

AUCC 1C Faculty Council Task Force Final Report

Task Force Membership:

Becki Atadero, Associate Professor, Civil and Environmental Engineering, Chair

Ashby Butnor, Assistant Professor, Philosophy

Michelle Foster, Assistant Dean for Diversity, Equity, Inclusion and Justice, College of Health and Human Sciences; Associate Professor, Food Science and Human Nutrition

Brad Goetz, Director and Professor, Landscape Architecture and Urban Design; Chair, University Curriculum Committee

Steve Benoit, Associate Professor, Mathematics

Mary Vogl, Associate Professor, Languages, Literature and Culture

Amy Barkley, Executive Assistant to Faculty Council provided administrative support

Sue Doe, Chair, Faculty Council; Professor, English—ex-officio member

Task Force Activities and Timeline

The AUCC 1C Task Force was first convened in November 2021 after courses were administratively moved from the 3E to 1C category to allow time for the curricular transition to occur without negative impacts on students. It was established that the entire transition would likely take until Academic Year 2024-2025 to complete and the 1C Task Force was convened to establish faculty leadership on deliberations regarding course content expectations. The Task Force held two meetings (via Teams) in 2021 to familiarize the group with each other and our charge. The charge to the Task Force was broad, asking for our efforts to consider aspects related to curricular requirements, faculty development, assessment, and implementation. The Task Force Charge is included as the first attachment to this report (p. 4).

The Task Force began bi-weekly meetings (each over an hour), in January 2022. Our early conversations were wide ranging as the Task Force sought to understand the significance of the 1C addition to the AUCC and the complexities of this initiative. We referred to the 2020 Student Demands (pp. 5-15) to reinforce the need and motivations for the 1C change. Ashby Butnor served on a prior Task Force in Summer 2020 to pilot dialog intensive courses for 1C and she shared findings from that effort with the present Task Force (pp. 16-18). During this time we also explored the anticipated demand for 1C courses and the number of seats/courses that would need to be developed (pp. 19-20), and considered models for these types of courses at other institutions. One promising approach came from the University of California, San Diego. A call for course proposals from UCSD is included in the attachments (pp. 21-23).

On February 28th, the Task Force met with Provost Pedersen to explain our initial findings and share the anticipated future directions for Task Force work. In preparation for this meeting, the Task Force developed a table outlining possible options for the 1C initiative (pp. 24-26). An important message of

the meeting was the need for resources to support faculty developing new courses and departments in their transition from 3E to 1C. The Task Force was pleased by the Provost's support for our ideas and her recognition of the resources that would be required to implement 1C in an effective way.

In mid-March, after Spring Break, we narrowed our focus to the curricular guidance and policy changes that needed to go before Faculty Council. The first draft of our curricular guidance document was prepared by early April, and this document was shared with various constituencies on campus. In particular, Ashby Butnor and Mary Vogl shared the document and collected feedback from the College of Liberal Arts. Steve Benoit shared the document with the Colleges of Natural Sciences and Agricultural Sciences. Michelle Foster brought the document to the College of Health and Human Sciences, and Becki Atadero shared with members of the Walter Scott, Jr. College of Engineering. Feedback, primarily from CLA, was incorporated into a revised version of the guidance document that was shorter and less prescriptive (p. 27).

The Task Force had to consider many curricular requirements imposed by CDHE and the Guaranteed Transfer Pathways in the State when updating the AUCC policy document. Links to relevant CDHE websites are included in the attachments (p. 28). Ultimately, the Task Force decided to remove reference to a required percentage of dialog and learning outcomes related to spoken dialog from the AUCC description of 1C. Also, when 1C was first passed, there was the intent to require students to gain global learning in one of the remaining 3A-D categories. The perceived removal of global learning in favor of diversity, equity and inclusion was a significant concern the Task Force encountered across campus. In response, changes to the AUCC policy document also strengthened the requirement that students take a course with a designated focus on global issues. The history of changes to the AUCC policy (prior to this Task Force's efforts) is shown on page 29 of the attachments and the tracked changes and clean versions of the AUCC changes are shown beginning on pages 38 and 60, respectively.

The AUCC policy changes were scheduled to be considered at the May 3rd Faculty Council Meeting. Because there is limited opportunity for discussion in regularly scheduled Faculty Council Meetings, a special session to discuss the Task Force's work and recommendations was held via Teams on April 22nd. Subsequent to this meeting, the Executive Committee of Faculty Council convened on April 26 and recommended a change that removed the word "domestic" from the description of 1C courses. On May 3rd, the PowerPoint presentation included in the attachments (pp. 30-37) was presented to Faculty Council. Discussion at the Faculty Council meeting considered a small amendment to the AUCC 1C student learning outcomes focusing on "a diversity of perspectives" rather than "diverse perspectives." The proposed changes to the AUCC were approved at the meeting.

Throughout the spring, members of the Task Force also met with faculty and staff representing specific concerns or roles in the transition. The Honors Program and Key Communities sought information about how the 1C requirement could be adapted to meet the needs of their students. Gwen Gorzelsky of TILT and Ria Vigil of the Office of Inclusive Excellence provided insight on how their offices could be involved in faculty development. Following passage at Faculty Council, members of the Task Force met with the Advising Network which sought clarification about how best to advise students, particularly during the transition period that is expected to last through Academic Year 2024-2025.

Outcomes and Recommendations

The AUCC 1C Task Force has worked to pass changes to the AUCC policy that we believe will facilitate the development of a variety of courses that meet the needs of students and satisfy the 1C course objectives. The Task Force also developed a Curricular Guidance document detailing essential features of 1C courses. This document calls for the formation of a Guidance Committee that will help shepherd faculty through the course development process and provide vetting of courses prior to being submitted for curricular review by department, college, and university curriculum committees. While the Task Force has laid the curricular groundwork for the 1C transition, a great deal of implementation details still need attention. The Task Force is happy to help the proposed Transition Team get started.

Faculty Council 3E-to-1C Ad Hoc Task Force

From: Sue Doe, Chair of Faculty Council, October 22, 2021

Objective: The Executive Committee of Faculty Council, together with the Provost's Office, recognizes the need for increased faculty involvement in the planning and execution of the 3E-to-1C initiative and charges a new Faculty Council 3E-to-1C Ad Hoc Task Force to address the content, pedagogical, and initial assessment needs associated with the 3E-to-1C initiative. The Faculty Council charges the 3E-to-1C Task Force to address the following items so far as is possible:

1. Develop curricular expectations for 1C courses. These expectations will include content, pedagogical, and assessment components of 1C courses, aligning with statewide transfer, AUCC expectations, and learning outcomes.
2. Speak with faculty and staff who have planned or piloted 1C courses in order to obtain insights.
3. Develop a process for reviewing courses for 1C designation
4. Suggest alternative locations in the core curriculum for courses not suited for 1C
5. Identify the requisite expertise and professional development needs of 1C faculty and/or staff. The committee will make recommendations for addressing deficits in knowledge that have potential for inhibiting successful implementation of 1C
6. Recommend and develop ideas for an assessment approach.
7. Develop a progress report template as 3E transitions to 1C transition (Fall 2022-Spring 2025). Such reports should include information on pilots, experimental course proposals and rollouts, permanent course proposals and rollouts, involved faculty and staff, challenges and opportunities, etc.
8. Create a report on 1C status by the end of the 2021-22 academic year.
9. Stay apprised of the items below* which will be managed by other entities on campus.

*Stay abreast of how the following challenges and opportunities are being addressed by other groups:

1. Determine the impact of 3E to 1C changes on programs, units, faculty, and staff.
2. Develop needs assessment for programs putting 1C into place.
3. Inventory where previous 3E courses go—to 3A, B, C, or D, to 1C, or off the books?
4. Assess student performance on 1C learning outcomes so that the impact and value of the initiative for student learning can be evaluated.

Spring 2020 Student Demands

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Mandatory Meeting

To President Joyce McConnell, Chancellor Tony Frank, and the administration of Colorado State University:

On Tuesday, September 10, 2019, the CSU community received a message from the Office of the President regarding the students in blackface on Instagram. In this message, it was stated,

“This recent post runs counter to our principles of community, but it does not violate any CSU rule or regulation, and the First Amendment prohibits the university from taking any punitive action against those in the photo.”

This language and message is unfortunately similar to messages we’ve historically received, in response to hate and bias-motivated incidents. One of those instances included the message sent to the CSU community on October 6, 2017, seven weeks after the discovery of a crepe-paper noose in Newsom Hall. This message included the following:

“Such incidents, even when legally protected by the First Amendment, can fly in the face of our campus Principles of Community...”

This rhetoric makes it clear that CSU is more willing to be complicit in these events, which have challenged the safety and well-being of the Black community (students, staff, faculty, etc.). We have said it before, and will continue saying it until we are heard and acknowledged adequately: this message is not an acceptable response. CSU’s hands are not tied in addressing these hateful and threatening acts; the implication that there is nothing that can be done is a repugnant avoidance of accepting responsibility. We are not asking if something can be done. We are asking **what will be done**. It should go without saying that the expectation is that this institution will find an acceptable solution to address the culture on this campus, which has been created and cultivated by the complicity of students, faculty, staff, and administration.

It has been 167 days since President Joyce McConnell promised action through the Race, Bias, and Equity Initiative, as a solution to the hostile campus environment. As students, we are unaware of any action taken, punishment or other effect to those who posed in Blackface, wrote “Nigger” in blood at the Rec Center bathroom, or those who have committed any of the numerous incidents of bias against our community. Frankly, these acts are targeted, derogatory, and serve as messages to Black students that we are not welcome in many spaces on this campus. Even with this RBEI, no tangible or visible progress on these issues has been shared or is evident to our peers on campus. The apparent lack of action is considered complacency; it feels to us as though the issue of racism has been cast aside, that it has faded back to the margins where students of color are silenced and ignored and our encounters trivialized. Every student who enrolls and commits to attending this school should be able to do so on equitable terms: they should be able to further themselves academically, professionally, and personally according to the principles of community, a commitment to respect all other students, that is promoted by this campus.

We have done our best to make it clear in all of our efforts that our experiences at CSU as students include what occurs in and out of the classroom. Black students, and truly all who carry marginalized identities, have never been able to be “just students”. Along with acquiring academic tools and resources for our future, we have also had to develop additional tools, such as hyper-awareness of our peers’ comments and actions, which pulls our focus and energy away from academic efforts. It is not something we do voluntarily but out of necessity - it is a tool of self-preservation, and developing such

mechanisms is one of the only ways we are able to survive the hostility and threats that we may face in and out of the classroom.

Before outlining our demands, we also would like to make it clear that these are not to replace existing efforts or previously accepted recommendations. It is an established trend that every five years, similar frustrations are voiced in response to equally outrageous incidents happening on campus. Demands and recommendations with similar foundations have been put forth before, and the University's leaders accepted the task of taking them on and building them into the foundation of progress at CSU. The fact that we are here again, repeating many of the same points, is unjust and further serves as evidence of the empty promises and commitments that have preceded this point.

On December 6, 2017, Mary Ontiveros, Vice President for Diversity at CSU, told us: "We felt that diversity and inclusion should be the job of the entire campus." To this day, we have listened and waited patiently for progress from the institution. What we have witnessed through the string of emails following the blackface photo was this institution back-tracking on its own word. It is now time to follow through on Vice President Ontiveros's words and hold everyone accountable in inciting change on this campus. It is now time to put action behind vacuous words of acknowledgement and lackluster empathy. It is now time for this community to give students, who have learned to emerge from and survive outside of the margins, an equitable opportunity to fully engage with the CSU community as a whole.

Previous Recommendations to be Revisited

Throughout the the Fall 2019, now Spring 2020, demands outlined below, there are references to 2010 demands that continue to carry significance now and should be considered in tandem with the demands below.

The following recommendations, first presented in 2015, continue to be relevant and must remain at the forefront of the institutions efforts until they are adequately resolved.

2015 Recommendations

On December 6, 2017 we were provided with an update on the state of all of the 2015 Recommendations. While those updates provided evidence of progress, we believe that the efforts thus far have fallen short, and more can be done to fully see the aforementioned recommendations come fully to fruition.

Recommendation 2: Significantly increase the percentage of racially diverse faculty and staff.

Recommendation 3: Increased funding and resources for the SDPS offices and increased funding resources for mental health issues specifically dealing with racial oppression and racial battle fatigue.

Recommendation 4: A campuswide curriculum change to require Introduction to Ethnic Studies and Introduction to Women's Studies to be taken by all students. Additionally, we recommend the inclusion of Women's Studies courses in the Global and Cultural Awareness category of the AUCC as it currently is not included.

We are aware that this was explored to some extent, and was deemed unfeasible, due to availability of faculty/associated funding and resources. At its core, this recommendation is still a vital component in eradicating the toxic system that currently plagues CSU. With this in mind, we are offering an addendum to this recommendation, as an interim solution while a new solution for originally proposed curriculum change is analyzed in-depth.

2020 Addendum: Develop a campus-wide graduation requirement, for all students to participate in a seminar on diversity, equity, and inclusion. Such a seminar is the basis of professional development, and will provide students with the foundational tools and knowledge to engage and work across difference -- something that will inevitably be encountered after leaving CSU. This seminar should be developed through collaboration among the College Diversity Officers, with the opportunity to create consistency across the university, while still focusing the message on the relevant fields within that college.

It is imperative that members of the CSU administration and other key stakeholders expand their frame of thought and understand that even if they do not believe they can act on the recommendation verbatim, there are still ways to address the root issues at hand and develop solutions to progress this institution.

Spring 2020 Demands:

The following are our demands, with justification, so there is no doubt or ambiguity about what our community needs and why.

1. Assess and revise the Colorado State University Student Code of Conduct to ensure that it includes prohibition for racially biased and discriminatory acts.

Per the CSU Code of Conduct, discriminatory harassment is “expressly prohibited.” It is defined as follows: “Harassment, in any form, through any means of communication on the basis of sex, gender identity or expression, veteran status, genetic information, race, creed, color, national origin or ancestry, sexual orientation, age, religion, pregnancy, or disability, including but not limited to any violation of federal or state laws, or University policy, prohibiting harassment.”

Following the Blackface incident, it was explained that there was no direct violation of the Student Code of Conduct; however we believe this definition of discriminatory harassment would fit the situation. The argument thus far has been regarding the student’s federal protection under the First Amendment; however, the language in the code of conduct states that harassment may be defined as a “violation of federal or state laws *or University policy...*” Thus, no punishment to the students involved indicates that CSU’s policies do not prohibit racially discriminatory acts, such as the use of Blackface.

Even the federal government is recognizing these threats as more than just symbolic acts. [Senate Bill 894](#) recognizes white supremacy as “the most significant domestic terrorism threat facing the United States.” Thus, as a Federal Land Grant Institution, CSU has no excuse not to be proactive with eradicating the acts based in white supremacy that are increasingly prevalent in our community. The question has been, and remains, will this institution allow the escalation to continue until a “symbolic threat” becomes a physical threat and physical harm is present? Any answer other than no is subpar and unacceptable.

With this in mind, we are demanding that a clear, concise, and direct explanation is provided, as to why the Blackface incident does not qualify as a violation of the code of conduct. Additionally, the conversation needs to begin now regarding how the code of conduct can be amended to explicitly hold students accountable for acts of racial bias and discrimination, including Blackface and derogatory “symbolic” messages, such as a noose, a swastika, or “Nigger” written in blood.

