**CSU’s AUCC Category 1C: Diversity, Equity, and Inclusion**

AUCC and Guaranteed Transfer (GT) Pathways Course (Re)submission Process

1. **CIM course proposal:** Submit through the [CIM-Courses website](https://next.catalog.colostate.edu/courseadmin/) – detailed CIM forms instructions below.
   1. Attach the **Course Syllabus Template** that includes the required CDHE language as outlined below.
   2. Attach the **CDHE GT Pathways Course Submittal Form & Institution Verification**.
   3. Submit the course proposal with the attachments through the regular CIM workflow to be reviewed by your college curriculum committee and the University Curriculum Committee (UCC). Once approved by the UCC and Faculty Council, the Provost’s Office will submit the (re)submission paperwork to the CDHE.
2. **Course Syllabus Template:** Create a syllabus template for the course that includes the SLOs, Content Criteria, and the required GT Pathways designation statement: The Colorado Commission on Higher Education has approved XXXX #### for inclusion in the Guaranteed Transfer (GT) Pathways program in the GT-XXX category. 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>.
3. **CDHE GT Pathways Course Submittal Form & Institutional Verification – links to submittal forms:**

[**GT-AH1 - Arts & Expression**](https://highered.colorado.gov/sites/highered/files/2020-03/submittal_form_gtp_curriculum_final_ahum_gt_ah1.docx)

[**GT-AH2 - Literature & Humanities**](https://highered.colorado.gov/sites/highered/files/2020-03/submittal_form_gtp_curriculum_final_ahum_gt_ah2.docx)

[**GT-AH3 - Ways of Thinking**](https://highered.colorado.gov/sites/highered/files/2020-03/submittal_form_gtp_curriculum_final_ahum_gt_ah3.docx)

[**GT-SS1 - Economic or Political Systems**](https://highered.colorado.gov/sites/highered/files/2020-03/submittal_form_gtp_curriculum_final_sbs_gt_ss1.docx)

[**GT-SS2 - Geography**](https://highered.colorado.gov/sites/highered/files/2020-03/submittal_form_gtp_curriculum_final_sbs_gt_ss2.docx)

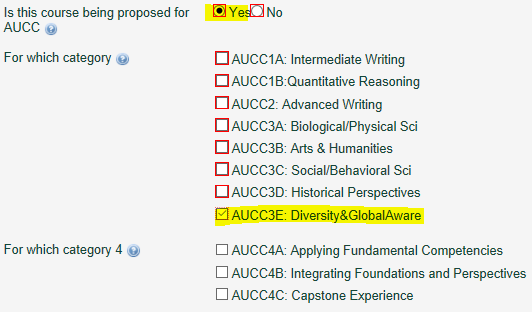
[**GT-SS3 - Human Behavior, Culture, or Social Frameworks**](https://highered.colorado.gov/sites/highered/files/2020-03/submittal_form_gtp_curriculum_final_sbs_gt_ss3.docx)

Complete each section (I-IV). In Section IV, explain how your unit will ensure that the required GT Pathways information will be included on each syllabus for every section of the course and how this will be regularly communicated to teaching faculty. Section V ‘Institutional Verification’ will be completed by the Provost’s Office after UCC review.

Additional GT Pathways information is available on the Curriculum & Catalog website: <https://curriculum.colostate.edu/aucc>. Contact your [UCC Representative](https://curriculum.colostate.edu/ucc-representatives/) or the [Curriculum & Catalog Unit](https://curriculum.colostate.edu/) at [curriculum@colostate.edu](mailto:curriculum@colostate.edu) with questions/concerns about the AUCC and GT Pathways (re)submission process.

