**TIEC Curriculum Services for Higher Education**

**Sample Justification Letter to Superior**

*Adapt the sample below for your needs and situation.*

Dear <**insert decision maker’s name**>,

As you know, **<we/our faculty committee>** are taking an in-depth look at **<programs/colleges under review>**. Our goal is to ensure that our graduates are prepared to meet the real world needs of today’s employers and our programs reflect the prestige of this institution.

To that end, I suggest we consider bringing in a trusted outside partner to help our faculty and administrators meet our goal. The Texas International Education Consortium (TIEC) partners with universities in over 40 countries to build, assess, grow, and support courses and programs.

TIEC is a nonprofit, a 32-member university consortium in the state of Texas with access to over 50,000 faculty, cutting-edge research.

TIEC offers a wide array of educational resources and methods, including:

* Feasibility studies to assess the current market needs, landscape of competitors, and potential hurdles.
* Program planning, design & development that includes course mapping and blueprinting to an in-depth review of course content against the learning outcomes our students need to meet industry needs.
* Review & evaluation for a particular course or set of courses against external standards.
* Approaches that deliver integrated and sustained data-informed course improvement processes to provide demonstrable evidence of quality enhancement, contributing to our institutional effectiveness, a required benchmark for accreditation.

I believe TIEC can help us take our university to the next level of academic excellence. This is an excellent opportunity for **< University Name>**. The value of **<specific TIEC service(s)>** to our department, our university, and our future is an important investment for our students and our institution.

Thank you for considering this request.

Sincerely,

[Name]

[Title]

[Institution]

*Need additional talking points on TIEC’s specific services?*

***Additional Language Below on Specific Services:***

*Course or Program Review.* A course or program review results in a horizontally-aligned curriculum, ultimately making \_\_\_\_\_’s program more competitive and marketable. TIEC harnesses the expertise of faculty from member universities to improve course content and align learning goals, activities, outcomes, and assessment measures. Integrated and sustained data-informed course improvement processes will provide demonstrable evidence of quality enhancement, contributing to our institutional effectiveness, a required benchmark for accreditation.

*Adapting face-to-face courses to online.*Universities are being challenged to leverage technology to accelerate the quality of education for all students. The same quality and rigor our university offers in our face-to-face classes can be extended to an online environment. Reallocating resources for faculty to deliver quality, flexible online education, TIEC will partner with our university to assess faculty online teaching capacity and adapt face-to-face courses to online courses. Lastly, as a bonus, TIEC provides an orientation module for students to assist them with the transition to online learning and a course template for faculty. TIEC also assesses faculty and institutional online teaching capacity; provides synchronous, virtual professional development. This project will provide improved quality education that promotes lifelong learning and increased student engagement in learning tasks.

*Developing new curriculum.* TIEC will partner with our university to conduct a course blueprint/mapping with a backwards design approach, paying special attention to course outcomes and their alignment to the overall goals of the program and university. Additionally, TIEC ensures all activities and assessments are aligned with the student and program learning objectives.

*Coaching and professional development for curriculum services.* Change requires not only learning new skills but also incorporating the new skills into practice. Professional learning requires practice, feedback, time, and continuous support (Schleicher 2016). Collaborative learning opportunities provide the opportunity for faculty to apply learning with peer observation and coaching while creating working relationships with Texas university (TUNI) faculty. Collaborative capacity building instills an integrated, sustained, and data-informed course improvement practice that will persist long after the project’s expiration.