2. Implement the pilot EverFi Diversity and Equity training module campuswide.

We have heard countless times from students that they want more effort committed to proactively educating the CSU community about how diversity, equity, and inclusion manifest at CSU and in society. This education is not solely for students; it must extend to reach every aspect of the CSU community including faculty, staff, and administration, as a manner of acknowledging that the environment cultivated at CSU goes beyond student conduct. From a hierarchical perspective, people in positions of power must be cognizant of their role in cultivating the environment and to accept responsibility for their roles in forming the meaning of diversity, equity, and inclusion at CSU. Whether it is a student, a faculty member, a member of the administration, or anyone in between, we each play a part in crafting CSU’s culture and environment. Those at the top of the hierarchy hold a significant type of power, and in order to see change across all levels, they too must embody CSU’s values and embrace their obligation to continuously educate themselves.

We are aware of the resistance to implement this widespread education via certain platforms (i.e. mandatory Ethnic Studies and Women’s Studies courses), and we recognize the efforts currently put forth to find an alternative solution. This has been most tangibly reflected in the pilot training module

implemented among a small group of student staff this Fall (2019). It is imperative that this training process is expanded first from this small pilot group to key entities of student leaders, including the Associated Students of Colorado State University (ASCSU) and all those who are employed by CSU: student/professional/university staff and faculty members. In conjunction with this, a timeline must be established to hold all parties accountable in complete implementation of the training module. For faculty and all those involved in classroom settings, their training should include classroom management resources to ensure that they are prepared to facilitate settings of diverse thoughts and opinions, without students feeling threatened or targeted in such a manner that contributes to their safety and well-being. Furthermore, a strategic plan should be developed and shared of how this will be expanded to the student body and maintained on a long-term basis.

3. Reform Housing and Dining Services policies to state consequences for bias related incidents and provide training resources for staff to support underrepresented students.

Seeing that CSU housing (on- and off-campus) is a major source of reported bias-related incidents, it is necessary for Housing and Dining Services to become a major focus for improvement. Currently, the policy defines “bias related incidents” and “bias related crimes” and states that “bias incidents are prohibited in the residence halls.” This does not clearly delineate how perpetrators will be held accountable. This policy should include a distinct description of the process that ensues after a student living in CSU housing is determined to have participated in a bias-related incident.

In addition to clarifying the policies and procedures, a more robust training is needed for Residence Directors (RDs), Assistant Residence Directors (ARDs) and Assistant Resident Managers (ARMs) to effectively report and respond to bias related incidents. It is common to expect the student staff, who hold the Resident’s Assistant (RAs), Community Coordinator (CC) and Inclusive Community Assistant (ICAs) positions, to carry the weight in responding to these incidents, with limited guidance from their supervisors. In many cases they are the ones expected to provide resources for their perspective community but are not helped by housing to get these resources. This points to an urgent need for more continuity and solid foundation, which can be found in the RDs, who remain in their positions beyond the year-to-year student staffing. The training curriculum for the HDS staff on reporting/responding to bias should be revisited and corrected to support community needs a minimum of every four years. Upon its expiration, a thorough review, assessment, and update of the material should be conducted to ensure its ongoing efficacy.

4. Develop an initiative that enables students to take a more proactive role in maintaining their mental health and well-being.

CSU’s community would greatly benefit from an initiative that focuses on mental health. There has been a severe increase in the need for mental health services, and by implementing a focused initiative, this would allow students to more actively seek the type of service that fits their needs, and it would allow the institution to gain a more holistic understanding of what is needed to address the mental health crisis. Thus far, efforts seem to be focused on improving the traditional avenues of care, such as increasing the availability for individual counseling sessions; however, these are not the only available options. In developing this initiative, it is important to develop more awareness around cultural and/or situational understanding of mental health. Similar to the campaign aimed to increase awareness around interpersonal violence and sexual violence, an initiative dedicated to holistic health can contribute to new approaches and resources, thus creating a greater understanding of mental health that truly is accessible and inclusive of a much more expansive population.

Oakwood University implemented an initiative known as “Healthy Campus 2020” with the goal of creating a holistic system to make their campus the healthiest in America. In doing so, they have created programming and educational opportunities to both inform their students about their physiological, mental/emotional, and spiritual health. Furthermore, this initiative created a mechanism by which students are playing a firsthand role in seeking services, with encouragement and accountability efforts from the larger campus community.

Following a similar model would promote students’ autonomy in mental health decisions and a more holistic understanding of their wellbeing. We believe that students will more actively assess their mental health state, and seek help as necessary. The focus then becomes addressing the gap in access to adequate counseling services. The current goal to assign a single counseling liaison to each SDPS office to handle all students navigating racial battle fatigue is short-sighted. Any one individual tasked to do so will inevitably burn out, leading to an extremely high turnover rate, and subsequently a further disconnect between that position and the students they seek to serve. Consistency is key in building trust, which is a necessity in this realm, especially when considering cultural backgrounds and stigmas related to seeking treatment for mental health. Students of color seek guidance and support from those who can understand the nuances of their existence, without having to explain their entire race/ethnicity as a starting point. The liaisons have also faced struggles of financial and time limitations, which have forced them to be stretched thin in order to effectively meet our needs. Those already serving in these positions are more than deserving of further support to solve the university’s problems around mental health.

Students of all backgrounds deserve a mental health representative that can speak with them regarding bias-related incidents. While the focus on SDPS would address part of the underrepresented population at CSU, it has additionally been brought to our attention that there has not been value placed in developing a similar level of support for minoritized religious identities such as Jewish and Muslim students. In the wake of consistent swastikas on CSU’s campus and America’s current status with Iran, we know it to be urgent for Jewish and Muslim students to receive support from counseling representatives a who can respond to anti-semitic and/or Islamophobic incidents and their impacts on Jewish and Muslim students. As of now, Hillel CSU, Chabad CSU, and the Islamic Center of Fort Collins are not enough support. If the intent is to truly ensure that the mental health of students is protected and maintained, more direct focus must be put towards combating the impact of discriminatory acts and environments. Increasing counselors who specialize in this area is one approach; developing larger, alternative systems of support, is also an incumbent factor.

5. Develop a University-wide protocol for all entities to use in responding to bias-related incidents.

Through the set demands presented and accepted in 2010 the Vice President of Diversity, committed to creating a protocol or discrimination and harrassment-related incidents Based on the messages that we (the CSU community) have received in 2019, in response to the Blackface incidents and “Nigger” in blood, it is apparent that no concrete process exists for different university entities to respond and handle bias-related incidents. This leads to each entity handling the situation as they see fit, which has been inadequate. Enacting a consistent response would create a more coherent culture across CSU by making it clear what is and is not permissible, as well as making it clear that the institution will not be complicit in such behavior.

Those who have witnessed or have been otherwise victims of bias-related incidents are encouraged to use systems such as “Tell Someone”, “Safe2Tell”, and the CSU Bias-Related Incident Report. These resources are also encouraged to be utilized when faculty uses culturally/racially insensitive language in class. Yet, we have not seen faculty members held accountable for these

comments. There is an inherent distrust and nuanced understanding of what happens following the submission of a report through one of these channels. Students have shared that they do not feel comfortable utilizing these systems, based on feelings of empty promises, a lack of follow up and/or follow through, and the likelihood that any subsequent investigation will do more harm than good. This is further exacerbated by the isolated and decentralized nature of the response protocols. If there is true merit in utilizing these systems to see that justice is served, time and concerted effort must be put towards educating the community on when, how, and why to access these entities. This informative effort should furthermore be able to walk a person through the process, from the point that a report is submitted to the point it is resolved and closed. An example of implementation could be something as simple as a video tutorial.

These reporting systems provide the opportunity to quantifiably track and assess the nature of reported incidents. This is a platform for both understanding what types of incidents have contributed to campus climate, as well as tracking present-day changes (i.e. rise/fall of incidents in different categories). It is possible that such tracking is already taking place; however, there is no easily/obviously accessible manner through which a member of the CSU community could access and view this analysis for themselves. This is despite the fact that the administration accepted the demand in 2010 that “a permanent quarterly and annual campus climate report” was developed and disseminated. Between accepting this demand and adhering to mandatory requirements laid out by the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, a federal statute implemented in 1990, much of the necessary framework should already exist and can fairly easily be made more available to members of the community.

6. Increase the Security Cameras around the Outdoor Recreational Facilities.

With the perpetrators of the Noose in Newsom and other incidents not publically resolved, people have felt emboldened by anonymity. The need for this extended camera coverage is something that can be done to negate this idea that actions do not have consequences. It has most recently highlighted by “Nigger” written on the wall of the outdoor recreation bathroom. We have been told that due to a lack of surveillance in the area, there was no substantial basis for investigation. Given the frequent use of the outdoor recreational facilities, including but not limited to the Intramural Fields, sand volleyball courts, and basketball courts, it is imperative that the institution is aware of who is utilizing this space and is able to implement resources that will allow them to fully investigate situations that occur there. Additionally, given the existence of the “Rec Cams” coverage of indoor recreational facilities, it seems only logical that this level of surveillance can justifiably extend to the outdoor recreational facilities. This need is linked to both the protection of students from physical threats, and providing a more solid foundation for the CSU community to understand that they will be held accountable in all aspects of campus life.

CSU must strive to reach a point where every incident has a basis of investigation; this quells the appeal of anonymity and promotes accountability. This is also another example of developing trust with students who have been let down time and time again by holes in the system and inadequate processes and resources, which leave us without any sense of justice when acts are perpetrated against us, our communities, and our peers.

7. Increase education about the structure and operations of the Associated Students of Colorado State University (ASCSU).

There is a fundamental lack of understanding about the roles and operations of the Associated Students of Colorado State University (ASCSU). Yet, each year, we are encouraged to elect new leaders

who promise to listen to and address our concerns. In order to bridge the student and ASCSU gap and ensure that we, as a student body, can make informed decisions about who is representing us, it should be clear to us what the roles of the student government are and how they operate. It has also come to our attention that the organizational structure is unclear, which makes it more difficult to hold any representative or body within ASCSU accountable for their actions or lack thereof. There has been a request for creating another avenue for students to be able to actively participate in ASCSU and bring various perspectives to the space. All ASCSU proceedings should be easily accessible and digestible by students as a means of accountability and transparency.

Transparency Clause

Within each of these demands, we found a common theme of a lack of transparency from the administration of Colorado State University. Students have been asking for over a decade for essentially the same changes to be made to improve the campus environment. This is constantly met with the response, “it takes time.” No matter how much time it takes to reach completion, there should always be some progress that can be shared with the community. This also points to the lack of specific timelines and deadlines for previously accepted recommendations and demands. 167 days have passed since President McConnell announced the RBEI at the Fall Presidential Address and University Picnic. In this time period, we have not seen any changes to our campus environment. The promises that were, not only made, but applauded by many of peers of our community, have not been met adequately or efficiently. Recognizing the political nature of President McConnell’s announcement, we are now doing more than our due diligence to hold this institution accountable for what you said you would do. Transparency has been, and will continue to be, priority number one. As much as we have been assured that we are heard and our pain/anger is acknowledged, those words will mean nothing until there is action and progress to support them. If students of color are valued, policy needs to reflect this, and you are a key stakeholder to make sure that this happens.

MANDATORY MEETING WITH THE FOLLOWING:

The following people have been listed to attend a mandatory meeting on Monday March 9th, 2020 at 12:00pm MST. They will all receive personal email invitations where a response is required by 5:00pm MST on Friday March 6th, 2020. The list has been attached to the Spring 2020 Demands as a form of accountability.

Executive Leadership Team

- Dr. Anthony Frank, Chancellor
- Joyce McConnell, President
- Ann Claycomb, Chief of Staff & Director of Presidential Communications
- Rick Miranda, Provost & Executive Vice President
- Kelly Long, Vice Provost for Undergraduate Affairs
- Pam Jackson, Interim Vice President for External Relations
- Dan Bush, Vice Provost for Faculty Affairs
- Jannine Mohr, Deputy General Counsel
- Jessica Salazar, Assistant Attorney General
- Diana Prieto, Executive Director for Human Resources and Equal Opportunity

Office of the Vice President for Diversity

- Mary Ontiveros, Vice President for Diversity
- Shannon Archibeque-Engle, Assistant Vice President for Strategic Initiatives and Assessment
- Leslie Taylor, Vice President for Enrollment and Access

Student Affairs

- Dr. Blanche Hughes, Vice President for Student Affairs
- Kathy Sisneros, Assistant Vice President
- Bridgette Johnson, Director of the Black/African American Cultural Center
- JoAnn Cornell, Director of the Asian/Pacific American Cultural Center
- Oscar Felix, Interim Director of El Centro
- Ty Smith, Director of the Native American Cultural Center
- Dora Frias, Director of Pride Resource Center
- Rosemary Kreston, Director of Student Disability Center
- Monica Rivera, Director Women and Gender Advocacy Center
- Marc Barker, Director of Adult Learners and Veteran Services
- Ryan Barone, Assistant Vice President for Student Success

Housing and Dining Services

- Laura Giles, Associate Executive Director
- Kyle Oldham, Director of Workplace Inclusion & Talent Management

- Helena Gardner, Director of University Housing
- Mitchell Holston, Assistant Director of Inclusion & Student Engagement
- Stephanie Zee, Coordinator for Diversity & Inclusion
- Claudia Rosty, Coordinator for Apartment Communities
- Ginny Durakovich, Coordinator for Staff Training

CSUPD

- Officer Anthony Rose
- Major Frank Johnson

CSU Health Network Counseling Services

- Jenny Brandsma, LPC, Clinical Director of CSU Health Network Counseling Services
- Adam-Jon Aparicio, M.A., M.Ed., Coordinator for Diversity and Outreach Services
- Chloe Wright, PhD
- Beit Gorski, LPC, Senior Staff Counselor

Faculty Council

- Timothy Gallagher, Chair of Faculty Council

ASCSU

- Jadon Walker, ASCSU Chief Diversity & Inclusion Officer
- Ben Amundson, ASCSU President

Conduct

- Michael Katz, Interim Director & Associate Director of CSU Student Conduct Services

AUCC 3E→1C Task Force Ashby's Report for Jan 28 Meeting

Report on Prototype Syllabus Templates produced by 2020 AUCC Task Force

Two “prototype syllabus templates” were produced by the 2020 Task Force—one from a Humanities working group and the other from a Social Sciences working group. Both syllabi contain a common title, course description, course goals, and learning objectives that were provided by the Provost's Office (included below, with some additional language from Provost's doc on Common and Required Elements). Following this, please find a short analysis of how these LOs map onto the AUCC/GT Pathways Learning Outcomes doc. The working groups also produced a list of themes that roughly map onto a weekly course schedule.

I. Syllabus Templates: Common Title, Description, Goals, & Learning Objectives [Provided by Provost's Office]

Course Title: Self, Other, World: Dialogue about Diversity, Inclusion, and Equity (Proposed Revision: Dialogue, Diversity, Inclusivity, and Access)

Course Description: This course engages students in dialogue about what it means to be part of a campus community, a broader community, and the world at large. Exploring how diverse identities link us to larger communities beyond the campus, it invites students to enrich self-awareness, explore their own perspectives and those of others, and apply this learning to everyday interactions.