**CIM COURSE PROPOSAL:** The instructions below apply to both EXISTING and NEW AUCC course proposals.

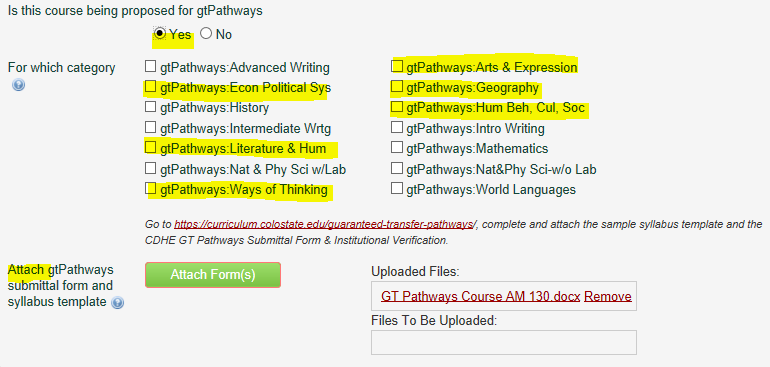
1. For the **Proposed Changes field** at the top of the CIM course proposal, click “Major”. Every field in red outline is required.
2. Under the **AUCC section**, select the appropriate AUCC category. **(NOTE: The CIM course form will be updated to include AUCC category 1C in Summer 2021.)**



1. Respond to the prompt on the CIM form to provide the rationale/justification for including the course in this AUCC category.



1. Select a Guaranteed Transfer (GT) Pathways category that [aligns with](https://curriculum.colostate.edu/media/sites/130/2019/01/AUCC-GTP-Category-Alignment.pdf) this AUCC category.
2. Use the green ‘Attach Form(s)’ button to attach the **CDHE GT Pathways Course Submittal Form & Institution Verification** and the **Course Syllabus Template** that include all required Core Student Learning Outcomes, Course Content, and the required GT Pathways statement.



1. Under the **Course Learning Objectives** field, copy and paste the Core Student Learning Outcomes listed from the appropriate chart below verbatim. The Curriculum & Catalog Unit will standardize the formatting on this section, so do not worry if your SLOs are not formatted perfectly.

**NOTE:** The **Course Content** grid is no longer a required field on the CIM form. Previously approved content is still viewable for historical purposes, but it is not available to edit.



1. Complete the **Specific Course Topics/Units/Weekly Schedule** grid. In the ‘**CLO Number**’ column, list the Core Student Learning Outcome(s) that will be addressed by the ‘**Lecture Content**’ and/or the ‘**Lab/Recitation/Other Content**’ each week. You can list each CLO number separately or you can list multiple CLOs on each row – whatever works best to correspond to the weekly content columns (examples in screenshot below). Click the green “+” button to add additional rows for each week.



**CSU’s AUCC Category 1C: Diversity, Equity, and Inclusion**

**Note**: 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 for CSU’s AUCC 1C Diversity, Equity, and Inclusion category.

Courses in these categories should provide high impact practices such as writing, collaborative learning, community/civic engagement, or research as relevant to the field.

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

**The following statement must be copied and pasted verbatim into each instructor’s syllabus for every section, every term** (replace the text in red with your course subject code & number and the correct GT category): The Colorado Commission on Higher Education has approved XXXX #### for inclusion in the Guaranteed Transfer (GT) Pathways program in the **GT-XXX** category. 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>.

**Course syllabi:**  The **Content Criteria** and **Core Student Learning Outcomes** below must be copied and pasted verbatim into each instructor’s syllabus for every section, every term.

**CIM proposals:** Copy/paste the Core Student Learning Outcomes below into the **Course Learning Objectives section**. Respond to the following prompt in the **AUCC justification section**, “Explain how this course will build a foundation of both content knowledge (Content Criteria) and transferable skills (Core Student Learning Outcomes) relevant to this AUCC Category. For example, how will the course explore/introduce/utilize methods central to the field of study, intellectual processes, readings that reinforce both skills and content, and/or assignments that require reflection and some level of application.”

