit in Oral Communication or Written Communication, you may only submit an application for that sole attribute since these are skill-based courses that must be entirely devoted to the skillset.
 - For all other areas, you may submit in up to two areas, plus Writing Emphasis for 30000-40000 level courses. A Writing Emphasis course may also be freestanding – that is, carrying no other Core attributes.
3. Submit your proposal using the online Core Curriculum submission form in Coursedog (<https://app.coursedog.com>). You may leave your submission at any time, and it will be saved for you to work on subsequently.
4. After submission, your proposal will be routed to the correct specialist faculty committee or department for that area of the Core Curriculum.
[flowchart]
5. Over approximately the next month, the proposal will be considered by the relevant faculty committee(s). You may check the status of your proposal in Coursedog. The approvals or feedback for different attributes may arrive at different times based on the varying committee schedules.
6. It is not unusual to receive a “revise and resubmit” on your proposal. In that case, you may revise your submission in Coursedog, submit it, and steps 4-5 will again ensue.
7. The director of the Core Curriculum will notify the registrar of the attributes to add to the course.

The Submission Form

First, you will be asked to provide some basic information about you and your course submission. You will also be asked to verify that your course has already been approved as a TCU course.

Next, you will be asked to indicate the Core attributes for which you wish to submit your course for consideration. Competencies and rubrics will be provided for each attribute.

You will also find the following directions:

For each area you select, you will need to provide evidence that a **substantial** and **sustained** dimension of the course will focus on meeting the student learning outcomes for the selected areas.

Substantial – defined as grounded in disciplinary inquiry, sources, and methodologies and one of the central focuses of the course.

Sustained - defined as a recurrent thread throughout the course, including through several formative assignments.

Formative assessments are low-stakes tasks [i.e., not a significant part of a student's grade] ongoing throughout the course that allow instructors to gauge student learning as instruction is happening.

At least one assignment in the course should be summative and appropriate for assessment using the rubric for the Core Curriculum competency this area maps up to.

Summative assessments measure student learning after learning is completed, often at or near the end of a unit or course.

For each Core area in which you are vetting, you will be asked the following exact questions:

1. How does your course connect to this area of the Core Curriculum? Explain this in 1-2 sentences in a way a non-specialist can understand.
2. Explain how, in **specific** terms, how your course supports students' achievement of the student learning outcome for this area in a *substantial* and *sustained* manner. Refer to topics, reading assignments, units, activities and graded assignments in your answer to this question.



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3. Copy and paste **two to four assignment prompts** from your course that provide evidence of how students will meet the student learning outcome(s).
4. Explain how the assignments you have attached will require students to demonstrate the student learning outcome.

Tip: This question is especially important because faculty members on vetting committees may not be familiar with your course's subject matter or your pedagogy. Use this question to explain the connection between the assignments, the Core area, and the student learning outcomes if this connection is not obvious to a non-specialist in the assignment prompts you are submitting. You may also share your grading criteria that align with the area of the Core Curriculum.

In addition, for a Writing Emphasis submission, you will be asked the following question:

5. How will writing be emphasized in this course?

Tip: Answers to the questions should be *different for each attribute* for which you are submitting a proposal. The same answers copied and pasted for different attributes will be unlikely to be persuasive to the faculty committees.

Submissions and assessment

Perhaps you've noticed in the submission questions described above that assessment is mentioned for the first time in Core vetting. How are vetting and assessment connected?

The Core Curriculum is assessed on a three-year cycle. In the year of data collection for each of the four competencies, student artifacts are collected from assignments in order to evaluate how well students are meeting the competency.

Faculty assessment teams evaluate the student artifacts using a rubric that has been developed by faculty teaching in the Core Curriculum. Each of the rubrics is provided below and also in the submission form for your reference.

As you're developing your syllabus, you should be sure that at least one (preferably summative) assessment is appropriate for evaluation by the rubric. During data collection years in the assessment cycle, we will collect the student artifacts resulting from this assignment for evaluation.