Additional Language from Provost's Doc on Common & Required Elements:

Competency in diversity and dialogue about it refer to a student's ability to recognize complex, interdependent structures, constructs, and perspectives in order to analyze their implications for individuals, groups, communities, or cultures. This course introduces students to concepts that build awareness of diversity and the importance of inclusivity. Students should seek to understand interconnections between individual actions and impact on interpersonal relations as well as local and global communities.

Course Goals: This course intended for first year and transfer students at CSU to introduce them to the campus, to teach them skills of oral communication and dialogue about challenging perspectives on matters such as race, class, gender, ethnicity, religion, and disability, and age. This course has four main goals:

1. Exploring diverse perspectives.
2. Recognizing and exploring various differences in social locations and cultural identities represented in the social sciences
 - On Humanities syllabus, this reads: Recognizing and exploring various cultural identities heritages, and important similarities and differences as depicted in the arts, or reflected in geography, or in economic or political systems.
3. Exploring interactions among groups and identities relevant to the discipline.
4. Developing skills of dialogue that:
 - Enabling students to develop self-awareness about their own perspectives on matters including but not limited to race, class, gender, ethnicity, religion, and disability, and age.
 - Enabling students to engage successfully in intergroup dialogue as they explore various cultural identities, heritages, and important similarities and differences as depicted in the arts, or reflected by geography, or in economic or political systems.
 - Enabling students via content exploration that engage students in dialogue about their own and other identities and categories of human experience.
 - Enabling students to employ successfully critical and creative analysis and reflection of their own beliefs and values and those of others.

Course Learning Objectives: GT Pathways Diversity and Perspective Analysis

Diversity

1. **Build Self-Awareness:** Demonstrate how their own attitudes, behaviors, or beliefs compare or relate to those of other individuals, groups, communities, or cultures.

2. **Examine Perspectives:** Examine diverse perspectives when investigating social and behavioral topics within natural or human systems.
3. **Address Diversity:** Make connections between the worldviews, power structures, and experiences of individuals, groups, communities, or cultures, in historical or contemporary contexts.

Written/Oral Communication

4. In speaking, **Develop Content and Message:** Create and develop ideas within the context of the situation and the assigned task(s).
5. **Use Sources and Evidence:** Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim.
6. **Use language appropriate to the audience**

Creative Thinking

7. **Embrace Contradictions:** Incorporate alternate, divergent, or contradictory perspectives or ideas within the context of the discipline and the shape of the work.

Critical Thinking

8. **Utilize Context:** Evaluate the relevance of context when presenting a position; Identify assumptions; Analyze one's own and others' assumptions.
9. **Understand Implications and Make Conclusions:** Establish a conclusion that is tied to the range of information presented; Reflect on implications and consequences of stated conclusion.

Additional Language from Provost's Doc on Common & Required Elements:

How will a course in 1C build a foundation of both content knowledge (Content Criteria) and transferable skills (GT Pathways Student learning Objectives) that fully reflects an introductory level accomplishment of the goals articulated in the course description?

Emphasizing the development of skills of dialogue, each course that addresses AUCC 1C will focus on helping students develop self-awareness about their own and others' perspectives on matters including but not limited to race, class, gender, ethnicity, religion, and disability, and age. Students will learn and engage skills of intergroup dialogue as they explore various cultural identities, heritages, and important similarities and differences as depicted in the arts, or reflected by geography, or in economic or political systems. Drawing on content from a GT Pathways category noted below (AH, SS), the focus of content exploration will be to engage students in dialogue about their own and other identities and categories of human experience. As students critically and creatively analyze how their own and others' beliefs and values are developed, they will Build Self-Awareness, Examine Perspectives, and Address Diversity.

How will the course a) explore/introduce/utilize; b) Methods central to the field of study; c) Intellectual processes; d) Readings that reinforce both skills and context; e) Assignments that require reflection and some level of application.

These courses will invite students to explore texts that deepen critical analysis skills and broaden perspectives on crucial issues pertaining to identity and diversity. Students will explore varied ways of knowing about XXX, and will be taught methods of analysis appropriate to an introductory level course.

Courses might introduce perspectives and issues pertaining to identity, diversity and inclusion by reading literature, viewing arts, and connecting these to matters pertaining to health, sustainability (social, environmental, economic), ways that geographical and natural environments may shape identity and attitudes toward the environment, and considering how arts and the built environment reflect individual and cultural values.

Comparison to AUCC Category 1C/GT Pathways Course Document

The Course Learning Objectives above very closely map onto the Content Criteria and the Core Student Learning Outcomes detailed for each GT Pathways Content Area. A few differences can be found:

- The AUCC 1C/GT Pathways Document includes all the Learning Objectives above, PLUS the following listed under the category "Dialogue"

- **Develop skills of intergroup dialogue:** Develop skills of active listening; Identify the difference between dialogue and its processes and debate or discussion; Demonstrate the ability to engage in deliberative dialogue
- **Employ dialogue skills to explore multiple perspectives**
- The Learning Outcomes in the syllabus templates (shown above) map onto the GT-AH1: Arts and Expressions GT Pathways Learning Outcomes which do not exactly coincide with all Core Student Learning Outcomes across the GT Pathways Content Areas. For example, this is the only one to include a Creative Thinking category. Also, the LOs above are also lacking an outcome similar across all other areas: Explain an Issue, under the Critical Thinking category.
- The Course Learning Objectives listed under “Diversity” above are under the category of “Diversity and Global Learning” on the AUCC 1C doc.
- a) Under Written/Oral Communication above, it specifies that communication must be demonstrated by speaking.

II. Summary of themes included in both Syllabus Templates (from AUCC Working Groups)

Course Foundations	Classroom norms (democratic, civil, respectful); creating classroom community; Principles of Community; Land Acknowledgement
Understanding Frameworks	Ways of knowing: ideologies, epistemologies, and backdrops (indigenous knowledge; western frameworks; positivism; social constructivism; individualism; cosmological; relational; environmental); Critique as an examination and reflection of existing frameworks
Principles of Listening and Dialogue	Intergroup dialogue (vs. discussion or debate); dialogic skills; listening; civility, equity, and social justice; silence/silencing; courageous conversations; conflict management; honest respect
Understanding Self/Self-Awareness	Identity; identity frameworks; cultural and self-awareness; identity formation & fluidity; multiple identities; code-switching; intersectionality; agency and voice; global components of identity; global frameworks
Understanding Systemic Issues & Connections (Macro-level)	Power, history, and context of systemic oppression Foundational vocabulary: oppression, colonization, race, class, gender, sexuality, ability, diversity, systemic structures, power/oppression, social justice
Understanding the Relational Dynamics of Oppression and Privilege (Micro-level)	Individual accountability; individual and interpersonal levels; intersectionality; microaggressions; cultural appropriation
Contemporary Disciplinary Manifestations of Harm	Systemic inequity within specific disciplines
Campus History of Activism and Social Change	Unpack historical incidences at CSU and/or current events and personal experiences; Free speech/campus speech/hate speech; CSU campus activism
Activism and Alliance Building	Fostering strategies of resilience and alliance; resilience of marginalized communities; self-advocacy; community advocacy; living examples of resilience; strategies for allyship; creating alliances across difference
Principles of Community	Reflection on being part of a community as co-creators; living lessons from the semester; applying Principles and new knowledge into everyday life

Existing 3E Courses			Spring, 2021				Summer, 2021			Fall, 2021			NOTES
College	Course	Title	Credits	Sections	Avg Enroll	Total Enroll	Sections	Avg Enroll	Total Enroll	Sections	Avg Enroll	Total Enroll	
AgSci	AGRI 116	Plants and Civilizations (GT-SS3)	3	1	218	218				1	143	143	- Plan to move to 3C, not keep in 1C, Spring only, cap at 150
AgSci	AGRI 270	World Interdependence-Population and Food (GT-SS3)	3	3	12.33	37							
HHS	AM 250	Clothing, Adornment and Human Behavior (GT-SS3)	3	1	117	117				1	105	105	
CLA	ANTH 200	Cultures and the Global System (GT-SS3)	3	2	84	168				3	55.33	166	
CLA	E 142	Reading Without Borders (GT-AH2)	3	1	28	28				1	40	40	- Plan to keep in 1C, minor changes
CLA	E 238	Contemporary Global Fiction (GT-AH2)	3	3	17	51	1	14	14	3	39.67	119	- Move to 3B
CLA	E 245	World Drama (GT-AH2)	3	2	11.5	23				1	34	34	- Move to 3B
CLA	ECON 211	Gender in the Economy (GT-SS1)	3	5	33.8	169	1	25	25	6	40.17	241	- Move to 3B, if that fails, consider 1C
CLA	ECON 212	Racial Inequality and Discrimination (GT-SS1)	3	2	39	78	1	15	15	2	43.5	87	- Move to 3B, if that fails, consider 1C
CLA	ETST 100	Introduction to Ethnic Studies (GT-SS3)	3	6	25	150	3	18	54	11	24.45	269	- Plan to keep in 1C, hopefully no changes
CLA	ETST 205	Ethnicity and the Media (GT-SS3)	3	3	31	93	1	13	13	4	21	84	- Plan to keep in 1C, hopefully no changes
CLA	ETST 256	Border Crossings--People/Politics/Culture (GT-SS3)	3										- Plan to keep in 1C, hopefully no changes
CLA	GR 102	Geography of Europe and the Americas (GT-SS2)	3							1	90	90	- Plan to keep in 1C, minor changes
Honors	HONR 292C	Honors Seminar: Knowing Across Cultures (GT-SS3)	3	4	15	60	1	4	4	4	17.75	71	
AgSci	HORT 171	Environmental Issues in Agriculture (GT-SS3)	3							1	35	35	
IntraUniv	IE 116	Plants and Civilizations (GT-SS3)	3	1	96	96				1	127	127	
IntraUniv	IE 179	Globalization: Exploring Our Global Village (GT-SS3)	3										
IntraUniv	IE 270	World Interdependence-Population and Food (GT-SS3)	3	3	6.33	19							
CLA	INST 200	Interdisciplinary Approaches to Globalization	3	2	19.5	39	1	16	16	6	24.67	148	- Plan to keep in 1C, minor changes
CLA	LB 173	Encountering the Global (GT-AH2)	3	3	17.67	53				2	34	68	- Plan to keep in 1C, resubmit with DEIJ focus
CLA	MU 132	Exploring World Music	3	2	14.5	29	3	48	144	1	36	36	- Plan to keep in 1C, minor changes
CLA	PHIL 170	World Philosophies (GT-AH3)	3	2	57.5	115	1	12	12	1	39	39	- Move to 3B
CLA	POLS 131	Current World Problems (GT-SS1)	3	4	80.25	321	2	28	55	2	110.5	221	- Not planning to move to 1C
CLA	POLS 232	International Relations (GT-SS1)	3	4	55	220	1	21	21	2	136.5	273	- Not planning to move to 1C
CLA	POLS 241	Comparative Government and Politics (GT-SS1)	3	3	62.33	187	2	6	12	3	125	375	- Not planning to move to 1C
Intl Prog	SA 482	Study Abroad	1-18	1	6	6	1	22	22	2	22.5	45	
CLA	SOC 205	Sociology of Race and Racism (GT-SS3)	3	3	64	192	1	10	10	5	39.6	198	- Plan to keep in 1C, minor changes
CLA	SOC 220	Environment, Food, and Social Justice (GT-SS3)	3	3	66.67	200	1	10	10	2	91	182	- Plan to keep in 1C, minor changes
AgSci	SOGR 171	Environmental Issues in Agriculture (GT-SS3)	3	-	-	-	-	-	-	1	33	33	
					Spring Total	2669		Summer Total	427		Fall Total	3229	
					Leaving 1C	1382		Leaving 1C	154		Leaving 1C	1532	
											Spring/Summer/Fall	6325	
											Total Leaving 1C	3068	

TO: Academic Affairs Department Chairs
Directors, Undergraduate Programs

FROM: Diversity, Equity, and Inclusion Course Requirement Committee
Angela Booker, Chair

SUBJECT: Diversity, Equity and Inclusion Graduation Requirement – Call for Winter 2022
Submissions

DATE: January 5, 2022

Dear Colleagues:

The Academic Senate’s Diversity, Equity and Inclusion (DEI) Course Requirement Committee invites Instructors and Departments to submit proposals to add their course to the list of courses approved to satisfy the DEI Requirement for the Winter Quarter 2022 proposal deadline. The Winter 2022 deadline for submissions is January 28, 2022. Information about submission is below.

The DEI Course Requirement Committee updated the course criteria and proposal questions based on recommendations from a 2020 Senate-Administration Workgroup Report on the DEI Requirement.

CRITERIA

The mission of the DEI requirement is to ensure that all UC San Diego students engage in coursework that allows them to examine their own racial and ethnic identities in relation to the identities of others. Courses approved to meet the DEI requirement are a way to familiarize students with the requisites for a civil society guided by open dialog and critical inquiry consistent with UC San Diego’s Principles of Community and Goal 2 of UC San Diego’s Strategic Plan:

UC San Diego Principles of Community (ucsd.edu/about/principles.html):

“... We acknowledge that our society carries historical and divisive biases based on race, ethnicity, sex, gender identity, age, disability, sexual orientation, religion, and political beliefs. Therefore, we seek to foster understanding and tolerance among individuals and groups, and we promote awareness through education and constructive strategies for resolving conflict...”

UC San Diego’s Strategic Plan (plan.ucsd.edu), Goal 2: Diversity and Access:

“Cultivating a diverse and inclusive university community that encourages respectful open dialogue, and challenges itself to take bold actions that will ensure learning is accessible and affordable for all.”

Courses approved to satisfy the DEI requirement must address the following:

- A pedagogical framework for better understanding one’s particular racial and ethnic identity in relation to that of other identities discussed in the course. The Diversity, Equity, and Inclusion (DEI) requirement provides an opportunity to develop and offer courses with attention and understanding geared towards racial and ethnic diversity, equity, and inclusion within the United States. There is no single preferred theoretical and analytic framework for

DEI courses; the goals of the requirement can be achieved in a number of ways depending on the academic discipline. Therefore, the approval process does not apply a fixed standard for determining relevance, and is interested in promoting new approaches that diversify the study of these topics

and encourages courses that fulfill the intent of the requirement within disciplinary and interdisciplinary areas of expertise.

- DEI courses need to pay significant attention to racialized and ethnic groups in the United States that have faced historical and structural inequities. Thus, the course should have at least 30% of its content devoted to analysis of inequity with respect to one or more of the following groups: African Americans/Black Diaspora; Asian Americans and Pacific Islanders; Latinx/Chicanx; and Native Americans.
- The required focus on these groups does not preclude discussion of other dimensions of inequity. For example, it is encouraged that course content explore how class, gender, LGBTQ identities, disability, and/or religion intersect with questions of race and ethnicity.

In preparing a proposal for DEI status, it is essential to discuss how the proposed course is aligned with the mission and goals of the DEI requirement. The following questions, included on the required Response Form for DEI Proposals, should help put the proposal in context.