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**CSU’s AUCC Category 1C: Diversity, Equity, and Inclusion GT-AH1: Arts & Expressions**

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| **AUCC Category** | **GT Pathways Content Area** | **Content Criteria**  Content Competencies pertain to the knowledge base, 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 as a result of participation in courses in each category of the AUCC. | **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. |
| **1C: Diversity, Equity, and Inclusion** | **GT-AH1:**  Arts & Expressions | *Dialogue*   1. **Develop skills of intergroup dialogue.**    1. Develop skills of active listening.    2. Identify the difference between dialogue and its processes and debate or discussion.    3. Demonstrate the ability to engage in deliberative dialogue. 2. **Employ dialogue skills to explore multiple perspectives.**   *Creative Thinking*   1. **Embrace Contradictions:**    * 1. Incorporate alternate, divergent, or contradictory perspectives or ideas within the context of the discipline and the shape of the work.   *Critical Thinking*   1. **Utilize Context:**    * 1. Evaluate the relevance of context when presenting a position.      2. Identify assumptions.      3. Analyze one’s own and others’ assumptions. 2. **Understand Implications and Make Conclusions:**    * 1. Establish a conclusion that is tied to the range of information presented.      2. Reflect on implications and consequences of stated conclusion.   *Diversity & Global Learning*   1. **Build Self-Awareness:**    * 1. Demonstrate how their own attitudes, behaviors, or beliefs compare or relate to those of other individuals, groups, communities, or cultures. 2. **Examine Perspectives:** 3. Examine diverse perspectives when investigating social and behavioral topics within natural or human systems. 4. **Address Diversity:** 5. Make connections between the world-views, power structures, and experiences of individuals, groups, communities, or cultures, in historical or contemporary contexts.   *Written/Oral Communication*   1. **Develop Content and Message:**     * 1. Create and develop ideas within the context of the situation and the assigned task(s). 2. **Use Sources and Evidence:**     * 1. Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim. 3. **Use language appropriate to the audience** |
| **AUCC 1C:**  **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.   **GT-AH1:**  Respond analytically and critically to works of artistic expression, by addressing all of the following:   1. Describe the basic elements and their effects on meaning in a work of art. 2. Relate the effects of geography, economics, politics, religion, philosophy, and science on the values of a culture and the stylistic features of its arts. 3. Determine how a work reflects or rejects the major values or concerns of a historical era or culture. 4. Interpret themes or major concepts. 5. Effectively use appropriate competencies in the study of the arts and humanities, including competencies related to the creative process. |

**CSU’s AUCC Category 1C: Diversity, Equity, and Inclusion GT-AH2: Literature & Humanities**

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| **AUCC Category** | **GT Pathways Content Area** | **Content Criteria**  Content Competencies pertain to the knowledge base, 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 as a result of participation in courses in each category of the AUCC. | **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. |
| **1C: Diversity, Equity, and Inclusion** | **GT-AH2:**  Literature & Humanities | *Dialogue*   1. **Develop skills of intergroup dialogue.**    1. Develop skills of active listening.    2. Identify the difference between dialogue and its processes and debate or discussion.    3. Demonstrate the ability to engage in deliberative dialogue. 2. **Employ dialogue skills to explore multiple perspectives.**   *Critical Thinking*   1. **Explain an Issue:**     1. Use information to describe a problem or issue and/or articulate a question related to the topic. 2. **Utilize Context:**     1. Evaluate the relevance of context when presenting a position.    2. Identify assumptions.    3. 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*   1. **Build Self-Awareness:**     1. Demonstrate how their own attitudes, behaviors, or beliefs compare or relate to those of other individuals, groups, communities, or cultures. 2. **Examine Perspectives:**     1. Examine diverse perspectives when investigating social and behavioral topics within natural or human systems. 3. **Address Diversity:**    1. Make connections between the world-views, power structures, and experiences of individuals, groups, communities, or cultures, in historical or contemporary contexts.   *Written/Oral Communication*   1. **Develop Content and Message**    1. Create and develop ideas within the context of the situation and the assigned task(s). 2. **Use Sources and Evidence**    1. Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim. 3. **Use language appropriate to the audience** |
| **AUCC 1C:**  **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.   **GT-AH2:**  Respond analytically and critically to literary or media works, by addressing all of the following:   1. Specific era(s) 2. Specific culture(s) 3. Themes or major concepts 4. Attitudes and values |