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Criteria, recommendations and tips for successful vetting

Critical and Creative Thinking

	Competencies: what TCU students will know or be able to do upon completing the Core Curriculum	Requirements in the Core Curriculum	Student Learning Outcomes: what students will know or be able to do in courses meeting particular requirements
Critical and Creative Thinking	Analyze human experiences, cultural expressions, or creativity	Fine Arts	Explore the creative and expressive processes of the human experience in the arts
		Humanities	Use humanistic modes of inquiry to analyze human experiences and expressions across space and time
		Social Sciences	Apply social science methodologies to analyze fundamental social processes that characterize human experiences
		Historical Traditions	Examine the processes that create change over time in the human experience
		Literary Traditions	Examine literature's connections to society and culture
		Religious Traditions	Examine the role of religion in society, culture and individual life

Rubric for assessment:

	Accomplished - 3	Proficient - 2	Developing - 1	No evidence - 0
Apply discipline-specific knowledge or skills to explore, interpret, or analyze a topic, issue, or artifact	The application of discipline-specific knowledge or skills is sophisticated. Reveals an insightful understanding of disciplinary knowledge or skills and their application.	The application of discipline-specific knowledge or skills is competent. Reveals an acceptable understanding of disciplinary knowledge or skills and their application.	The application of discipline-specific knowledge or skills is incomplete or inaccurately carried out. Reveals a superficial and confused understanding or a lack of understanding of disciplinary knowledge or skills and their application.	No evidence present.
Identify and incorporate appropriate and relevant examples, evidence, contexts, or experiences to support or develop ideas	Examples, evidence, contexts or experiences judiciously chosen. Includes thorough discussion of how the examples, evidence, contexts or experience support or develop the ideas.	Examples, evidence, contexts or experiences chosen are acceptable. Includes capable discussion of how the examples, evidence, contexts or experience support or develop the ideas.	Examples, evidence, contexts, or experiences are unfocused and incompletely developed or irrelevant and inaccurate. Includes inaccuracies, extraneous detail or errors. A minimal or scant discussion of examples, evidence, contexts or experience is included.	No evidence present.
Draw conclusions about or examine the implications of ideas for an understanding of human experiences, cultural expressions, or creativity	The conclusions or discussion of implications are persuasively connected to the exploration, analysis or interpretation. Demonstrates a compelling understanding of human experiences, cultural expressions, or creativity.	The conclusions or discussion of implications are connected to the exploration, analysis or interpretation. Demonstrates an acceptable understanding of human experiences, cultural expressions, or creativity.	The conclusions or discussion of implications are irrelevant, undeveloped, illogical, or unconnected to the exploration, analysis or interpretation. Demonstrates a superficial, limited, or confused understanding of human experiences, cultural expressions, or creativity.	No evidence present.

Tip: Fine Arts, Humanities and Social Sciences have a particular emphasis on methodologies. Be sure that you are explicit in your submissions regarding how you are using the methodologies characterizing the discipline within which you are vetting.

Fine Arts (FAR): To successfully vet in FAR, a course must demonstrate *all* of the following:

1. Creative or critical exploration of social/cultural movements and human experiences reflected in the arts with attention to both breadth and depth, either through:
 - Exploration of the history of significant movements/periods in a selected art form; OR
 - Exploration of a specific movement/period or theory across multiple (3 or more) art forms.
2. Sustained focus on the development of students' ability to deconstruct, interpret, and evaluate art forms within larger historical or theoretical arts contexts.

3. Multiple opportunities for students to demonstrate understanding of historical or theoretical movements/periods in the arts through creative design or practice or written expression.
4. Discussions and/or critiques of student creative expression to support the understanding of significant movements/periods in the arts.
 - Courses in which performance or creative production is the primary mode of achieving the learning outcome:
 - must include survey-level exploration of arts movement(s)/period(s), and/or form(s) in the context of social/cultural movements and human experiences
 - should also incorporate critique and discussion of student work
5. Use of primary and secondary sources to support student understanding and practice of creative or written expression.