1. What are the learning goals/outcomes for your course? In other words, what do you want students to know, be able to do, or value when they complete your course (e.g. “I want students to be able to explain the disparate treatment of disease and its impact on marginalized communities; I want students to be able to have informed, respectful, and reflexive (or reflective) discussions about identity, power, and privilege with their peers.”).
2. How will you assess learning throughout your course (e.g. presentations, research papers, reflection assignments, exams)?
3. What teaching methods will you use to help students achieve your learning goals (e.g. discussion, group work, community engagement, field work, lecture, inclusive pedagogies)?
4. Does the course pay significant attention to one or more of the following groups: African Americans/Black Diaspora; Asian Americans and Pacific Islanders; Latinx/Chicanx; and Native Americans? What percentage of the course is devoted to these groups (refer to course syllabus)? How?
 - As noted above, for DEI designation at least 30% of a course’s content should be devoted to the analysis of inequity with respect to one or more of the following groups: African Americans/Black Diaspora; Asian Americans and Pacific Islanders; Latinx/Chicanx; and Native Americans. It is helpful to reviewers when proposers clearly state in the DEI Response Form how the course content meets this threshold, with specific references to where this content can be found in the syllabus. Content can include a range of aspects of the course and instruction time (e.g., assigned texts, pedagogical strategies, assignments and formative assessment activities).
5. Does the course examine the intersection of inequity based on dimensions of identity such as class, gender, LGBTQ identities, disability, and/or religion? How?

Applicants are encouraged to contact the Office of Undergraduate Education before submitting proposals to discuss how the criteria are addressed. Please note that it is not uncommon for proposals to be returned with comments, and that approval sometimes requires resubmission in order to ensure

the course meets each specific goal of the DEI requirement in addition to its grounding in diverse perspectives and content.

PROCEDURE FOR SUBMISSION OF COURSES

Please provide the following *three* items:

(1) A completed syllabus with course description, lecture titles (or other thematic organization), and bibliography; (2) approved or pending eCourse form; and (3) the DEI Response form (attached and available on the Academic Senate's DEI Course Requirement Committee [webpage](#)).

All materials can be submitted by e-mail to Senate Associate Director Ashley (Welch) Hill (awelch@ucsd.edu). For new courses and reactivated course numbers, the Department must also submit the course approval form in eCourse to the Undergraduate Council, who will work with the DEI Course Requirement Committee to approve submitted courses.

If you have questions prior to submitting your DEI course proposal remote office hours to answer any questions will be scheduled with the DEI Course Requirement Committee Chair Angela Booker on the following dates/times:

- Wednesday, January 19, 2022, from 2:00 – 3:00 p.m.
- Friday, January 21, 2022 from 10:00 – 11:00 a.m.

Zoom link: <https://ucsd.zoom.us/j/96142031903>

FACULTY INCENTIVES

To provide course diversity and encourage new courses, Senate faculty may be provided up to \$1,500 for new or *substantially* revised courses approved by UGC to fulfill the DEI Requirement. To apply for funding, proposers are asked to submit a [DEI Mini-Grant Proposal](#) in addition to the course submission to the DEI Course Requirement Committee. Up to 10 new courses will be supported by this mechanism annually.

This information, along with the list of courses already approved, is available at the Academic Senate's DEI Course Requirement Committee [webpage](#).

Options for the AUCC 1C Initiative

Recommended:

Meet with Provost to share concerns about varying outcomes of Options 1-4, below. Explain that we will write a final report calling for future resources and improvement of the program.

	Option 1	Option 2	Option 3	Option 4
	Task force does the charge, beginning with identification of course criteria for staying in 1C	Launch “good-enough” courses and develop plan to dedicate CSU resources for course redesign for those courses to become better	Develop a committed course equivalent to CO150 with associated structural support	Develop a robust Horizontal or Vertical model, involving more than one course
Additional Notes about options	<ul style="list-style-type: none"> Identify requirements for the most basic version of the course. Generate criteria for “good-enough” courses Form a Course Proposal Evaluation Committee Assessment for future improvement is critical 	Would still be an independent collection of courses but similar to intensive-writing courses at institutions where application and selection is followed by additional resourcing to ensure that DEI objectives are being met.	<ul style="list-style-type: none"> Sends the message that 1C courses belong with the other Fundamental Competencies and should be treated as such. More uniformity in student experience (could be a pro or con). 	<ul style="list-style-type: none"> Horizontal—multiple 3-credit classes linked together, common theme, cohort Vertical—embedded content at beginning, middle, end or beginning and late in a student’s major through approved courses at lower and upper division <ul style="list-style-type: none"> Similar to intermediate and advanced composition

Resources to Make Initiative Successful	Option 1	Option 2	Option 3	Option 4
	Low resource	Course Re-Designs	CO150-type program	Horizontal or Vertical Model
Faculty Professional Development	Rely on faculty/staff disciplinary expertise and existing DEI training programs on campus.	A formal structure for course re-design that involves an office such as TILT.	Substantial ongoing programmatic support (and perhaps annual PD) for instructors in the program.	Would require at least the resources indicated for the other options to develop classes and integrated program

		Includes faculty/staff stipends or grants to support re-design.		
Process/People to Review Course Proposals	<p>Course Proposal Evaluation Committee. We seek stipends for committee members.</p> <p>Application process guided by a carefully constructed committee compensated by Service Workload/Effort Distribution or supplemental pay.</p> <p>We are hopeful that courses will change more than little from what they were in the 3E category. Need also to address how study abroad and prior learning assessment waivers are accommodated.</p> <p>Some administrative support for the committee also needed</p>	<p>Re-design process would work closely with instructional designers and other trained AUCC IC support.</p> <p>Would require a program director and clerical support to oversee applications, communications, adherence, assessment, etc.</p> <p>Proposals would need less intensive review if they were developed with support throughout.</p>	<p>Administrative structure similar to Composition</p> <p>No course review process needed if developed by knowledgeable center of excellence in DEI and intercultural dialogue.</p>	<p>Some combination of 1, 2, and 3 to support courses.</p> <p>Would require a center of excellence, as with Option 3.</p>
Changes in Institutional Promotion, Award, Recognition Structures	<p>If support, incentives, or recognition is not given to faculty taking on these courses, there is the high potential for burnout and future difficulty in finding course instructors.</p> <p>Courses affected should be associated with at least a reduced teaching load or lowered enrollment caps (to facilitate dialogue)</p>	<p>Faculty are sponsored to engage in course re-design. Their effort in constructing a proposal is rewarded through selection and subsequent support.</p> <p>Awards for outstanding courses.</p> <p>Strong example of teaching innovation for tenure and promotion decisions.</p>	<p>Treated as full program with a Director and associated structural support.</p> <p>Faculty support thus embedded in program with associated opportunities developed over time.</p>	<p>All items from options 1, 2, and 3 possible here but at least rewards associated with options 1 and 3.</p>

		Course director with associated course release and effort distribution.		
Changes in Institutional Funding Structures	<p>Gradual impact as departments leave the AUCC or dissociate from 1C produce fewer transferable student credit hours.</p> <p>Potential redirection of large parts of the core away from CLA towards other colleges.</p>	<p>Institutional support for a program director and clerical assistance.</p> <p>Institutional support from TILT for course re-design money. TILT would need to agree to oversee course redesign as they once did quite extensively so they would need additional resourcing</p>	<p>Funding from departments no longer teaching AUCC 3E courses redistributed to help build new program infrastructure.</p> <p>If CO150 and Advanced Comp program were used as model, would need to examine whether that model relies largely on enrollment growth dollars to pay the way and/or how much additional resourcing would be required.</p>	<p>New Core Curriculum integration focusing on cohorts for the horizontal model.</p> <p>Vertical model might mirror a CO150 + Advanced Writing model where there is an introductory and then more advanced component. Or perhaps an intro course, capstone, and something in between.</p>
Program Assessment	<p>May be complex as little uniformity in what different faculty and departments are doing.</p> <p>Would require significant money to do well.</p> <p>How would assessment findings be implemented across a broad array of courses?</p>	<p>Focus assessment on courses before and after re-design.</p> <p>Use assessments to enhance the re-design process.</p>	<p>Program-level assessment.</p> <p>An assessment professional could assess 1A, 1B, and 1C.</p>	<p>Work with incoming assessment expert to design an appropriate assessment.</p>

Task Force Recommendations for AUCC 1C Content & Pedagogy

The Faculty Council Ad Hoc 1C Task Force is charged with the development of curricular expectations for 1C courses—a new category of the AUCC focused explicitly on issues of Diversity, Equity, and Inclusion. This initiative, which was approved by Faculty Council in May 2020, is in direct response to student demands over many years for widespread education on these issues.

In developing the content and pedagogy of 1C courses, the Task Force is looking to construct this new category broadly to provide 1C teaching-and-learning opportunities across all colleges of the university. These various components should be understood as guiding features for 1C courses that can be used for a variety of approaches and subject areas. We encourage the robust development of new courses in line with disciplinary perspectives and faculty expertise.

Please note: All 1C courses must address the learning outcomes and content criteria associated with Colorado gtPathways and CSU AUCC requirements, including the requirement that ~ 25% of course grade is associated with writing. Please see AUCC and gtPathways guidelines.

Recommended features of 1C courses

This is not a checklist nor is it an exhaustive list of approaches. Faculty are encouraged to consider the features that address the objectives of 1C while applying well to their courses.

Content Components & Learning Objectives

- Course addresses diversity, equity, and inclusion in US culture(s), institutions, and systems, understood in their global contexts.
- Course explores diverse perspectives, acknowledges bias and privilege, addresses intersectionality, and helps students build self-awareness and a sense of belonging to the CSU community.
- Course supports the development of critical approaches that question dominant narratives and consider and construct alternative positions.
- Course pays significant attention to racialized and ethnic groups in the United States that have faced historical and structural inequities (such as, African Americans/Black Diaspora; Asian Americans and Pacific Islanders; Latinx/Chicanx; Native Americans; Arabs/Muslims; and Jews). Course may cover aspects of inequity beyond race and ethnicity, e.g., gender identity, sexual orientation, ability, class, religious affiliation, age, country of origin, citizenship, etc.

Pedagogical Components

- Students interact dialogically in meaningful ways with other students and develop skills to make these interactions an opportunity for learning across difference. Dialogic engagement may be broadly construed to include multiple forms of student interaction, such as large and small dialogues, multiauthored written texts, group projects, performances, etc. The objective here is to apply pedagogical practices beyond lecture.
- Selection of pedagogical practices by faculty should demonstrate careful consideration of the learning environment in the course. The environment should support students in being open and vulnerable with each other, while productively using discomfort to enhance understanding and avoiding tokenizing or over-burdening students with marginalized identities.

gtPathways Competencies (Student Learning Outcomes) and Content Criteria (skills and abilities specific to course level).

<https://highered.colorado.gov/competencies-statewide-guaranteed-transfer-gt-pathways-curriculum>

<https://highered.colorado.gov/content-criteria-statewide-guaranteed-transfer-gt-pathways-curriculum>

AUCC 1C Genealogy

Pages 19-20 of the May 5, 2020 agenda:

<https://facultycouncil.colostate.edu/media/sites/43/2020/05/May-5-2020-FC-meeting-agenda-and-supporting-materials.pdf>

Page 153 of the October 6, 2020 agenda.

<https://facultycouncil.colostate.edu/media/sites/43/2020/10/October-6-2020-FC-Agenda.pdf> Focus was on name change.

Pages 29-30 of April 6, 2021 agenda:

<https://facultycouncil.colostate.edu/media/sites/43/2021/03/April-6-2021-FC-Agenda.pdf>. Focus was on dialogue requirement.

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

May 3, 2022

Faculty Council Ad Hoc 1C Task Force

Becki Atadero, Civil & Environmental Engineering
Steve Benoit, Math
Ashby Butnor, Philosophy
Sue Doe, English

Brad Goetz, Landscape Architecture
Michelle Foster, Food Science & Human Nutrition
Mary Vogl, Languages, Literatures & Cultures

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

ECON: Gender & the Economy
 ECON 212: Racial Inequality and
 Discrimination
 SOC: Sociology of Race & Racism
 ETST: Ethnicity & the Media

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

ECON: Gender & the Economy

ECON 212: Racial Inequality and
Discrimination

SOC: Sociology of Race & Racism

ETST: Ethnicity & the Media

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*

1. 1C Defining Features
2. 1C Content Criteria
3. 1C Student Learning Outcomes
4. Global Awareness Designation

* *Focus of Faculty Council vote*

Curricular Policy Changes for 1C

1. 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

1. 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

1. 1C Defining Features
 - Delete 50% dialogue; add meaningful interaction, Guidance Committee, and writing requirement
2. 1C Content Criteria
 - Delete “through dialogue”; delete “global awareness”
3. 1C Student Learning Outcomes
 - Delete dialogue SLOs; add diversity SLO
4. Global Awareness designation
 - Add requirement regarding global awareness course from 3 (A-D) Category

COLORADO STATE UNIVERSITY

ALL-UNIVERSITY CORE CURRICULUM

PREFACE

The All-University Core Curriculum (AUCC) at Colorado State University helps students refine their academic skills and introduces them to areas of knowledge, methodologies, and ways of knowing in various fields of study. The AUCC is integral to the entire undergraduate educational experience.

The AUCC promotes the acquisition and effective practice of essential competencies within areas of learning stipulated by the state of Colorado. These include math, writing, arts and humanities, social sciences, and history. Courses approved for inclusion in the AUCC at Colorado State University collectively satisfy all of the requirements of the state with regard to subject area and [general transfer agreement \(GT Pathways\)](#)¹ content, competencies, and student learning outcomes. Essential competencies include the ability to write clearly, speak effectively, recognize diverse perspectives, understand and apply quantitative reasoning, make sense of abstract ideas, reason analytically, and read critically.

FUNDAMENTAL COMPETENCIES

- 1A: Intermediate Writing
- 1B: Quantitative Reasoning
- 1C: Diversity, Equity, and Inclusion
- 2: Advanced Writing

FOUNDATIONS AND PERSPECTIVES

- 3A: Biological and Physical Sciences
- 3B: Arts and Humanities
- 3C: Social and Behavioral Sciences
- 3D: Historical Perspectives

DEPTH, APPLICATION, AND INTEGRATION

- 4A: Applying Fundamental Competencies
- 4B: Integrating Foundations and Perspectives
- 4C: Capstone Experience

Fundamental Competencies in the AUCC (1A, 1B, 1C, and 2) are central to success in all courses. These include written and oral communication and quantitative reasoning. Therefore, the learning outcomes and instructional aims of these courses seek to develop and reinforce such competencies.

¹ Courses that the CCHE has approved for inclusion in the Guaranteed Transfer (GT) Pathways program are guaranteed to transfer among all public higher education institutions in Colorado. For transferring students, successful completion with a minimum C- grade guarantees transfer and application of credit in this GT Pathways category. For more information on the GT Pathways program, go to <http://highered.colorado.gov/academics/transfers/gtpathways/curriculum.html>.

