



# AUCC 1C. DIVERSITY, EQUITY, & INCLUSION

## DESCRIPTION

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.

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

### 3B Arts & Humanities

- \* Arts & Expression
- \* Literature & Humanities
- \* Ways of Thinking

### 3C Social & Behavioral Sciences

- \* Economic or Political Systems
- \* Geography
- \* Human Behavior, Culture, or Social Frameworks

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

## CONTENT CRITERIA

**Content Competencies** are the knowledge, methods, concepts, and content-related learning that students should learn from participation in a course.

Upon successful completion of a course in this category, students should be able to

### 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.

### AAUC 3B OR 3C CONTENT CRITERIA

See Content Criteria for the relevant 3B or 3C course.

## CORE STUDENT LEARNING OUTCOMES

**Core Student Learning Outcomes** are transferable skills that students learn and apply through participation in the AUCC.

### DIVERSITY & GLOBAL LEARNING

- 1) Address Diversity
  - \* Make connections between the worldviews, power structures, and experiences of individuals, groups, communities, or cultures, in historical or contemporary contexts.

### AUCC 3B OR 3C CORE STUDENT LEARNING OUTCOMES

See Core Student Learning Outcomes for the relevant 3B or 3C course outcomes.

Courses 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.

## PLANNING AND TEACHING AN AUCC COURSE

### ALIGN THE LEARNING ACTIVITIES TO THE COURSE OUTCOMES

**Map course activities and content** to the course learning outcomes. Does the course allow ample opportunities for students to learn and practice what they need to know and do to be successful?

**Plan learning experiences, instruction, and resources** that will help students reach the learning outcomes. The course should challenge students to build higher-order skills and use active and engaged forms of learning.

**Create structured activities that help students scaffold learning.** Break down large tasks or concepts and build smaller steps so that students can gain competence. Small, simple assignments build skills that help students accomplish something more complex. Give students opportunities to practice and repeat learning tasks.

**Communicate the learning outcomes to students.** Tag assignments with the course learning outcomes and talk with students about what they are learning and how it fits into the bigger picture of the course, the AUCC, or their university education.

### PLAN AHEAD TO ASSESS LEARNING

**Determine acceptable evidence** that students are achieving the learning outcomes. This includes formative assessments to check progress and summative assessments that measure achievement. Both kinds of assessments should build upon each other and are sequenced with learning activities.

**Start with the end in mind.** Decide how you will evaluate the assignment at the same time you create it. What are the priorities of the assignment? Are the priorities appropriately weighted in the grading plan?

**Communicate expectations to students.** Share rubrics, scales, or grading frameworks with students when you assign the work, or as they progress. Ensure there will be opportunities to get feedback or make revisions before students submit the final result of their work.

**Provide early, frequent, and immediate feedback.** Students need regular feedback on their performance, so they know how to focus their studies, when to work harder, and when to ask for help. To be effective, students need to know what they are doing well, what they need to work on, and how they can improve. Use specific and constructive language. CSU's **First Four Weeks** Initiative offers a structured start.

**Consider a pre-assessment.** In what ways can you learn about a student's preparation for the course? What are their strengths and where do students need additional support to meet course expectations?

## RESOURCES

Assessment at CSU

<https://assessment.colostate.edu/>

VALUE Rubrics

<https://www.aacu.org/initiatives/value-initiative/value-rubrics>

The Institute for Teaching and Learning (TILT)

<https://tilt.colostate.edu/>

First Four Weeks Initiative

<https://tilt.colostate.edu/prodev/teaching-effectiveness/tef/feedback-and-assessment/fa-first-four-weeks/>