Humanities (HUM): To successfully vet a course in HUM, you must demonstrate *all* of the following:

1. Engage with questions of what it means to be human and how humans create meaning
2. Emphasize the significance of human values, creativity, and the relationship of the individual to the world
3. Incorporate texts or other cultural artifacts from traditionally humanistic disciplines like literature, philosophy, history, religion, among others
4. Use humanistic methodologies to analyze a text (close readings, reading below the surface, applying theory, etc.)

The following are examples of ways to demonstrate your course's humanistic methodologies:

- Organize around a theme that invites the exploration and empathetic reception of human experiences that may not be one's own
- Incorporate content that encourages reflection about how representation works
- Include creative assignments and/or interpretations of cultural products
- Incorporate class discussion so students practice orally the analytic skills they also apply in assignments

Social Science (SSC): To successfully vet in SSC, you must demonstrate *all* of the following:

1. Focus on the analysis of social phenomena through the lens of a social science discipline, such as anthropology, criminology & criminal justice, economics, history, political science, psychology, or sociology

2. Assign texts conveying key social science theories or case studies
 - Introduce students to and require them to practice a social science methodology (the system of principles, practices and procedures specific to the social science tradition)
 - Include assignments that ask students to use data (quantitative or qualitative) to draw comparisons between or conclusions about social phenomena or systems

The following are examples of how to demonstrate your course's social science methodologies:

- Use exam questions that require deductive reasoning
- Include assignments that ask students to design and administer surveys
- Incorporate community-based research

Historical Traditions (HT): To successfully vet a course in HT, you must require students to read, examine, analyze and use as support **primary** historical documents as they are meeting the student learning outcome.

Literary Traditions (LT): To successfully vet a course in LT, you must demonstrate that students will analyze how literature reflects or influences society and/or the individual as they are meeting the student learning outcome for the course.

Religious Traditions (RT): To successfully vet a course in RT, you demonstrate *both* of the following:

- 1) Introduce students to a disciplinary approach used to scrutinize religious traditions historically, textually, philosophically, aesthetically and/or comparatively
- 2) Require students to identify and practice the characteristics of an informed, critical approach to the study of religion

The following are possible ways to demonstrate your course's RT approach:

- Introduce one or more major religious traditions through the study of some foundational texts, figures, individuals, ideas or practices
- Identify and explore various dimensions of religion, including texts, practices, or ideas
- Evaluate the role of the various dimensions of religion in society, culture, and/or individual life



Quantitative and Scientific Reasoning

	Competencies: what TCU students will know or be able to do upon completing the Core Curriculum	Requirements in the Core Curriculum	Student Learning Outcomes: what students will know or be able to do in courses meeting particular requirements
Quantitative and Scientific Reasoning	Interpret and apply mathematical and scientific concepts and skills	Mathematics	Apply mathematical reasoning to solve problems
		Natural Sciences	Use scientific reasoning to evaluate ideas in the natural world

Rubric for assessment:

	Accomplished - 3	Proficient - 2	Developing - 1	No evidence present - 0
Interpretation: Understands what is being asked and the components and concepts involved	Displays sufficient comprehension of the situation and critical components and concepts.	Displays a partial comprehension of the situation and critical components and concepts; makes some errors.	Displays a minimal comprehension of the situation and critical factors and concept; makes many errors.	No evidence present.
Application: Identifies and uses the tools necessary to successfully address the situation	Correctly identifies and correctly uses the tools needed to successfully address the situation.	Identifies some of the tools and/or somewhat appropriately uses them to successfully address the situation; makes some errors.	Minimal identification or use of tools needed to address the situation; makes many errors.	No evidence present.