Foundations and Perspectives in the AUCC (3A, 3B, 3C, and 3D) emphasize subject area methodologies, diverse perspectives and ways of knowing, modes of expression and creativity, concepts, and knowledge. Courses in this category help students apply effective use of fundamental competencies to bring diverse viewpoints, knowledge, applications and skills to life. Such courses emphasize 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.**

Depth, Application, and Integration in the AUCC (4A, 4B, and 4C) engage students in depth and integration of content knowledge (factual, procedural, and metacognitive). These courses help students incorporate and apply learning set forth in Fundamental Competencies and Foundations and Perspectives courses. These courses will provide a capstone experience that helps students integrate, apply, and reflect on the cumulative learning from all courses in their academic experience and major.

THE AUCC EXPERIENCE

Each course approved to satisfy requirements of the AUCC calls upon the instructor to introduce and reinforce academic success skills, provide students with ample and prompt feedback to encourage their academic progress and development, encourage reflection and development of metacognition, and foster an academic mindset.

AUCC courses should provide high impact practices such as writing, collaborative learning, community/civic engagement, or research as relevant to the field. Students learn and retain knowledge when they write, reflect upon what they are learning, and engage in revision processes that utilize feedback. Courses in categories **1C**, 3B, 3C, and 3D 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.

Teaching that encourages this mindset involves setting high and realistic goals for students; making clear the course objectives and academic competencies they help to develop; and demonstrating connections among content, competencies, and life applications. It encourages ongoing effort and offers frequent constructive feedback. Such teaching makes explicit that productive studying, active engagement in learning experiences, practicing, questioning, participating, reflecting, and learning from mistakes contribute to student success.

Students in AUCC Courses may anticipate:

- 1) Graded feedback early in a course.
- 2) Early and consistent access to information about their progress in a course.
- 3) Prompt evaluation of their work, as well as frequent and ongoing feedback that assesses strengths and weaknesses and encourages continuing effort.

- 4) When relevant, referral to campus resources to support their success.
- 5) When appropriate, collaboration, peer interaction, and peer feedback.
- 6) Consultation outside of class.

Research at CSU has shown that there is a relationship between student engagement and academic success.

Engagement includes, but is not limited to, the following:

- 1) Regularly attending class and coming prepared to learn.
- 2) Practicing effective study habits.
- 3) Completing required assignments.
- 4) Asking questions and seeking help when needed.
- 5) Learning about campus resources that support students.
- 6) Embracing intellectual challenges, opportunities for growth, and breadth of perspectives and opinions.

CONTENT CRITERIA

Content Competencies pertain to the knowledge, methods, concepts, and content-related learning that students should garner from participation in a course. Students should be able to demonstrate acquisition of such content-focused learning resulting from engagement in courses in this category.

CORE STUDENT LEARNING OUTCOMES

Core Student Learning Outcomes are transferable skills that students garner in a variety of educational settings and that have wide applicability across fields and in life.

FUNDAMENTAL COMPETENCIES – **9 12** CREDITS

Fundamental Competencies courses emphasize the acquisition of capabilities involving writing, communicating, and quantitative reasoning as primary objectives (1A, 1B, 1C, and 2).

Therefore, the learning outcomes and instructional aims for this category are to develop and practice these competencies, as they are integral to Foundations and Perspectives courses (3A, 3B, 3C, and 3D), as well as to students' major fields of study.

1A. Intermediate Writing – 3 credits

The ability to communicate in written form is an essential component of success in any academic program and enhances the possibility of one's success in personal and professional life. Courses in this category provide instruction in the skills essential to effective written communication, extensive practice in the use of those skills, and evaluation of students' writing to guide them in improving their skills.

CONTENT CRITERIA

Students should be able to:

- 1) **Deepen Rhetorical Knowledge**
 - a) Focus on rhetorical situation, audience, and purpose.
 - b) Use voice, tone, format, and structure appropriately, deepening understanding of relationships between form and content in writing.
 - c) Write and read texts written in several genres, for specified discourse communities. These communities may be professional or disciplinary.
 - d) Practice reflective strategies.
- 2) **Deepen Experience in Writing**
 - a) Develop recursive strategies for generating ideas, revising, editing, and proofreading for extensive, in-depth, and/or collaborative projects.
 - b) Critique one's own and other's work.
- 3) **Deepen Critical and Creative Thinking**
 - a) Evaluate the relevance of context.
 - b) Synthesize other points of view within one's own position.
 - c) Reflect on the implications and consequences of the stated conclusion.
- 4) **Use Sources and Evidence**
 - a) Select and evaluate appropriate sources and evidence.
 - b) Evaluate the relevance of sources to the research question.
- 5) **Deepen Application of Composing Conventions**
 - a) Apply genre conventions including structure, paragraphing, tone, mechanics, syntax, and style to more extensive or in-depth writing projects.
 - b) Use specialized vocabulary, format, and documentation appropriately.

CORE STUDENT LEARNING OUTCOMES

Written Communication – Students should be able to:

- 1) **Employ Rhetorical Knowledge**
 - a) Exhibit a thorough understanding of audience, purpose, genre, and context that is responsive to the situation.
- 2) **Develop Content**
 - a) Create and develop ideas within the context of the situation and the assigned task(s).
- 3) **Apply Genre and Disciplinary Conventions**
 - a) Apply formal and informal conventions of writing, including organization, content, presentation, formatting, and stylistic choices, in particular forms and/or fields.
- 4) **Use Sources and Evidence**
 - a) Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim.
 - b) Follow an appropriate documentation system.
- 5) **Control Syntax and Mechanics**
 - a) Demonstrate proficiency with conventions, including spellings, grammar, mechanics, and word choice appropriate to the writing task.

1B. Quantitative Reasoning – 3 credits

Quantitative reasoning and problem solving are essential skills for success in academics and in life. Quantitative reasoning, which includes Mathematics and Statistics, develops ways of knowing that involve abstraction, generalization, and analysis. Such thinking involves problem solving, interpretation, representation, application, and communication.

CONTENT CRITERIA

Students should be able to:

- a) Demonstrate good problem-solving habits, including:
 - Estimating solutions and recognizing unreasonable results.
 - Considering a variety of approaches to a given problem, and selecting one that is appropriate.
 - Interpreting solutions correctly.
- b) Generate and interpret symbolic, graphical, numerical, and verbal (written or oral) representations of mathematical ideas.
- c) Communicate mathematical ideas in written and/or oral form using appropriate mathematical language, notation, and style.
- d) Apply mathematical concepts, procedures, and techniques appropriate to the course.
- e) Recognize and apply patterns or mathematical structure.
- f) Utilize and integrate appropriate technology.

CORE STUDENT LEARNING OUTCOMES***Quantitative Literacy – Students should be able to:*****1) Interpret Information**

- a) Explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words).

2) Represent Information

- a) Convert information into and between various mathematical forms (e.g., equations, graphs, diagrams, tables, words).

3) Perform Calculations

- a) Solve problems or equations at the appropriate course level.
- b) Use appropriate mathematical notation.
- c) Solve a variety of different problem types that involve a multi-step solution and address the validity of the results.

4) Apply and Analyze Information

- a) Make use of graphical objects (such as graphs of equations in two or three variables, histograms, scatterplots of bivariate data, geometrical figures, etc.) to supplement a solution to a typical problem at the appropriate level.
- b) Formulate, organize, and articulate solutions to theoretical and application problems at the appropriate course level.
- c) Make judgments based on mathematical analysis appropriate to the course level.

5) Communicate Using Mathematical Forms

- a) Express mathematical analysis symbolically, graphically, and in written language that clarifies/justifies/summarizes reasoning (may also include oral communication).

6) Address Assumptions

- a) Describe and support assumptions in estimation, modeling, and data analysis, used as appropriate for the course.

Problem Solving – Students should be able to:**7) Define a problem**

- a) Construct a detailed and comprehensive problem statement or goal.
- b) Identify relevant contextual factors.

8) Propose Exact and Approximate Strategies for Solution of a Problem

- a) Identify reasonable approaches to solving the problem within the given context.

9) Evaluate Potential Strategies

- a) Provide an evaluation of the potential strategy(ies) which may include:
 - i. the history of the problem,
 - ii. the logic behind the potential strategy(ies),
 - iii. the limitations of potential strategy(ies),
 - iv. the feasibility of the proposed strategy(ies),
 - v. the potential impacts of the proposed strategy(ies).
- b) Choose a feasible strategy.

10) Apply a Strategy

- a) Implement chosen approach(es).
- b) Quantify uncertainty and error in results.
- c) Gauge success of the chosen strategy(ies) and revise as needed.

11) Evaluate Results

- a) Discuss and review results relative to the context of the problem.
- b) Make recommendations for further work (where applicable).

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 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.

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.

CONTENT CRITERIA

Diversity and Global Awareness:

Through dialogue:

- Explore a diversity of 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.

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.

2. Advanced Writing – 3 credits

Building on and adapting skills and strategies developed in courses in Intermediate Writing, the objective of Advanced Writing is the further development of competence in written communication.

CONTENT CRITERIA

Students should be able to:

- 1) **Extend Rhetorical Knowledge**
 - a) Use texts from rhetoric, discourse studies, communication, or related disciplines to extend understanding of rhetorical concepts to the discipline that is the focus of the course.
 - b) Develop sophisticated strategies for critical analysis of disciplinary or specialized discourse.
 - c) Learn more sophisticated ways to communicate knowledge to appropriate audiences.
 - d) Apply reflective strategies to the synthesis, communication, and creation of knowledge.
- 2) **Extend Experience in Writing**
 - a) Hone recursive strategies for generating ideas, revising, editing, and proofreading for disciplinary or specialized discourse.
 - b) Critique one's own and other's work, including the work of professional writers and/or scholars.
- 3) **Extend Critical and Creative Thinking**
 - a) Reflect on the implications and consequences of context.
 - b) Incorporate alternate, divergent or contradictory perspectives or ideas within one's own position.
 - c) Extend and complicate the consequences of the stated conclusion.
- 4) **Use Sources and Evidence**
 - a) Select, evaluate, and synthesize appropriate sources and evidence.
 - b) Use discipline-appropriate criteria to evaluate sources and evidence.
- 5) **Extend Application of Composing Conventions**
 - a) Select and adapt genre conventions including structure, paragraphing, tone, mechanics, syntax, and style for disciplinary or specialized discourse.

- b) Use specialized vocabulary, format, and documentation appropriately in more extensive or in-depth writing project.

CORE STUDENT LEARNING OUTCOMES

Written Communication – *Students should be able to:*

1) Employ Rhetorical Knowledge

- a) Exhibit a thorough understanding of audience, purpose, genre, and context that is responsive to the situation.

2) Develop Content

- a) Create and develop ideas within the context of the situation and the assigned task(s).

3) Apply Genre and Disciplinary Conventions

- a) Apply formal and informal conventions of writing, including organization, content, presentation, formatting, and stylistic choices, in particular forms and/or fields.

4) Use Sources and Evidence

- a) Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim.
- b) Follow an appropriate documentation system.

5) Control Syntax and Mechanics

- a) Demonstrate proficiency with conventions, including spellings, grammar, mechanics, and word choice appropriate to the writing task.

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.**

3A. Biological and Physical Sciences – 7 credits

Biological and Physical Science courses examine scientific perspectives, build familiarity with scientific knowledge and the scientific method, develop competencies in reasoning, inquiry, and analysis and evaluate the impacts of science and technology on society to facilitate communication in an increasingly complex and technological world. At least one course used to satisfy this requirement must have a laboratory component.

CONTENT CRITERIA

The **lecture** content of a GT Pathways science course:

Students should be able to:

- a. Develop foundational knowledge in specific field(s) of science.
- b. Develop an understanding of the nature and process of science.
- c. Demonstrate the ability to use scientific methodologies.
- d. Examine quantitative approaches to study natural phenomena.
- e. Develop concepts of accuracy, precision, and the role of repeatability in the acquisition of scientific knowledge.
- f. Demonstrate the ability to recognize connections between the specific subject matter being taught and other areas of scientific endeavor or human activity.

The **laboratory** (either a combined lecture and laboratory, or a separate laboratory course tied to a science lecture course) content of a GT Pathways science course:

Students should be able to:

- a. Perform hands-on activities with demonstration and simulation components playing a secondary role.
- b. Engage in inquiry-based activities.
- c. Demonstrate the ability to use the scientific method.
- d. Obtain and interpret data, and communicate the results of inquiry.
- e. Demonstrate proper technique and safe practices.

CORE STUDENT LEARNING OUTCOMES

Inquiry & Analysis – Students should be able to:

- 1) **Select or Develop a Design Process**
 - a) Select or develop elements of the methodology or theoretical framework to solve problems in a given discipline.
- 2) **Analyze and Interpret Evidence**
 - a) Examine evidence to identify patterns, differences, similarities, limitations, and/or implications related to the focus.
 - b) Utilize multiple representations to interpret the data.
- 3) **Draw Conclusions**
 - a) State a conclusion based on findings.

Quantitative Literacy – Students should be able to:

- 4) **Interpret Information**
 - a) Explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words).
- 5) **Represent Information**
 - a) Convert information into and between various mathematical forms (e.g., equations, graphs, diagrams, tables, words).

NOTE: Courses in categories 3B, 3C, and 3D 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.

3B. Arts and Humanities – 6 credits

The Arts and Humanities explore uniquely human expressions. The Arts and Humanities investigate the cultural character and literatures of human experiences, fundamental questions of values and meaning, and, both in word and beyond words, the symbols and creative expressions of human life.

Courses in Arts and Humanities may be in Arts and Expression; Literature and Humanities; Ways of Thinking; or World Languages. No more than three credits of intermediate world language (L*** 200, L*** 201) may be used toward this category.

CONTENT CRITERIA**Arts and Expression (GT-AH1):**

Students should be able to:

Respond analytically and critically to works of artistic expression, by addressing all of the following:

- a. Describe the basic elements and their effects on meaning in a work of art.
- b. Relate the effects of geography, economics, politics, religion, philosophy, and science on the values of a culture and the stylistic features of its arts.
- c. Determine how a work reflects or rejects the major values or concerns of a historical era or culture.
- d. Interpret themes or major concepts.
- e. Effectively use appropriate foundational competencies in the study of the arts and humanities, including competencies related to the creative process.
- f. Expressive ability through a medium appropriate to the course content.

Literature and Humanities (GT-AH2):

Students should be able to:

Respond analytically and critically to literary or media works, by addressing all of the following:

- a. Specific era(s)
- b. Specific culture(s)
- c. Themes or major concepts
- d. Attitudes and values

Ways of Thinking (GT-AH3):

Students should be able to:

Respond analytically and critically to ways of thinking, by addressing one or more of the following:

- a. Logic
- b. Ethics
- c. The different questions dealt with by leading philosophers and/or theologians and their positions on those questions.

World Languages (GT-AH4):

Students should be able to:

Develop an ability to communicate in, and understand, a language other than spoken and written English. Students should be able to:

- a. Acquire intermediate skills in speaking, aural comprehension, reading, and writing in a language other than English, or
- b. Acquire intermediate skills in American Sign Language.

CORE STUDENT LEARNING OUTCOMES**Arts & Expression (GT-AH1):***Creative Thinking – Students should be able to:***1) Embrace Contradictions:**

- a) Incorporate alternate, divergent, or contradictory perspectives or ideas within the context of the discipline and the shape of the work.

*Critical Thinking – Students should be able to:***2) Utilize Context:**

- a) Evaluate the relevance of context when presenting a position.
- b) Identify assumptions.
- c) Analyze one's own and others' assumptions.