**CSU’s AUCC Category 1C: Diversity, Equity, and Inclusion GT-AH3: Ways of Thinking**

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| **AUCC Category** | **GT Pathways Content Area** | **Content Criteria**  Content Competencies pertain to the knowledge base, 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 as a result of participation in courses in each category of the AUCC. | **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. |
| **1C: Diversity, Equity, and Inclusion** | **GT-AH3:**  Ways of Thinking | *Dialogue*   1. **Develop skills of intergroup dialogue.**    1. Develop skills of active listening.    2. Identify the difference between dialogue and its processes and debate or discussion.    3. Demonstrate the ability to engage in deliberative dialogue. 2. **Employ dialogue skills to explore multiple perspectives.**   *Critical Thinking*   1. **Explain an Issue**:    1. Use information to describe a problem or issue and/or articulate a question related to the topic. 2. **Utilize Context:**     1. Evaluate the relevance of context when presenting a position.    2. Identify assumptions.    3. Analyze one’s own and others’ assumptions. 3. **Understand Implications and Make Conclusions:**     1. Establish a conclusion that is tied to the range of information presented.    2. Reflect on implications and consequences of stated conclusion.   *Diversity & Global Learning*   1. **Build Self-Awareness:**     1. Demonstrate how their own attitudes, behaviors, or beliefs compare or relate to those of other individuals, groups, communities, or cultures. 2. **Examine Perspectives:**     1. Examine diverse perspectives when investigating social and behavioral topics within natural or human systems. 3. **Address Diversity:**    1. Make connections between the world-views, power structures, and experiences of individuals, groups, communities, or cultures, in historical or contemporary contexts.   *Written/Oral Communication*   1. **Develop Content and Message**    1. Create and develop ideas within the context of the situation and the assigned task(s). 2. **Use Sources and Evidence**    1. Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim. 3. **Use language appropriate to the audience** |
| **AUCC 1C:**  **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.   **GT-AH3:**  Respond analytically and critically to ways of thinking, by addressing one or more of the following:   1. Logic 2. Ethics 3. The different questions dealt with by leading philosophers and/or theologians and their positions on those questions |

**CSU’s AUCC Category** **1C: Diversity, Equity, and Inclusion GT-SS1: Economic or Political Systems**

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| **AUCC Category** | **GT Pathways Content Area** | **Content Criteria**  Content Competencies pertain to the knowledge base, 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 as a result of participation in courses in each category of the AUCC. | **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. |
| **1C: Diversity, Equity, and Inclusion** | **GT-SS1:**  Economic or Political Systems | *Dialogue*   1. **Develop skills of intergroup dialogue.**    1. Develop skills of active listening.    2. Identify the difference between dialogue and its processes and debate or discussion.    3. Demonstrate the ability to engage in deliberative dialogue. 2. **Employ dialogue skills to explore multiple perspectives.**   *Civic Engagement*   1. **Civic Knowledge**:    1. Connect disciplinary knowledge to civic engagement through one’s own participation in civic life, politics, and/or government.   *Critical Thinking*   1. **Explain an Issue:**     1. Use information to describe a problem or issue and/or articulate a question related to the topic. 2. **Utilize Context:**     1. Evaluate the relevance of context when presenting a position.    2. Identify assumptions.    3. Analyze one’s own and others’ assumptions. 3. **Understand Implications and Make Conclusions**:    1. Establish a conclusion that is tied to the range of information presented.    2. Reflect on implications and consequences of stated conclusion.   *Diversity & Global Learning*   1. **Build Self-Awareness:**     1. Demonstrate how their own attitudes, behaviors, or beliefs compare or relate to those of other individuals, groups, communities, or cultures. 2. **Examine Perspectives:**    1. Examine diverse perspectives when investigating social and behavioral topics within natural or human systems. 3. **Address Diversity:**     1. Make connections between the world-views, power structures, and experiences of individuals, groups, communities, or cultures, in historical or contemporary contexts.   *Written/Oral Communication*   1. **Develop Content and Message**    1. Create and develop ideas within the context of the situation and the assigned task(s). 2. **Use Sources and Evidence**    1. Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim. 3. **Use language appropriate to the audience** |
| **AUCC 1C:**  **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.   **GT-SS1:**   * Demonstrate knowledge of economic **or** political systems. * Use the social sciences to analyze and interpret issues. * Explain diverse perspectives and groups. |