Mathematics (MTH): To successfully vet a MTH course, you must show how students will practice *all* of the skills below in the process of meeting the student learning outcome:

1. Apply mathematical reasoning to solve problems in a variety of contexts
2. Interpret and translate between multiple different representations of information, such as visual, numerical, symbolic, and/or verbal representation
3. Identify and articulate the underlying mathematical principles necessary to solve relevant problems and apply them in a variety of contexts

Natural Science (NSC): To successfully vet a course in NSC, you must demonstrate *all* of the following:

1. Include a lab component scheduled separately from the lecture (LCL designation in Class Search)
2. Show how students will practice and be assessed on the skills below in the process of meeting the student learning outcome for the course:

- a) Use discipline-specific theories, principles or tools of the natural sciences
- b) Move through and practice the process of scientific reasoning as described by the Quantitative and Scientific Reasoning (QSR) assessment rubric

Tip: Keep in mind that the current QSR Student Learning Outcome and rubric require a shift from emphasizing scientific literacy or facts to **skills** and/or processes of **scientific reasoning**. Be sure that the summative assessment you provide in your submission displays the students' scientific reasoning process. Multiple choice tests may not be the best type of assignment for this purpose.



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Communication

	Competencies: what TCU students will know or be able to do upon completing the Core Curriculum	Requirements in the Core Curriculum	Student Learning Outcomes: what students will know or be able to do in courses meeting particular requirements
Communication	Communicate effectively	Oral Comm	Express messages in various situations using appropriate verbal and nonverbal communication skills
		Written Comm 1	Express ideas in various situations using writing processes and strategies
		Written Comm 2	Analyze and compose evidence-based arguments in various forms
		Writing Emphasis	Write for a specific discipline, profession, or field using a writing process that emphasizes revision

Rubric for assessment:

	Accomplished 3	Proficient 2	Developing 1	No evidence 0
Purpose or message	Conveys a nuanced sense of purpose, effectively communicating a complete message	Conveys a sense of purpose, generally communicating a message	Conveys a limited sense of purpose, partially communicating a message that may be inconsistent, unfocused or unclear	No evidence
Awareness of situation/audience expectations for the type of communication	Demonstrates sophisticated understanding of the audience and situational context; effectively addresses audience expectations and needs	Generally demonstrates understanding of the audience and situational context; adequately addresses audience expectations and needs	Demonstrates some understanding of the audience and situational context; may only partially address audience expectations or needs	No evidence
Support/evidence (such as explanations, examples, illustrations, statistics, analogies, or quotations)	Provides a range of effective supporting materials which significantly enhance the message	Provides a range of appropriate supporting materials which adequately enhance the message	Provides a limited range of supporting materials which may be ineffective or partially impede the message	No evidence
Language (appropriateness, word choice, tone, style)	Chooses effective language that skillfully communicates meaning to audience; style, form, or usage support the message	Chooses appropriate language that communicates meaning to audience; style, form, or usage generally support the message	Chooses language that limits the effectiveness of the message; style, form or usage partially impede the message	No evidence
Nonverbal delivery (body, voice, sound, images or graphics, design, formatting, citation mode)	Skillfully and purposely uses nonverbal elements that seamlessly enhance the message	Uses nonverbal elements that generally enhance the message	Uses nonverbal elements that are basic, limited, inconsistent or distracting, partially impeding the message.	No evidence



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OCO: Express messages in various situations using appropriate verbal and nonverbal communication skills

Oral communication competence (OCO) rests on a foundation of knowledge and skill. As an essential competency within the TCU Core, OCO courses must provide this foundation for students.

Throughout their careers at TCU, students will enroll in courses requiring them to apply communication concepts and participate in conversations, class discussions, group projects, and class presentations. OCO courses must thoroughly ground students in communication concepts and principles and train students to display appropriate communication behaviors in interpersonal, group, and public speaking contexts. The course curriculum must be designed to acknowledge and address student apprehension and anxiety related to public speaking.

The OCO requirement is designed to be an introductory-level course that establishes the fundamental principles of oral communication. This is not a “Communication Emphasis” course (akin to Writing Emphasis course) but a communication course entirely dedicated to students’ achievement of the student learning outcome. As a general education course, this requirement must provide students with essential communication competencies that they can use and build on across the curriculum. The expectation for OCO courses is to introduce, not merely reinforce or apply, key communication theories and practices.