3) Understand Implications and Make Conclusions:

- a) Establish a conclusion that is tied to the range of information presented.
- b) Reflect on implications and consequences of stated conclusion

*Diversity & Global Learning – Students should be able to:***4) Build Self-Awareness:**

- a) Demonstrate how their own attitudes, behaviors, or beliefs compare or relate to those of other individuals, groups, communities, or cultures.

5) Examine Perspectives:

- a) Examine diverse perspectives when investigating social and behavioral topics within natural or human systems.

*Written/Oral Communication – Students should be able to:***6) Develop Content and Message:**

- a) Create and develop ideas within the context of the situation and the assigned task(s).

7) Use Sources and Evidence:

- a) Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim.

8) Use language appropriate to the audience.**Literature & Humanities (GT-AH2):***Critical Thinking – Students should be able to:***1) Utilize Context:**

- a) Evaluate the relevance of context when presenting a position.
- b) Identify assumptions.
- c) Analyze one's own and others' assumptions.

2) Understand Implications and Make Conclusions:

- a) Establish a conclusion that is tied to the range of information presented.
- b) Reflect on implications and consequences of stated conclusion

Diversity & Global Learning – Students should be able to:

3) **Build Self-Awareness:**

- a) Demonstrate how their own attitudes, behaviors, or beliefs compare or relate to those of other individuals, groups, communities, or cultures.

4) **Examine Perspectives:**

- a) Examine diverse perspectives when investigating social and behavioral topics within natural or human systems.

Written/Oral Communication – Students should be able to:

5) **Develop Content and Message:**

- a) Create and develop ideas within the context of the situation and the assigned task(s).

6) **Use Sources and Evidence:**

- a) Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim.

7) **Use language appropriate to the audience.**

Ways of Thinking (GT-AH3):

Critical Thinking – Students should be able to:

1) **Explain an Issue:**

- a) Use information to describe a problem or issue and/or articulate a question related to the topic.

2) **Utilize Context:**

- a) Evaluate the relevance of context when presenting a position.
- b) Identify assumptions.
- c) Analyze one's own and others' assumptions.

3) **Understand Implications and Make Conclusions:**

- a) Establish a conclusion that is tied to the range of information presented.
- b) Reflect on implications and consequences of stated conclusion.

Diversity & Global Learning – Students should be able to:

4) **Build Self-Awareness:**

- a) Demonstrate how their own attitudes, behaviors, or beliefs compare or relate to those of other individuals, groups, communities, or cultures.

5) **Examine Perspectives:**

- a) Examine diverse perspectives when investigating social and behavioral topics within natural or human systems.

Written/Oral Communication – Students should be able to:

6) **Develop Content and Message:**

- a) Create and develop ideas within the context of the situation and the assigned task(s).

7) **Use Sources and Evidence:**

- a) Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim.

8) **Use language appropriate to the audience.**

World Languages (GT-AH4):*Diversity & Global Learning – Students should be able to:*

- 1) **Build Self-Awareness:**
 - a) Demonstrate how their own attitudes, behaviors, or beliefs compare or relate to those of other individuals, groups, communities, or cultures.
- 2) **Examine Perspectives:**
 - a) Examine diverse perspectives when investigating social and behavioral topics within natural or human systems.

Written/Oral Communication – Students should be able to:

- 3) **Develop Content and Message:**
 - a) Create and develop ideas within the context of the situation and the assigned task(s).
- 4) **Use Sources and Evidence:**
 - a) Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim.
- 5) **Use language appropriate to the audience.**
- 6) **Execute Delivery:**
 - a) Demonstrate performance skills (posture, gesture, eye contact, and vocal expressiveness) to share content with/present content to a particular audience for a specific occasion and purpose.

3C. Social and Behavioral Sciences – 3 credits

The Social and Behavioral Sciences are designed to help students acquire broad foundations of social science knowledge and the ability to apply this understanding to contemporary problems and issues. The Social and Behavioral Sciences use methods of the field to study the complex behaviors of individuals and their relationships with others in families, public institutions, and cultures. The Social and Behavioral Sciences requirements help students explore the forms and implications of individual and collective behaviors, and their ties to formal institutions.

Social and Behavioral Sciences courses may be in Economic or Political Systems; Geography; or Human Behavior, Culture, or Social Frameworks.

CONTENT CRITERIA**Economic or Political Systems (GT-SS1):***Students should be able to:*

- Demonstrate knowledge of economic or political systems.
- Use the social sciences to analyze and interpret issues.
- Explain diverse perspectives and groups.

Geography (GT-SS2):

Students should be able to:

- Demonstrate knowledge of how multiple factors and processes contribute to the nature of landscapes, identities, and regions.
- Apply social science tools and perspectives to analyze and interpret issues.

Human Behavior, Culture or Social Frameworks (GT-SS3):

Students should be able to:

- Develop knowledge of human behavior, including learning, cognition, and human development **or** cultural or social frameworks/theories that explore and compare issues and characteristics of individuals, groups, communities, or cultures.
- Understand diverse perspectives and groups.
- Use tools, approaches, and skills from the Social & Behavioral Sciences to analyze and interpret issues.

CORE STUDENT LEARNING OUTCOMES**Economic or Political Systems (GT-SS1):**

Civic Engagement – Students should be able to:

1) Civic Knowledge:

- a) Connect disciplinary knowledge to civic engagement through one’s own participation in civic life, politics, and/or government.

Critical Thinking – Students should be able to:

2) Explain an Issue:

- a) Use information to describe a problem or issue and/or articulate a question related to the topic.

3) Utilize Context:

- a) Evaluate the relevance of context when presenting a position.
- b) Identify assumptions.
- c) Analyze one’s own and others’ assumptions.

4) Understand Implications and Make Conclusions:

- a) Establish a conclusion that is tied to the range of information presented.
- b) Reflect on implications and consequences of stated conclusion.

Diversity & Global Learning – Students should be able to:

5) Build Self-Awareness:

- a) Demonstrate how their own attitudes, behaviors, or beliefs compare or relate to those of other individuals, groups, communities, or cultures.

6) Examine Perspectives:

- a) Examine diverse perspectives when investigating social and behavioral topics within natural or human systems.

Written/Oral Communication – Students should be able to:

- 7) **Develop Content and Message:**
 - a) Create and develop ideas within the context of the situation and the assigned task(s).
- 8) **Use Sources and Evidence:**
 - a) Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim.
- 9) **Use language appropriate to the audience.**

Geography (GT-SS2):

Critical Thinking – Students should be able to:

- 1) **Explain an Issue:**
 - a) Use information to describe a problem or issue and/or articulate a question related to the topic.
- 2) **Utilize Context:**
 - a) Evaluate the relevance of context when presenting a position.
 - b) Identify assumptions.
 - c) Analyze one’s own and others’ assumptions.
- 3) **Understand Implications and Make Conclusions:**
 - a) Establish a conclusion that is tied to the range of information presented.
 - b) Reflect on implications and consequences of stated conclusion.

Diversity & Global Learning – Students should be able to:

- 4) **Build Self-Awareness:**
 - a) Demonstrate how their own attitudes, behaviors, or beliefs compare or relate to those of other individuals, groups, communities, or cultures.
- 5) **Examine Perspectives:**
 - a) Examine diverse perspectives when investigating social and behavioral topics within natural or human systems.
- 6) **Address Diversity:**
 - a) Make connections between the world-views, power structures, and experiences of individuals, groups, communities, or cultures, in historical or contemporary contexts.

Written/Oral Communication – Students should be able to:

- 7) **Develop Content and Message:**
 - a) Create and develop ideas within the context of the situation and the assigned task(s).
- 8) **Use Sources and Evidence:**
 - a) Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim.
- 9) **Use language appropriate to the audience.**

Human Behavior, Culture or Social Frameworks (GT-SS3):*Critical Thinking – Students should be able to:*

- 1) **Explain an Issue:**
 - a) Use information to describe a problem or issue and/or articulate a question related to the topic.
- 2) **Utilize Context:**
 - a) Evaluate the relevance of context when presenting a position.
 - b) Identify assumptions.
 - c) Analyze one's own and others' assumptions.
- 3) **Understand Implications and Make Conclusions:**
 - a) Establish a conclusion that is tied to the range of information presented.
 - b) Reflect on implications and consequences of stated conclusion.

Diversity & Global Learning – Students should be able to:

- 4) **Build Self-Awareness:**
 - a) Demonstrate how their own attitudes, behaviors, or beliefs compare or relate to those of other individuals, groups, communities, or cultures.
- 5) **Examine Perspectives:**
 - a) Examine diverse perspectives when investigating social and behavioral topics within natural or human systems.
- 6) **Address Diversity:**
 - a) Make connections between the world-views, power structures, and experiences of individuals, groups, communities, or cultures, in historical or contemporary contexts.

Written/Oral Communication – Students should be able to:

- 7) **Develop Content and Message:**
 - a) Create and develop ideas within the context of the situation and the assigned task(s).
- 8) **Use Sources and Evidence:**
 - a) Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim.
- 9) **Use language appropriate to the audience.**

3D. Historical Perspectives – 3 credits

The goal of the Historical Perspectives requirement is to engage students in an analytical, chronological or thematic study of significant events, to investigate different perspectives and interpretations of them, and to understand historical methods, sources, and concepts as they relate to multi-dimensional human experiences. It should provide students with a foundation for relating perspectives of the past to aspirations for the future.

CONTENT CRITERIA

- Introduces students to the method of historical inquiry, which involves asking an important historical question, investigating and analyzing historical sources, and drawing conclusions.
- Employs historical thinking and concepts, which include context, change over time, continuity, multiple causation, and human agency.
- Investigates multiple historical primary sources and secondary accounts.
- Analyzes multiple perspectives to create written narratives, interpretations, or syntheses.

CORE STUDENT LEARNING OUTCOMES

Critical Thinking – Students should be able to:

- 1) **Formulate an Argument:**
 - a) Ask a question relevant to the discipline.
 - b) Synthesize perspectives that answer it.
 - c) Take a specific position.
- 2) **Incorporate Evidence:**
 - a) Interpret/evaluate sources to develop an analysis or synthesis.
- 3) **Understand Implications and Make Conclusions:**
 - a) Establish a conclusion that is tied to the range of information presented.
 - b) Reflect on implications and consequences of stated conclusion.

Diversity & Global Learning – Students should be able to:

- 4) **Build Self-Awareness:**
 - a) Demonstrate how their own attitudes, behaviors, or beliefs compare or relate to those of other individuals, groups, communities, or cultures.
- 5) **Examine Perspectives:**
 - a) Examine diverse perspectives when investigating social and behavioral topics within natural or human systems.

Information Literacy – Students should be able to:

- 6) **Evaluate Information Critically:**
 - a) Utilize a variety of information sources appropriate to the scope and discipline of the research question.
 - b) Consider the importance of multiple criteria, such as relevance to the research question, currency, authority, audience, and bias or point of view, when evaluating information source.
- 7) **Use Information Effectively to Accomplish a Specific Purpose:**
 - a) Synthesize information from sources to fully achieve a specific purpose.
- 8) **Use Information Ethically and Legally:**
 - a) Demonstrate a full understanding of the ethical and legal restrictions on the use of information from a variety of sources through correct citation practices.

Written/Oral Communication – Students should be able to:

9) **Develop Content and Message:**

a) Create and develop ideas within the context of the situation and the assigned task(s).

10) **Use Sources and Evidence:**

a) Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim.

11) **Use language appropriate to the audience.**

DEPTH, APPLICATION, AND INTEGRATION – 5 CREDITS MINIMUM

The objective of the Depth, Application, and Integration requirement is to ensure that all students continue to develop their academic competencies and build upon the Fundamental Competencies and Foundations and Perspectives courses in manners consistent with learning objectives of their major's program of study. These courses provide integrative and/or applied learning through which students demonstrate the ability to integrate multiple threads from prior learning, to complex, novel, or re-contextualized problems.

Additionally, courses in this category strive to prepare students to demonstrate University learning outcomes, which include creativity, communication, reasoning, stewardship, and collaboration. These foster dispositions toward lifelong learning and the ethical and responsible use of knowledge and information.

To achieve these ends, each undergraduate program of study (major) is required to specify how the following criteria as indicated in 4A, 4B, and 4C below are satisfied **in at least two upper-division courses that total a minimum of five credits**. Departments housing the program of study must offer the courses that satisfy these requirements solely or in collaboration with other units. Courses used to meet requirements under AUCC Categories 2 and 3 may not be used to meet this requirement.

4A. Applying Fundamental Competencies

Designated courses must apply and integrate knowledge from courses in the Fundamental Competencies of AUCC Categories 1A, 1B, 1C, and 2. **At least 50% of the course grade must be based on activities that involve writing, speaking, and/or problem solving.** Early guidance and feedback will support students' growth as writers, speakers, and problem solvers.

4B. Integrating Foundations and Perspectives

Designated courses must build upon the Foundations and Perspectives of AUCC Categories 3A, 3B, 3C, and 3D in an integrative and complementary way. Each course designated to fulfill this requirement shall emphasize the connections between its course content and the concepts and intellectual approaches that exemplify Foundations and Perspectives categories to:

1. deepen students' understanding by extending concepts and intellectual approaches of appropriate Foundations and Perspectives categories in the content of the designated course;
2. broaden students' understanding of how concepts and intellectual approaches of appropriate Foundations and Perspectives categories are placed in a different context in the designated course;
3. enrich students' understanding of how concepts and intellectual approaches of appropriate Foundations and Perspectives categories are further developed and transformed in the content of the designated course.

4C. Capstone Experience

Every major must require a capstone experience that offers the opportunity for integration and reflection on students' nearly completed undergraduate education. Capstone experiences should enable students to:

1. synthesize the academic and/or artistic experience of the major;
2. analyze disciplinary knowledge with relation to broader areas of intellectual endeavor;
3. evaluate the interaction between their discipline and society;
4. apply appropriate Foundations and Perspectives competencies and knowledge gained from courses in the major;
5. participate in collaborative and in interdisciplinary activities relevant to the program of study;
6. make the transition into career or further academic degree programs;
7. identify their roles and potential in the larger professional and/or scholarly community and in society.

Adopted by Faculty Council 12/1/98; revisions approved by Faculty Council 10/5/04, 10/2/07, 11/06/18, 5/5/20, 10/6/20, and 4/6/21.

COLORADO STATE UNIVERSITY

ALL-UNIVERSITY CORE CURRICULUM

PREFACE

The All-University Core Curriculum (AUCC) at Colorado State University helps students refine their academic skills and introduces them to areas of knowledge, methodologies, and ways of knowing in various fields of study. The AUCC is integral to the entire undergraduate educational experience.

The AUCC promotes the acquisition and effective practice of essential competencies within areas of learning stipulated by the state of Colorado. These include math, writing, arts and humanities, social sciences, and history. Courses approved for inclusion in the AUCC at Colorado State University collectively satisfy all of the requirements of the state with regard to subject area and [general transfer agreement \(GT Pathways\)](#)² content, competencies, and student learning outcomes. Essential competencies include the ability to write clearly, speak effectively, recognize diverse perspectives, understand and apply quantitative reasoning, make sense of abstract ideas, reason analytically, and read critically.

