

**CORE COURSE PROPOSAL REVIEW
AMERICAN HISTORY COMPONENT**

| | | | | | | | |
|----------------------------|--------------------------|----|---------------------------------------|---|---|---|------------|
| Name: | Course Prefix # & Title: | | | | | | |
| TCCN identified for course | Yes | No | Course scheduled X semesters per year | 3 | 2 | 1 | < 1 per AY |

INSTRUCTIONS: Rate each criterion within the proposal elements. Comments are highly encouraged for each criterion (see pg 2) and *required* for the overall recommendation.

| PROPOSAL ELEMENTS | CRITERIA | | RATING | | |
|---|--|--|------------|---------|--------------|
| ONLINE PROPOSAL | ○ Online proposal form aligned with component requirements * | | Acceptable | Discuss | Unacceptable |
| | ○ Online proposal form aligned with component objectives ** | | | | |
| COURSE REQUIREMENTS | ○ Syllabus aligned with component requirements * | | Acceptable | Discuss | Unacceptable |
| | ○ Syllabus addresses required component objectives ** | | | | |
| ASSESSMENT PLAN | OUTCOMES | ○ Learning outcomes match state mandated objectives | Acceptable | Discuss | Unacceptable |
| | | ○ Learning outcomes are specific, observable & measurable | | | |
| | | ○ Learning outcomes clearly describe what students are asked to do, e.g.: write, identify, solve, etc. | | | |
| | METHODS | ○ Assessment methods match student learning outcomes | | | |
| | | ○ Assessment methods appropriate, include <i>direct</i> measures of student learning | | | |
| CRITERIA | ○ Assessment criteria are explicit & expected levels of performance are clear, appropriate | | | | |
| CONNECTION AMONG ELEMENTS | ○ Proposal elements—online form, syllabus, and assessment plan—are clearly integrated to provide a thorough overview of how the course meets the new state-mandated core curriculum requirements and objectives. | | Acceptable | Discuss | Unacceptable |
| OVERALL EVALUATION: | <p align="center">RECOMMENDATION:</p> <ul style="list-style-type: none"> ○ ACCEPT Proposal elements adequately meet state mandated requirements and objectives and are well integrated ○ DISCUSS Proposal elements meet <i>some</i> of the state mandated requirements and objectives and are fairly well integrated ○ REJECT Proposal elements do not adequately meet state requirements &/or are not integrated | | | | |
| <i>Comments/rationale for recommendation REQUIRED</i> | | | | | |

*** (A) American History Component requirements:**

(i) Courses in this category focus on the consideration of past events and ideas relative to the United States, with the option of including Texas History for a portion of this component area.

(ii) Courses involve the interaction among individuals, communities, states, the nation, and the world, considering how these interactions have contributed to the development of the United States and its global role.

**** Required Component Objectives:**

(A) **Critical Thinking Skills:** to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information;

(B) **Communication Skills:** to include effective development, interpretation and expression of ideas through written, oral and visual communication;

(C) **Personal Responsibility:** to include the ability to connect choices, actions and consequences to ethical decision-making

(D) **Social Responsibility:** to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

AMERICAN HISTORY COMPONENT

Name:

Course Prefix # & Title:

Comments for each criterion are encouraged.

| PROPOSAL ELEMENTS | CRITERIA | Comments | |
|---------------------|--|--|--|
| COURSE CONTENT | Online proposal form aligned with component requirements * | | |
| | Online proposal form aligned with component objectives ** | | |
| COURSE REQUIREMENTS | Syllabus aligned with component requirements * | | |
| | Syllabus addresses required component objectives ** | | |
| ASSESSMENT PLAN | OUTCOMES | Learning outcomes match state mandated objectives | |
| | | Learning outcomes are specific, observable & measureable | |
| | | Learning outcomes clearly describe what students are asked to do, e.g.: write, identify, solve, etc. | |
| | METHODS | Assessment methods match student learning outcomes | |
| | | Assessment methods appropriate, include <i>direct</i> measures of student learning | |
| | CRITERIA | Assessment criteria are explicit; expected levels of performance are clear, appropriate | |