Successful submissions must show the following:

- The course syllabus explicitly dedicates class time to teach the above-mentioned concepts.
- Instruction in oral communication will be provided. Simply assigning and grading communication activities does not equal teaching oral communication skills or concepts.
- Instruction in communication fundamentals will be delivered in the context of practical application of communication skills, activities, and assignments.
- In addition to a range of formative speaking opportunities, students will deliver a minimum of one summative informative and one summative persuasive presentation assignment in a live setting.
- Selected texts provide a sufficient foundation of communication concepts, such as communication models, the role of perception in human communication, verbal communication, nonverbal communication, listening, interpersonal communication, and group communication.

WCO 1: Express ideas in various situations using writing processes and strategies

Written communication competence (WCO 1) rests on a foundation of knowledge, skill, and practice. As an essential competency within the TCU Core, WCO 1 courses must provide this foundation for students.

Throughout their careers at TCU, students will enroll in courses requiring them to write in various contexts in a range of genres for differing audiences. WCO 1 courses must thoroughly ground students in generalizable writing strategies and practices, using inquiry and credible research to inform their writing. Writing processes must be at the center of the course curriculum, guiding students through invention and drafting strategies, critical use of responses from readers, and mindful revisions in content and approach, rather than mere corrections in grammar, spelling, and punctuation.

The WCO 1 requirement is designed to be offered at the introductory level to establish the fundamental principles of written communication. Courses fulfilling this requirement must be accessible to, and designed for, students in all major fields of study and provide them with essential writing competencies that consider a range of audiences, readers, and writers in terms of their respective identities, perspectives, values, and beliefs. The expectation for WCO 1 courses is to introduce and guide students through key writing processes, strategies, and practices informed by critical thinking, mindful reflection, and creative expression.

Successful submissions must show the following:

- The course syllabus explicitly dedicates class time to teach the above-mentioned concepts.
- Instruction in process-oriented writing practice and rhetorical theory will be emphasized. Simply assigning and grading writing activities does not equal a composition pedagogy informed by concepts centered on writer, purpose, and audience.
- Students will work individually and collaboratively, receiving both peer and instructor feedback throughout the semester.
- The focus is on student writing, and readings and research should be pathways to student writing. Assigned readings and media texts are presented in the context of writing assignments, and assignments are designed to build upon one another as the semester progresses.
- Students will develop skills in reading, quoting and citing sources, as well as competency in balancing their own voices with secondary sources.

WCO 2: Analyze and compose evidence-based arguments in various forms

Written communication competence (WCO 2) builds on the knowledge, skill, and practice in WCO 1. As an essential competency within the TCU Core, WCO 2 courses focus on the effective analysis and production of arguments in writing as well as other media.

As students prepare to specialize in their major fields of study, they will be asked to read, research, and compose effective arguments for increasingly complex situations. WCO 2 courses must help students adapt to audiences ranging from generalist to specialist, on issues ranging from the local to the global across a range of media. Students must critically analyze information, evidence, and credible research used in argument claims and other forms of persuasion. Students must learn theories of rhetoric and argumentation not only as a means of critique but also as strategies for the production of their own persuasive texts.

The WCO 2 requirement is designed to be offered at the intermediate level to further students’ facility in written communication, transferable to all major areas of study, with a focus on analyzing and producing a range of evidence-based arguments. Courses fulfilling this requirement must prepare students to use research sources ethically and understand a wide variety of written forms, audience complexities, and approaches to language and media use. The expectation for WCO 2 courses is to extend student writing processes and strategies through practicing critical argumentation that is mindful of differing perspectives and complicated contexts.

Successful submissions must show the following:

- The course syllabus explicitly dedicates class time to teach the above-mentioned concepts.
- Instruction in rhetorical and argumentation theory will be delivered in the context of student assignments to analyze and produce written arguments, supported by research sources and delivered in, or with, various media.
- Students will work individually and collaboratively, with instructor feedback throughout the semester.
- The focus is on students analyzing and developing written arguments. Assigned readings and texts are pathways to that competence and are presented in the context of writing assignments, each designed to build upon another as the semester progresses.