FUNDAMENTAL COMPETENCIES

- 1A: Intermediate Writing
- 1B: Quantitative Reasoning
- 1C: Diversity, Equity, and Inclusion
- 2: Advanced Writing

FOUNDATIONS AND PERSPECTIVES

- 3A: Biological and Physical Sciences
- 3B: Arts and Humanities
- 3C: Social and Behavioral Sciences
- 3D: Historical Perspectives

DEPTH, APPLICATION, AND INTEGRATION

- 4A: Applying Fundamental Competencies
- 4B: Integrating Foundations and Perspectives
- 4C: Capstone Experience

Fundamental Competencies in the AUCC (1A, 1B, 1C, and 2) are central to success in all courses. These include written and oral communication and quantitative reasoning. Therefore, the learning outcomes and instructional aims of these courses seek to develop and reinforce such competencies.

Foundations and Perspectives in the AUCC (3A, 3B, 3C, and 3D) emphasize subject area methodologies, diverse perspectives and ways of knowing, modes of expression and creativity, concepts, and knowledge. Courses in this category help students apply effective use of

² Courses that the CCHE has approved for inclusion in the Guaranteed Transfer (GT) Pathways program are guaranteed to transfer among all public higher education institutions in Colorado. For transferring students, successful completion with a minimum C- grade guarantees transfer and application of credit in this GT Pathways category. For more information on the GT Pathways program, go to <http://highered.colorado.gov/academics/transfers/gtpathways/curriculum.html>.

fundamental competencies to bring diverse viewpoints, knowledge, applications and skills to life. Such courses emphasize distinctive characteristics as well as critical linkages among fields of study, promoting synthesis of learning. **Students must select at least one course from AUCC Category3 (A-D) with a designated focus on global awareness.**

Depth, Application, and Integration in the AUCC (4A, 4B, and 4C) engage students in depth and integration of content knowledge (factual, procedural, and metacognitive). These courses help students incorporate and apply learning set forth in Fundamental Competencies and Foundations and Perspectives courses. These courses will provide a capstone experience that helps students integrate, apply, and reflect on the cumulative learning from all courses in their academic experience and major.

THE AUCC EXPERIENCE

Each course approved to satisfy requirements of the AUCC calls upon the instructor to introduce and reinforce academic success skills, provide students with ample and prompt feedback to encourage their academic progress and development, encourage reflection and development of metacognition, and foster an academic mindset.

AUCC courses should provide high impact practices such as writing, collaborative learning, community/civic engagement, or research as relevant to the field. Students learn and retain knowledge when they write, reflect upon what they are learning, and engage in revision processes that utilize feedback. Courses in categories 1C, 3B, 3C, and 3D 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.

Teaching that encourages this mindset involves setting high and realistic goals for students; making clear the course objectives and academic competencies they help to develop; and demonstrating connections among content, competencies, and life applications. It encourages ongoing effort and offers frequent constructive feedback. Such teaching makes explicit that productive studying, active engagement in learning experiences, practicing, questioning, participating, reflecting, and learning from mistakes contribute to student success.

Students in AUCC Courses may anticipate:

- 7) Graded feedback early in a course.
- 8) Early and consistent access to information about their progress in a course.
- 9) Prompt evaluation of their work, as well as frequent and ongoing feedback that assesses strengths and weaknesses and encourages continuing effort.
- 10) When relevant, referral to campus resources to support their success.
- 11) When appropriate, collaboration, peer interaction, and peer feedback.
- 12) Consultation outside of class.

Research at CSU has shown that there is a relationship between student engagement and academic success.

Engagement includes, but is not limited to, the following:

- 7) Regularly attending class and coming prepared to learn.
- 8) Practicing effective study habits.
- 9) Completing required assignments.
- 10) Asking questions and seeking help when needed.
- 11) Learning about campus resources that support students.
- 12) Embracing intellectual challenges, opportunities for growth, and breadth of perspectives and opinions.

CONTENT CRITERIA

Content Competencies pertain to the knowledge, methods, concepts, and content-related learning that students should garner from participation in a course. Students should be able to demonstrate acquisition of such content-focused learning resulting from engagement in courses in this category.

CORE STUDENT LEARNING OUTCOMES

Core Student Learning Outcomes are transferable skills that students garner in a variety of educational settings and that have wide applicability across fields and in life.

FUNDAMENTAL COMPETENCIES – 12 CREDITS

Fundamental Competencies courses emphasize the acquisition of capabilities involving writing, communicating, and quantitative reasoning as primary objectives (1A, 1B, 1C, and 2).

Therefore, the learning outcomes and instructional aims for this category are to develop and practice these competencies, as they are integral to Foundations and Perspectives courses (3A, 3B, 3C, and 3D), as well as to students' major fields of study.

1A. Intermediate Writing – 3 credits

The ability to communicate in written form is an essential component of success in any academic program and enhances the possibility of one's success in personal and professional life. Courses in this category provide instruction in the skills essential to effective written communication, extensive practice in the use of those skills, and evaluation of students' writing to guide them in improving their skills.

CONTENT CRITERIA

Students should be able to:

6) Deepen Rhetorical Knowledge

- a) Focus on rhetorical situation, audience, and purpose.
- b) Use voice, tone, format, and structure appropriately, deepening understanding of relationships between form and content in writing.
- c) Write and read texts written in several genres, for specified discourse communities. These communities may be professional or disciplinary.
- d) Practice reflective strategies.

7) Deepen Experience in Writing

- a) Develop recursive strategies for generating ideas, revising, editing, and proofreading for extensive, in-depth, and/or collaborative projects.
- b) Critique one's own and other's work.

8) Deepen Critical and Creative Thinking

- a) Evaluate the relevance of context.
- b) Synthesize other points of view within one's own position.
- c) Reflect on the implications and consequences of the stated conclusion.

9) Use Sources and Evidence

- a) Select and evaluate appropriate sources and evidence.
- b) Evaluate the relevance of sources to the research question.

10) Deepen Application of Composing Conventions

- a) Apply genre conventions including structure, paragraphing, tone, mechanics, syntax, and style to more extensive or in-depth writing projects.
- b) Use specialized vocabulary, format, and documentation appropriately.

CORE STUDENT LEARNING OUTCOMES

Written Communication – Students should be able to:

- 6) **Employ Rhetorical Knowledge**
 - b) Exhibit a thorough understanding of audience, purpose, genre, and context that is responsive to the situation.
- 7) **Develop Content**
 - b) Create and develop ideas within the context of the situation and the assigned task(s).
- 8) **Apply Genre and Disciplinary Conventions**
 - b) Apply formal and informal conventions of writing, including organization, content, presentation, formatting, and stylistic choices, in particular forms and/or fields.
- 9) **Use Sources and Evidence**
 - c) Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim.
 - d) Follow an appropriate documentation system.
- 10) **Control Syntax and Mechanics**
 - b) Demonstrate proficiency with conventions, including spellings, grammar, mechanics, and word choice appropriate to the writing task.

1B. Quantitative Reasoning – 3 credits

Quantitative reasoning and problem solving are essential skills for success in academics and in life. Quantitative reasoning, which includes Mathematics and Statistics, develops ways of knowing that involve abstraction, generalization, and analysis. Such thinking involves problem solving, interpretation, representation, application, and communication.

CONTENT CRITERIA

Students should be able to:

- g) Demonstrate good problem-solving habits, including:
 - Estimating solutions and recognizing unreasonable results.
 - Considering a variety of approaches to a given problem, and selecting one that is appropriate.
 - Interpreting solutions correctly.
- h) Generate and interpret symbolic, graphical, numerical, and verbal (written or oral) representations of mathematical ideas.
- i) Communicate mathematical ideas in written and/or oral form using appropriate mathematical language, notation, and style.
- j) Apply mathematical concepts, procedures, and techniques appropriate to the course.
- k) Recognize and apply patterns or mathematical structure.
- l) Utilize and integrate appropriate technology.

CORE STUDENT LEARNING OUTCOMES***Quantitative Literacy – Students should be able to:*****12) Interpret Information**

- b) Explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words).

13) Represent Information

- b) Convert information into and between various mathematical forms (e.g., equations, graphs, diagrams, tables, words).

14) Perform Calculations

- d) Solve problems or equations at the appropriate course level.
- e) Use appropriate mathematical notation.
- f) Solve a variety of different problem types that involve a multi-step solution and address the validity of the results.

15) Apply and Analyze Information

- d) Make use of graphical objects (such as graphs of equations in two or three variables, histograms, scatterplots of bivariate data, geometrical figures, etc.) to supplement a solution to a typical problem at the appropriate level.
- e) Formulate, organize, and articulate solutions to theoretical and application problems at the appropriate course level.
- f) Make judgments based on mathematical analysis appropriate to the course level.

16) Communicate Using Mathematical Forms

- b) Express mathematical analysis symbolically, graphically, and in written language that clarifies/justifies/summarizes reasoning (may also include oral communication).

17) Address Assumptions

- a) Describe and support assumptions in estimation, modeling, and data analysis, used as appropriate for the course.

Problem Solving – Students should be able to:**18) Define a problem**

- a) Construct a detailed and comprehensive problem statement or goal.
- b) Identify relevant contextual factors.

19) Propose Exact and Approximate Strategies for Solution of a Problem

- a) Identify reasonable approaches to solving the problem within the given context.

20) Evaluate Potential Strategies

- a) Provide an evaluation of the potential strategy(ies) which may include:
 - vi. the history of the problem,
 - vii. the logic behind the potential strategy(ies),
 - viii. the limitations of potential strategy(ies),
 - ix. the feasibility of the proposed strategy(ies),
 - x. the potential impacts of the proposed strategy(ies).
- b) Choose a feasible strategy.

21) Apply a Strategy

- a) Implement chosen approach(es).
- b) Quantify uncertainty and error in results.
- c) Gauge success of the chosen strategy(ies) and revise as needed.

22) Evaluate Results

- a) Discuss and review results relative to the context of the problem.
- b) Make recommendations for further work (where applicable).

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 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 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.

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.

CONTENT CRITERIA

Diversity:

- Explore a diversity of 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.

CORE STUDENT LEARNING OUTCOMES

Diversity & Global Learning – Students should be able to:

Address Diversity:

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

2. Advanced Writing – 3 credits

Building on and adapting skills and strategies developed in courses in Intermediate Writing, the objective of Advanced Writing is the further development of competence in written communication.

CONTENT CRITERIA

Students should be able to:

6) **Extend Rhetorical Knowledge**

- a) Use texts from rhetoric, discourse studies, communication, or related disciplines to extend understanding of rhetorical concepts to the discipline that is the focus of the course.
- b) Develop sophisticated strategies for critical analysis of disciplinary or specialized discourse.
- c) Learn more sophisticated ways to communicate knowledge to appropriate audiences.
- d) Apply reflective strategies to the synthesis, communication, and creation of knowledge.

7) **Extend Experience in Writing**

- a) Hone recursive strategies for generating ideas, revising, editing, and proofreading for disciplinary or specialized discourse.
- b) Critique one's own and other's work, including the work of professional writers and/or scholars.

8) **Extend Critical and Creative Thinking**

- a) Reflect on the implications and consequences of context.
- b) Incorporate alternate, divergent or contradictory perspectives or ideas within one's own position.
- c) Extend and complicate the consequences of the stated conclusion.

9) **Use Sources and Evidence**

- a) Select, evaluate, and synthesize appropriate sources and evidence.
- b) Use discipline-appropriate criteria to evaluate sources and evidence.

10) **Extend Application of Composing Conventions**

- a) Select and adapt genre conventions including structure, paragraphing, tone, mechanics, syntax, and style for disciplinary or specialized discourse.
- b) Use specialized vocabulary, format, and documentation appropriately in more extensive or in-depth writing project.

CORE STUDENT LEARNING OUTCOMES

Written Communication – Students should be able to:

9) **Employ Rhetorical Knowledge**

- b) Exhibit a thorough understanding of audience, purpose, genre, and context that is responsive to the situation.

10) **Develop Content**

- b) Create and develop ideas within the context of the situation and the assigned task(s).

11) **Apply Genre and Disciplinary Conventions**

- b) Apply formal and informal conventions of writing, including organization, content, presentation, formatting, and stylistic choices, in particular forms and/or fields.

12) Use Sources and Evidence

- c) Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim.
- d) Follow an appropriate documentation system.

13) Control Syntax and Mechanics

- b) Demonstrate proficiency with conventions, including spellings, grammar, mechanics, and word choice appropriate to the writing task.

FOUNDATIONS AND PERSPECTIVES – 19 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 AUCC Category 3 (A-D) with a designated focus on global awareness.

3A. Biological and Physical Sciences – 7 credits

Biological and Physical Science courses examine scientific perspectives, build familiarity with scientific knowledge and the scientific method, develop competencies in reasoning, inquiry, and analysis and evaluate the impacts of science and technology on society to facilitate communication in an increasingly complex and technological world. At least one course used to satisfy this requirement must have a laboratory component.

CONTENT CRITERIA

The **lecture** content of a GT Pathways science course:

Students should be able to:

- g. Develop foundational knowledge in specific field(s) of science.
- h. Develop an understanding of the nature and process of science.
- i. Demonstrate the ability to use scientific methodologies.
- j. Examine quantitative approaches to study natural phenomena.
- k. Develop concepts of accuracy, precision, and the role of repeatability in the acquisition of scientific knowledge.
- l. Demonstrate the ability to recognize connections between the specific subject matter being taught and other areas of scientific endeavor or human activity.

The **laboratory** (either a combined lecture and laboratory, or a separate laboratory course tied to a science lecture course) content of a GT Pathways science course:

Students should be able to:

- f. Perform hands-on activities with demonstration and simulation components playing a secondary role.
- g. Engage in inquiry-based activities.
- h. Demonstrate the ability to use the scientific method.
- i. Obtain and interpret data, and communicate the results of inquiry.
- j. Demonstrate proper technique and safe practices.

CORE STUDENT LEARNING OUTCOMES

Inquiry & Analysis – Students should be able to:

6) Select or Develop a Design Process

- a) Select or develop elements of the methodology or theoretical framework to solve problems in a given discipline.

7) Analyze and Interpret Evidence

- a) Examine evidence to identify patterns, differences, similarities, limitations, and/or implications related to the focus.
- b) Utilize multiple representations to interpret the data.

8) Draw Conclusions

- a) State a conclusion based on findings.

Quantitative Literacy – Students should be able to:

9) Interpret Information

- b) Explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words).

10) Represent Information

- a) Convert information into and between various mathematical forms (e.g., equations, graphs, diagrams, tables, words).

NOTE: Courses in categories 3B, 3C, and 3D 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.

3B. Arts and Humanities – 6 credits

The Arts and Humanities explore uniquely human expressions. The Arts and Humanities investigate the cultural character and literatures of human experiences, fundamental questions of values and meaning, and, both in word and beyond words, the symbols and creative expressions of human life.

Courses in Arts and Humanities may be in Arts and Expression; Literature and Humanities; Ways of Thinking; or World Languages. No more than three credits of intermediate world language (L*** 200, L*** 201) may be used toward this category.

