

# 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 \(GT Pathways\)](#)<sup>1</sup> 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
- 2: Advanced Writing

### **FOUNDATIONS AND PERSPECTIVES**

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

### **DEPTH, APPLICATION, AND INTEGRATION**

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

**Fundamental Competencies** in the AUCC (1A, 1B, 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.

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<sup>1</sup> 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, 3D, and 3E) 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.

**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 3B, 3C, 3D, and 3E 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 CREDITS

Fundamental Competencies courses emphasize the acquisition of capabilities involving writing, communicating, and quantitative reasoning as primary objectives (1A, 1B, 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, 3D, and 3E), 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).

## 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 – 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.

### 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, 3D, and 3E 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.**

### **3E. Diversity and Global Awareness – 3 credits**

Courses that address Diversity and Global Awareness 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. These courses provide opportunities to expand self-awareness, examine perspectives, and engage in dialogue in order to analyze personal and social responsibility, domestic or global systems, and contemporary contexts.

AUCC Category 3E 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 3E 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.

#### ***CONTENT CRITERIA***

##### **Diversity and Global Awareness:**

- 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.

#### ***CORE STUDENT LEARNING OUTCOMES***

*Diversity & Global Learning – Students should be able to:*

**1) Address Diversity:**

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

## 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, 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, 3D, and 3E 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 and 10/2/07.  
Current revisions approved by Faculty Council on 11/06/18.*