WEM: Write for a specific discipline, profession, or field using a writing process that emphasizes revision

Writing emphasis competence (WEM) builds on WCO 1 and WCO 2 by situating those competencies in the practices and conventions of a target discipline or field of study. WEM courses focus on the ability to employ composing, editing, and revision strategies as a means of producing discipline- or profession-specific writing.

As students specialize in their major fields of study and complete their undergraduate careers, they should have a robust understanding of written communication as a range of practices shaped by complex and complicated contexts, not a singular universal skill or a rigid sense of language use. Students must demonstrate a working knowledge of the writing practices and conventions (structure, function, styles, audience expectations) in the target discipline or profession, especially through informed practice with feedback throughout a process: drafting, revising, and presenting understanding through multiple forms of written material.

The WEM requirement is designed to engage students in learning writing from the perspectives and practices of disciplinary or professional specialists. Courses fulfilling this requirement must explicitly teach writing and revision strategies and support that teaching through formative feedback, not just grades based on displays of content retention. The expectation for WEM courses is to guide students through writing processes as they are practiced in a specific discipline or profession, ensuring reflection on and awareness of language use as vital to knowledge production.

Successful submissions must show the following:

- The course syllabus explicitly dedicates class time to teach the above-mentioned concepts and communicates clearly the aims and outcomes of a WEM course.
- Instruction about discipline- or profession-specific expectations of writing will be provided with attention to typical forms, language use strategies, and audience.
- Students will work with instructor feedback throughout the semester. Simply assigning and grading writing tasks does not equal teaching writing skills or concepts.
- The focus is on reinforcing writing and revision processes for students while guiding them through specialist contexts. Students will reflect on, and demonstrate awareness of, those processes.



Responsible Citizenship

	Competencies: what TCU students will know or be able to do upon completing the Core Curriculum	Requirements in the Core Curriculum	Student Learning Outcomes: what students will know or be able to do in courses meeting particular requirements
Responsible Citizenship	Describe concepts or theories of social responsibility in diverse or global communities	Cultural Awareness	Explore culture and cultural phenomena as sites of identity, difference, understanding, or collaboration
		Global Awareness	Analyze the dynamics, processes, or legacies of global systems
		Citizenship and Social Values	Examine the knowledge, skills, values, or motivation needed to participate or lead within diverse communities

Rubric for assessment:

Under development by a faculty
committee in 2025-2026

Responsible Citizenship Overview: In this section of the Core Curriculum, students develop the ability to recognize one's responsibilities to society--locally, nationally, and globally--and to develop a perspective on ethical and power relations both across the globe and within individual societies. This requires developing competence in ethical reasoning and civic action and learning from a range of communities and cultures.

Cultural Awareness (CA): The following list presents a variety of pathways toward demonstrating that your course meets CA. These are offered as examples of how to explain and show how your students develop and demonstrate skills in the process of meeting the student learning outcome for this area of the Core Curriculum.

Cultural Self-Awareness: Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)

Perspective-taking: Engage and learns from perspectives and experiences different from one's own and to understand how one's place in the world both informs and limits one's knowledge. The goal is to develop the capacity to understand the interrelationships between multiple perspectives, such as personal, social, cultural, disciplinary, environmental, local, and global.

Cultural Diversity: Recognize the origins and influences of one's own cultural heritage along with its limitations in providing all that one needs to know in the world. This includes the curiosity to learn respectfully about the cultural difference of other people and on an individual level to traverse cultural boundaries to bridge varying perspectives and collaboratively reach common goals. On a systems level, the important skill of comparatively analyzing how cultures can be marked and assigned a place within power structures that determine hierarchies, opportunities and roadblocks which can vary over time and place. This can include, but is not limited to, understanding race, ethnicity, gender, nationhood, religion, and class.

Knowledge of cultural worldviews: Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.

Empathy: Interprets intercultural experience from the perspectives of students' own and other worldviews and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.

Curiosity and Openness: Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives. Suspends judgment in valuing her/ his interactions with culturally different others.