CONTENT CRITERIA**Arts and Expression (GT-AH1):**

Students should be able to:

Respond analytically and critically to works of artistic expression, by addressing all of the following:

- g. Describe the basic elements and their effects on meaning in a work of art.
- h. Relate the effects of geography, economics, politics, religion, philosophy, and science on the values of a culture and the stylistic features of its arts.
- i. Determine how a work reflects or rejects the major values or concerns of a historical era or culture.
- j. Interpret themes or major concepts.
- k. Effectively use appropriate foundational competencies in the study of the arts and humanities, including competencies related to the creative process.
- l. Expressive ability through a medium appropriate to the course content.

Literature and Humanities (GT-AH2):

Students should be able to:

Respond analytically and critically to literary or media works, by addressing all of the following:

- d. Specific era(s)
- e. Specific culture(s)
- f. Themes or major concepts
- d. Attitudes and values

Ways of Thinking (GT-AH3):

Students should be able to:

Respond analytically and critically to ways of thinking, by addressing one or more of the following:

- c. Logic
- d. Ethics
- c. The different questions dealt with by leading philosophers and/or theologians and their positions on those questions.

World Languages (GT-AH4):

Students should be able to:

Develop an ability to communicate in, and understand, a language other than spoken and written English. Students should be able to:

- b. Acquire intermediate skills in speaking, aural comprehension, reading, and writing in a language other than English, or
- b. Acquire intermediate skills in American Sign Language.

CORE STUDENT LEARNING OUTCOMES**Arts & Expression (GT-AH1):***Creative Thinking – Students should be able to:***4) Embrace Contradictions:**

- a) Incorporate alternate, divergent, or contradictory perspectives or ideas within the context of the discipline and the shape of the work.

*Critical Thinking – Students should be able to:***5) Utilize Context:**

- a) Evaluate the relevance of context when presenting a position.
- b) Identify assumptions.
- c) Analyze one's own and others' assumptions.

6) Understand Implications and Make Conclusions:

- a) Establish a conclusion that is tied to the range of information presented.
- b) Reflect on implications and consequences of stated conclusion

*Diversity & Global Learning – Students should be able to:***6) Build Self-Awareness:**

- a) Demonstrate how their own attitudes, behaviors, or beliefs compare or relate to those of other individuals, groups, communities, or cultures.

7) Examine Perspectives:

- a) Examine diverse perspectives when investigating social and behavioral topics within natural or human systems.

*Written/Oral Communication – Students should be able to:***14) Develop Content and Message:**

- b) Create and develop ideas within the context of the situation and the assigned task(s).

15) Use Sources and Evidence:

- b) Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim.

16) Use language appropriate to the audience.**Literature & Humanities (GT-AH2):***Critical Thinking – Students should be able to:***3) Utilize Context:**

- a) Evaluate the relevance of context when presenting a position.
- b) Identify assumptions.
- c) Analyze one's own and others' assumptions.

4) Understand Implications and Make Conclusions:

- a) Establish a conclusion that is tied to the range of information presented.
- b) Reflect on implications and consequences of stated conclusion

Diversity & Global Learning – Students should be able to:5) **Build Self-Awareness:**

- a) Demonstrate how their own attitudes, behaviors, or beliefs compare or relate to those of other individuals, groups, communities, or cultures.

6) **Examine Perspectives:**

- a) Examine diverse perspectives when investigating social and behavioral topics within natural or human systems.

Written/Oral Communication – Students should be able to:8) **Develop Content and Message:**

- b) Create and develop ideas within the context of the situation and the assigned task(s).

9) **Use Sources and Evidence:**

- b) Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim.

10) **Use language appropriate to the audience.**Ways of Thinking (GT-AH3):Critical Thinking – Students should be able to:4) **Explain an Issue:**

- a) Use information to describe a problem or issue and/or articulate a question related to the topic.

5) **Utilize Context:**

- a) Evaluate the relevance of context when presenting a position.
- b) Identify assumptions.
- c) Analyze one's own and others' assumptions.

6) **Understand Implications and Make Conclusions:**

- a) Establish a conclusion that is tied to the range of information presented.
- b) Reflect on implications and consequences of stated conclusion.

Diversity & Global Learning – Students should be able to:6) **Build Self-Awareness:**

- a) Demonstrate how their own attitudes, behaviors, or beliefs compare or relate to those of other individuals, groups, communities, or cultures.

7) **Examine Perspectives:**

- a) Examine diverse perspectives when investigating social and behavioral topics within natural or human systems.

Written/Oral Communication – Students should be able to:9) **Develop Content and Message:**

- b) Create and develop ideas within the context of the situation and the assigned task(s).

10) **Use Sources and Evidence:**

- b) Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim.

11) **Use language appropriate to the audience.**

World Languages (GT-AH4):*Diversity & Global Learning – Students should be able to:***3) Build Self-Awareness:**

- a) Demonstrate how their own attitudes, behaviors, or beliefs compare or relate to those of other individuals, groups, communities, or cultures.

4) Examine Perspectives:

- a) Examine diverse perspectives when investigating social and behavioral topics within natural or human systems.

*Written/Oral Communication – Students should be able to:***10) Develop Content and Message:**

- b) Create and develop ideas within the context of the situation and the assigned task(s).

11) Use Sources and Evidence:

- b) Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim.

12) Use language appropriate to the audience.**13) Execute Delivery:**

- a) Demonstrate performance skills (posture, gesture, eye contact, and vocal expressiveness) to share content with/present content to a particular audience for a specific occasion and purpose.

3C. Social and Behavioral Sciences – 3 credits

The Social and Behavioral Sciences are designed to help students acquire broad foundations of social science knowledge and the ability to apply this understanding to contemporary problems and issues. The Social and Behavioral Sciences use methods of the field to study the complex behaviors of individuals and their relationships with others in families, public institutions, and cultures. The Social and Behavioral Sciences requirements help students explore the forms and implications of individual and collective behaviors, and their ties to formal institutions.

Social and Behavioral Sciences courses may be in Economic or Political Systems; Geography; or Human Behavior, Culture, or Social Frameworks.

CONTENT CRITERIA**Economic or Political Systems (GT-SS1):***Students should be able to:*

- Demonstrate knowledge of economic or political systems.
- Use the social sciences to analyze and interpret issues.
- Explain diverse perspectives and groups.

Geography (GT-SS2):

Students should be able to:

- Demonstrate knowledge of how multiple factors and processes contribute to the nature of landscapes, identities, and regions.
- Apply social science tools and perspectives to analyze and interpret issues.

Human Behavior, Culture or Social Frameworks (GT-SS3):

Students should be able to:

- Develop knowledge of human behavior, including learning, cognition, and human development **or** cultural or social frameworks/theories that explore and compare issues and characteristics of individuals, groups, communities, or cultures.
- Understand diverse perspectives and groups.
- Use tools, approaches, and skills from the Social & Behavioral Sciences to analyze and interpret issues.

CORE STUDENT LEARNING OUTCOMES**Economic or Political Systems (GT-SS1):**

Civic Engagement – Students should be able to:

7) Civic Knowledge:

- a) Connect disciplinary knowledge to civic engagement through one’s own participation in civic life, politics, and/or government.

Critical Thinking – Students should be able to:

8) Explain an Issue:

- a) Use information to describe a problem or issue and/or articulate a question related to the topic.

9) Utilize Context:

- a) Evaluate the relevance of context when presenting a position.
- b) Identify assumptions.
- c) Analyze one’s own and others’ assumptions.

10) Understand Implications and Make Conclusions:

- a) Establish a conclusion that is tied to the range of information presented.
- b) Reflect on implications and consequences of stated conclusion.

Diversity & Global Learning – Students should be able to:

11) Build Self-Awareness:

- a) Demonstrate how their own attitudes, behaviors, or beliefs compare or relate to those of other individuals, groups, communities, or cultures.

12) Examine Perspectives:

- a) Examine diverse perspectives when investigating social and behavioral topics within natural or human systems.

Written/Oral Communication – Students should be able to:

14) Develop Content and Message:

- b) Create and develop ideas within the context of the situation and the assigned task(s).

15) Use Sources and Evidence:

- b) Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim.

16) Use language appropriate to the audience.

Geography (GT-SS2):

Critical Thinking – Students should be able to:

10) Explain an Issue:

- a) Use information to describe a problem or issue and/or articulate a question related to the topic.

11) Utilize Context:

- a) Evaluate the relevance of context when presenting a position.
- b) Identify assumptions.
- c) Analyze one’s own and others’ assumptions.

12) Understand Implications and Make Conclusions:

- a) Establish a conclusion that is tied to the range of information presented.
- b) Reflect on implications and consequences of stated conclusion.

Diversity & Global Learning – Students should be able to:

13) Build Self-Awareness:

- a) Demonstrate how their own attitudes, behaviors, or beliefs compare or relate to those of other individuals, groups, communities, or cultures.

14) Examine Perspectives:

- a) Examine diverse perspectives when investigating social and behavioral topics within natural or human systems.

15) Address Diversity:

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

Written/Oral Communication – Students should be able to:

16) Develop Content and Message:

- b) Create and develop ideas within the context of the situation and the assigned task(s).

17) Use Sources and Evidence:

- b) Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim.

18) Use language appropriate to the audience.

Human Behavior, Culture or Social Frameworks (GT-SS3):*Critical Thinking – Students should be able to:***7) Explain an Issue:**

- a) Use information to describe a problem or issue and/or articulate a question related to the topic.

8) Utilize Context:

- a) Evaluate the relevance of context when presenting a position.
- b) Identify assumptions.
- c) Analyze one's own and others' assumptions.

9) Understand Implications and Make Conclusions:

- a) Establish a conclusion that is tied to the range of information presented.
- b) Reflect on implications and consequences of stated conclusion.

*Diversity & Global Learning – Students should be able to:***10) Build Self-Awareness:**

- a) Demonstrate how their own attitudes, behaviors, or beliefs compare or relate to those of other individuals, groups, communities, or cultures.

11) Examine Perspectives:

- a) Examine diverse perspectives when investigating social and behavioral topics within natural or human systems.

12) Address Diversity:

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

*Written/Oral Communication – Students should be able to:***10) Develop Content and Message:**

- b) Create and develop ideas within the context of the situation and the assigned task(s).

11) Use Sources and Evidence:

- b) Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim.

12) Use language appropriate to the audience.**3D. Historical Perspectives – 3 credits**

The goal of the Historical Perspectives requirement is to engage students in an analytical, chronological or thematic study of significant events, to investigate different perspectives and interpretations of them, and to understand historical methods, sources, and concepts as they relate to multi-dimensional human experiences. It should provide students with a foundation for relating perspectives of the past to aspirations for the future.

CONTENT CRITERIA

- Introduces students to the method of historical inquiry, which involves asking an important historical question, investigating and analyzing historical sources, and drawing conclusions.
- Employs historical thinking and concepts, which include context, change over time, continuity, multiple causation, and human agency.
- Investigates multiple historical primary sources and secondary accounts.
- Analyzes multiple perspectives to create written narratives, interpretations, or syntheses.

CORE STUDENT LEARNING OUTCOMES

Critical Thinking – Students should be able to:

6) Formulate an Argument:

- a) Ask a question relevant to the discipline.
- b) Synthesize perspectives that answer it.
- c) Take a specific position.

7) Incorporate Evidence:

- a) Interpret/evaluate sources to develop an analysis or synthesis.

8) Understand Implications and Make Conclusions:

- a) Establish a conclusion that is tied to the range of information presented.
- b) Reflect on implications and consequences of stated conclusion.

Diversity & Global Learning – Students should be able to:

9) Build Self-Awareness:

- a) Demonstrate how their own attitudes, behaviors, or beliefs compare or relate to those of other individuals, groups, communities, or cultures.

10) Examine Perspectives:

- a) Examine diverse perspectives when investigating social and behavioral topics within natural or human systems.

Information Literacy – Students should be able to:

9) Evaluate Information Critically:

- a) Utilize a variety of information sources appropriate to the scope and discipline of the research question.
- b) Consider the importance of multiple criteria, such as relevance to the research question, currency, authority, audience, and bias or point of view, when evaluating information source.

10) Use Information Effectively to Accomplish a Specific Purpose:

- a) Synthesize information from sources to fully achieve a specific purpose.

11) Use Information Ethically and Legally:

- a) Demonstrate a full understanding of the ethical and legal restrictions on the use of information from a variety of sources through correct citation practices.

Written/Oral Communication – Students should be able to:

12) Develop Content and Message:

b) Create and develop ideas within the context of the situation and the assigned task(s).

13) Use Sources and Evidence:

b) Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim.

14) Use language appropriate to the audience.

DEPTH, APPLICATION, AND INTEGRATION – 5 CREDITS MINIMUM

The objective of the Depth, Application, and Integration requirement is to ensure that all students continue to develop their academic competencies and build upon the Fundamental Competencies and Foundations and Perspectives courses in manners consistent with learning objectives of their major's program of study. These courses provide integrative and/or applied learning through which students demonstrate the ability to integrate multiple threads from prior learning, to complex, novel, or re-contextualized problems.

Additionally, courses in this category strive to prepare students to demonstrate University learning outcomes, which include creativity, communication, reasoning, stewardship, and collaboration. These foster dispositions toward lifelong learning and the ethical and responsible use of knowledge and information.

To achieve these ends, each undergraduate program of study (major) is required to specify how the following criteria as indicated in 4A, 4B, and 4C below are satisfied **in at least two upper-division courses that total a minimum of five credits**. Departments housing the program of study must offer the courses that satisfy these requirements solely or in collaboration with other units. Courses used to meet requirements under AUCC Categories 2 and 3 may not be used to meet this requirement.

4A. Applying Fundamental Competencies

Designated courses must apply and integrate knowledge from courses in the Fundamental Competencies of AUCC Categories 1A, 1B, 1C, and 2. **At least 50% of the course grade must be based on activities that involve writing, speaking, and/or problem solving.** Early guidance and feedback will support students' growth as writers, speakers, and problem solvers.

4B. Integrating Foundations and Perspectives

Designated courses must build upon the Foundations and Perspectives of AUCC Categories 3A, 3B, 3C, and 3D in an integrative and complementary way. Each course designated to fulfill this requirement shall emphasize the connections between its course content and the concepts and intellectual approaches that exemplify Foundations and Perspectives categories to:

4. deepen students' understanding by extending concepts and intellectual approaches of appropriate Foundations and Perspectives categories in the content of the designated course;
5. broaden students' understanding of how concepts and intellectual approaches of appropriate Foundations and Perspectives categories are placed in a different context in the designated course;
6. enrich students' understanding of how concepts and intellectual approaches of appropriate Foundations and Perspectives categories are further developed and transformed in the content of the designated course.

4C. Capstone Experience

Every major must require a capstone experience that offers the opportunity for integration and reflection on students' nearly completed undergraduate education. Capstone experiences should enable students to:

8. synthesize the academic and/or artistic experience of the major;
9. analyze disciplinary knowledge with relation to broader areas of intellectual endeavor;
10. evaluate the interaction between their discipline and society;
11. apply appropriate Foundations and Perspectives competencies and knowledge gained from courses in the major;
12. participate in collaborative and in interdisciplinary activities relevant to the program of study;
13. make the transition into career or further academic degree programs;
14. identify their roles and potential in the larger professional and/or scholarly community and in society.

Adopted by Faculty Council 12/1/98; revisions approved by Faculty Council 10/5/04, 10/2/07, 11/06/18, 5/5/20, 10/6/20, and 4/6/21.