

Changes to All-University Core Curriculum (AUCC) Category 1C

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Faculty Council Ad Hoc 1C Task Force

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Quick History of AUCC 1C

May 2020: Faculty Council approved:

- Create a new AUCC course category called AUCC 1C – Self, Community, World: Dialogue About Diversity, Inclusion, and Equity
- Eliminate the current category AUCC 3E – *Diversity and Global Awareness*; support departments as they evaluate existing 3E courses and determine best positioning within the AUCC categories (1C, 3A-D)
- Require students to select one course focused on Global Awareness from categories AUCC 3A-3D or 1C
- Timeframe: Spring 2020 through Spring 2022

3E courses → 1C transition

DIVERSITY

ECON: Gender & the Economy

ECON 212: Racial Inequality and
Discrimination

SOC: Sociology of Race & Racism

ETST: Ethnicity & the Media

GLOBAL AWARENESS

PHIL: World Philosophies

ANTH: Cultures & the Global System

E: Reading without Borders

MU: Exploring World Music

POLS: Current World Problems

3E courses → 1C transition

DIVERSITY → 1C approval

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GLOBAL AWARENESS

PHIL: World Philosophies → 3C 

ANTH: Cultures & the Global System → 3C 

E: Reading without Borders → 3B 

MU: Exploring World Music → 3B 

POLS: Current World Problems → 3C 

3E courses → 1C transition

DIVERSITY → 1C approval

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NEW 1C COURSES

PSY: Psych. of Prejudice & Discrimination

SPCM: Dialogue & Difference

POLS: Law, Society, and Social Change

ANTH: Climate Migrants

PHIL: Ethics & Equity

PHIL: Science & Values

Quick History of AUCC 1C

- June 2020: A provost-appointed committee of faculty and staff met to create two course templates; both piloted over the past two years
- October 2020: Faculty Council approved new name for AUCC 1C: “Diversity, Equity, and Inclusion”
- April 2021: Faculty Council approved dialogue-centric curricular language for AUCC 1C, including 50% grade based on dialogue, dialogue added to content criteria, and addition of two dialogue-focused Student Learning Outcomes
- Nov 2021: A faculty-driven committee was launched as an Ad Hoc Faculty Council Task Force to define the AUCC 1C category with representatives from CLA, CNS, CAS, WSCOE, and CHHS

Charge of the 1C Task Force

Course Guidelines & Implementation Process

- Define curricular, pedagogical, and assessment expectations for 1C Category
- Recommend implementation process, including needed resources and professional development

Curricular Policy Changes

- Determine new curricular language (focus of Faculty Council vote)

Proposed Curricular Policy Changes*

- A) 1C Defining Features
- B) 1C Content Criteria
- C) 1C Student Learning Outcomes
- D) Global Awareness Designation

** Focus of Faculty Council vote*

Curricular Policy Changes for 1C

A) Defining Features (pg 58)

1C. Diversity, Equity, and Inclusion – 3 credits

Courses that address **Diversity, Equity, and Inclusion** engage students in the study of cultural identities, explore the interactions among these identities, and reflect upon patterns of interaction related to the larger contexts in which they take place, focusing predominantly on US **domestic** cultures as they are situated within a global context. These courses provide opportunities to expand self-awareness, examine perspectives, and engage in dialogue in order to analyze personal and social responsibility, social systems, and contemporary contexts.

~~Courses must base at least 50% of the final grade on student engagement in dialogue.~~

Courses in the 1C category will ask students to undertake meaningful interaction with one another in order to encourage proactive engagement across difference. A variety of approaches are possible for accomplishing this objective, including but not limited to, spoken dialogue, dialogic or collaborative writing, artistry approaches, and group work. Choices of approach should reflect the content/disciplinary area and faculty expertise/preference.

A Guidance Committee will partner with faculty to help shepherd course development, content, and delivery and assist with the curriculum review process.

Curricular Policy Changes for 1C

A) Defining Features (pg 58)

AUCC Category 1C is aligned with the following GT Pathways Categories:

- Arts & Expression (GT-AH1)
- Literature & Humanities (GT-AH2)
- Ways of Thinking (GT-AH3)
- Economic or Political Systems (GT-SS1)
- Geography (GT-SS2)
- Human Behavior, Culture, or Social Frameworks (GT-SS3)

Each AUCC 1C course must address the Content Criteria and Core Student Learning Outcomes for one of the GT Pathways categories above, **in addition to those listed below.**

Courses in category 1C must base at least **25% of the final grade on writing**, a portion of which must be written outside of class. Writing activities may range from brief in-class reflective writing to multi-draft revised papers.

Curricular Policy Changes for 1C

B) Content Criteria (pgs 58-59)

CONTENT CRITERIA

Diversity ~~and Global Awareness~~:

~~Through dialogue:~~

- Explore diverse perspectives.
- Recognize and explore various cultural identities, heritages, and important similarities and differences as depicted in the arts, or reflected in geography, or in economic or political systems.
- Explore interactions among groups and identities as relevant to the discipline.

Curricular Policy Changes for 1C

C) Student Learning Outcomes (pg 59)

CORE STUDENT LEARNING OUTCOMES

~~*Dialogue—Students should be able to:*~~

~~**1) Develop skills of intergroup dialogue.**~~

~~a) Develop skills of active listening.~~

~~b) Identify the difference between dialogue and its processes and debate or discussion.~~

~~c) Demonstrate the ability to engage in deliberative dialogue.~~

~~**2) Employ dialogue skills to explore multiple perspectives.**~~

Diversity & Global Learning – Students should be able to:

3) Address Diversity:

a) Make connections between the world-views, power structures, and experiences of individuals, groups, communities, or cultures, in historical or contemporary contexts.

Curricular Policy Changes

D) Global Awareness Designation (pg 61)

FOUNDATIONS AND PERSPECTIVES – 19 ~~22~~ CREDITS

Foundations and Perspectives courses emphasize subject area methodologies, perspectives, modes of expression and creativity, concepts, and knowledge. Courses in this category help students effectively use fundamental competencies to bring diverse viewpoints, knowledge, application, creativity, and skills to life. Courses explore distinctive characteristics as well as critical linkages among fields of study, promoting synthesis of learning.

Students must select at least one course from ~~any category in~~ AUCC Category 3 (A-D) that with a designated focus on global issues awareness.

Proposed Curricular Policy Changes *

Summary of Proposed Changes

A) 1C Defining Features

- Delete 50% dialogue; add meaningful interaction, Guidance Committee, and writing requirement

B) 1C Content Criteria

- Delete “through dialogue”; delete “global awareness”

C) 1C Student Learning Outcomes

- Delete dialogue SLOs; add diversity SLO

D) Global Awareness designation

- Add requirement regarding global awareness course from 3 (A-D) Category