**CSU’s AUCC Category** **1C: Diversity, Equity, and Inclusion GT-SS2: Geography**

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| **AUCC Category** | **GT Pathways Content Area** | **Content Criteria**  Content Competencies pertain to the knowledge base, 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 as a result of participation in courses in each category of the AUCC. | **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. |
| **1C: Diversity, Equity, and Inclusion** | **GT-SS2:**  Geography | *Dialogue*   1. **Develop skills of intergroup dialogue.**    1. Develop skills of active listening.    2. Identify the difference between dialogue and its processes and debate or discussion.    3. Demonstrate the ability to engage in deliberative dialogue. 2. **Employ dialogue skills to explore multiple perspectives.**   *Critical Thinking*   1. **Explain an Issue:**     1. Use information to describe a problem or issue and/or articulate a question related to the topic. 2. **Utilize Context:**     1. Evaluate the relevance of context when presenting a positon.    2. Identify assumptions.    3. Analyze one’s own and others’ assumptions. 3. **Understand Implications and Make Conclusions**:    1. Establish a conclusion that is tied to the range of information presented.    2. Reflect on implications and consequences of stated conclusion.   *Diversity & Global Learning*   1. **Build Self-Awareness**:    1. Demonstrate how their own attitudes, behaviors, or beliefs compare or relate to those of other individuals, groups, communities, or cultures. 2. **Examine Perspectives:**     1. Examine diverse perspectives when investigating social and behavioral topics within natural or human systems. 3. **Address Diversity:**     1. Make connections between the world-views, power structures, and experiences of individuals, groups, communities, or cultures, in historical or contemporary contexts.   *Written/Oral Communication*   1. **Develop Content and Message**    1. Create and develop ideas within the context of the situation and the assigned task(s). 2. **Use Sources and Evidence**    1. Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim. 3. **Use language appropriate to the audience** |
| **AUCC 1C:**  **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.   **GT-SS2:**   * 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. |

**CSU’s AUCC Category 1C: Diversity, Equity, and Inclusion GT-SS3: Human Behavior, Cultures or Social Frameworks**

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| **AUCC Category** | **GT Pathways Content Area** | **Content Criteria**  Content Competencies pertain to the knowledge base, 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 as a result of participation in courses in each category of the AUCC. | **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. |
| **1C: Diversity, Equity, and Inclusion** | **GT-SS3:**  Human Behavior, Cultures or Social Frameworks | *Dialogue*   1. **Develop skills of intergroup dialogue.**    1. Develop skills of active listening.    2. Identify the difference between dialogue and its processes and debate or discussion.    3. Demonstrate the ability to engage in deliberative dialogue. 2. **Employ dialogue skills to explore multiple perspectives.**   *Critical Thinking*   1. **Explain an Issue:**     1. Use information to describe a problem or issue and/or articulate a question related to the topic. 2. **Utilize Context:**     1. Evaluate the relevance of context when presenting a positon.    2. Identify assumptions.    3. Analyze one’s own and others’ assumptions. 3. **Understand Implications and Make Conclusions**:    1. Establish a conclusion that is tied to the range of information presented.    2. Reflect on implications and consequences of stated conclusion.   *Diversity & Global Learning*   1. **Build Self-Awareness**:    1. Demonstrate how their own attitudes, behaviors, or beliefs compare or relate to those of other individuals, groups, communities, or cultures. 2. **Examine Perspectives:**     1. Examine diverse perspectives when investigating social and behavioral topics within natural or human systems. 3. **Address Diversity:**     1. Make connections between the world-views, power structures, and experiences of individuals, groups, communities, or cultures, in historical or contemporary contexts.   *Written/Oral Communication*   1. **Develop Content and Message**    1. Create and develop ideas within the context of the situation and the assigned task(s). 2. **Use Sources and Evidence**    1. Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim. 3. **Use language appropriate to the audience** |
| **AUCC 1C:**  **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.   **GT-SS3:**   * 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. |