Global Awareness (GA): Submissions *must* clearly identify the global system that is under analysis and how students will analyze at least one complex and overlapping worldwide system. This may include natural systems (those systems associated with the natural world including biological, chemical, and physical sciences) or human systems (those systems developed by humans such as cultural, economic, political, and built), which operate in observable patterns and often are affected by or are the result of human design or disruption. These systems influence how life is lived and what options are open to whom. Students need to understand how these systems 1) are influenced and/or constructed, 2) operate with differential consequences, 3) affect the human and natural world, and 4) can be altered.

The following list presents a variety of pathways toward demonstrating that your course meets GA. These are offered as examples of how to explain and show how your students develop and demonstrate skills in the process of meeting the student learning outcome for this area of the Core Curriculum.

Knowledge Application: In the context of global learning, the application of an integrated and systemic understanding of the interrelationships between contemporary and past challenges facing cultures, societies, and the natural world on the local and global levels. Students apply knowledge and skills gained through higher learning to real-life problem-solving both alone and with others.

Cultural Diversity in a Global Context: Students adapt and apply a deep understanding of multiple worldviews, experiences, and power structures while initiating meaningful interaction with other cultures to address significant global problems.

Problem-solving in the Global Arena: Students examine how to take informed and responsible action to address ethical, social, and environmental challenges in global systems and evaluate the local and broader consequences of individual and collective interventions. Students use deep knowledge of the historic and contemporary role and differential effects of human organizations and actions on global systems to develop and advocate for informed, appropriate action to solve complex problems in the human and natural worlds.

Citizenship and Social Values (CSV): The following list presents a variety of pathways toward demonstrating that your course meets CSV. These are offered as examples of how to explain and show how your students develop and demonstrate skills in the process of meeting the student learning outcome for this area of the Core Curriculum.

Understanding Different Ethical Perspectives/Concepts: Students demonstrate knowledge of different theoretical means through which ethical issues are analyzed, such as ethical theories (e.g., utilitarian, natural law, virtue) or ethical concepts (e.g., rights, justice, duty). Students can name the theory or theories, can present the gist of said theory or theories, and accurately explain the details of the theory or theories used.

Ethical Issue Recognition: Students can recognize ethical issues when presented in a complex, multilayered (gray) context and can recognize cross relationships among the issues.

Application of Ethical Perspectives/Concepts: Students can independently apply ethical perspectives/concepts to an ethical question, accurately, and are able to consider the full implications of the application.

Civic identity/leadership: Students learn to see themselves as active participants and leaders in society with a strong commitment and responsibility to work with others towards public purposes.

Evaluation of Different Ethical Perspectives/Concepts: Students state a position and can state the objections to, assumptions and implications of and can reasonably defend against the objections to, assumptions and implications of different ethical perspectives/ concepts.

Diversity of communities: Students demonstrate evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and their cultures.

Civic knowledge: Students connect and extend knowledge (facts, theories, etc.) from one's own academic study/ field/discipline to civic engagement and to one's own participation in civic life, politics, and government.

Civic Communication: Student tailors communication strategies to effectively express, listen, and adapt to others to establish relationships to further civic action. Strategies may include listening, deliberation, negotiation, consensus building, and productive use of conflict.

Civic Contexts/Structures: Student demonstrates knowledge of the skills needed to collaboratively work across and within community contexts and structures to achieve a civic aim. Contexts and structures may include organizations, movements, campaigns, a place or locus where people and/or living creatures inhabit, which may be defined by a locality (school, national park, non-profit organization, town, state, nation) or defined by shared identity (i.e., African-Americans, North Carolinians, Americans, the Republican or Democratic Party, refugees, etc.).

Leadership Frameworks: Student recognizes leadership theories rooted in a variety of historical and social contexts and is able to evaluate and select frameworks that are appropriate in the relevant context (discipline, culture, etc.).

Awareness of structures and dynamics: Student recognizes and understands the structural relationships within groups, organizations or communities with diverse membership. They show awareness of the role of power dynamics and social inequities.

Vision and strategic thinking: Formulate and articulate a vision and strategy for action or change in groups, organizations, or communities with diverse membership. Students evaluate and adapt their plans.