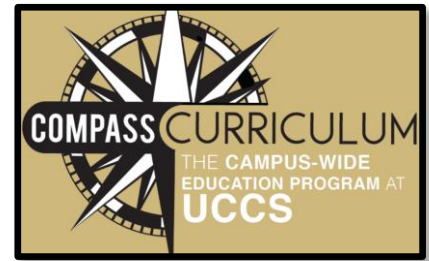


UCCS COMPASS CURRICULUM GENERAL-EDUCATION NEWSLETTER



NEW COMPASS INCLUSIVENESS CATEGORIES

- **Inclusiveness A:**

Intercultural Communication in
US Contexts

- **Inclusiveness B:**

Intercultural Communication in
Global/Indigenous Contexts

- **Inclusiveness C:**

Diversity and Power Dynamics
in US Contexts

- **Inclusiveness D:**

Diversity and Power Dynamics
in Global/Indigenous Contexts

NOTE: Courses in all four categories will continue to meet the traditional one-course inclusiveness requirement now in place in all colleges. Colleges and departments can now create more specific requirements if they wish, effective Fall 2025.

AUGUST 2024

Hello!

I'm Interim Faculty Director of Compass Curriculum, Phillip Haisley.

On behalf of the Compass Leadership Team, I'm pleased to announce our first Compass Newsletter. We plan to send out two to three of these each semester to keep the campus abreast of the amazing work faculty are doing in keeping our general education experience meaningful and vibrant. We are committed to fulfilling the promise that a general education curriculum makes to both students and faculty, and I hope the stories in this newsletter highlight that!

If you want more information about Compass Curriculum, please join us on our [website](#) or [Canvas page](#).

Inclusiveness Categories

In our first issue, I want to share with the campus some of the exciting changes happening with our [Inclusiveness](#) courses. As part of Compass, undergraduates must take one Inclusiveness course before graduation.

In Fall of 2023, the College of Letters, Arts, and Sciences (LAS) approved revisions to their own general education requirements to streamline and merge them more fully with Compass. One key change is that students within LAS are now required to take two Compass Inclusiveness courses in place of the previous two-course LAS requirement.

At the request of LAS faculty, Compass also began a process of creating "categories" of Inclusiveness courses to facilitate LAS and other colleges developing more specific requirements for their students if they wish. In Fall 2023, Compass formed a faculty committee with representation from across campus and from the Division of Diversity, Equity, and Inclusion which developed four new categories of Compass Inclusiveness courses. Following review and approval from the campus Council on Undergraduate Education in January 2024, these categories will be implemented within the registrar/degree audit for 2025-2026. My sincere thanks to Compass Inclusiveness Chair, Dr. Edwardo Portillos, and the rest of the faculty committee!

Over the next year, we will begin the process of sorting existing courses into one of these four categories. Effective for Fall 2025, colleges and departments can use these categories to develop more specific requirements for their students. You can see a rough outline of the categories in the infographic to above and a more detailed explanation of the categories and the process for sorting courses on the next page.

In Fall 2024, Department Chairs will be asked to identify which category their existing Inclusiveness courses fit best. As courses are proposed and renewed (every 5 years), proposing faculty will submit an application specific to that type of Inclusiveness course. While many courses will naturally cover many of these subjects effectively, each course can only be included in *one* category. This is to keep the options clear for students in their degree audit and college requirements. If your course covers additional topics, *that is excellent*, because it means more learning! If an individual student wishes to use a specific course or section to meet a requirement for which it is not flagged, they may always [submit a petition on our Compass website](#). If you have questions or need guidance in selecting a category, you can contact Interim Faculty Director of Compass Curriculum, Phillip Haisley (phaisley@uccs.edu), by email at any time!

All these categories will continue to meet the one-course Inclusiveness requirement currently used by all colleges.

Inclusiveness A: Intercultural Communication in US Contexts

Students will learn the necessary competencies for effectively working directly with people across cultural and social differences within a US/local context. Cultural and social differences can include race/ethnicity, national origin, sexual identity and gender identity, religion/spirituality, age, disability, socio-economic stratification, ideological/political identity, or other areas of cultural and social difference.

We acknowledge that boundaries between culture, identity, and nationhood are trans-national and extend beyond geographic borders and involve complex issues of colonialism and genocide. We encourage faculty to make their own determination of where their course best fits and support this decision through their application.

Inclusiveness B: Intercultural Communication in Global/Indigenous Contexts

Students will learn the necessary competencies for effectively communicating directly with people from Global/Indigenous backgrounds across cultural and linguistic differences. Cultural and social differences can include race/ethnicity, national origin, sexual identity and gender identity, religion/spirituality, age, disability, socio-economic stratification, ideological/political identity, or other areas of cultural and social difference.

We acknowledge that boundaries between culture, identity, and nationhood are trans-national and extend beyond geographic borders and involve complex issues of colonialism and genocide. We encourage faculty to make their own determination of where their course best fits and support this decision through their application.

Inclusiveness C: Diversity and Power Dynamics in US Contexts

Students will learn about diverse perspectives so they can cultivate self-awareness and understanding of their impact within a US/local context. These courses will explicitly address dynamics of power and the consequences of exclusion and inclusion. Diverse perspectives can include race/ethnicity, national origin, sexual identity and gender identity, religion/spirituality, age, disability, socio-economic stratification, ideological/political identity, or other areas of cultural and social difference.

We acknowledge that boundaries between culture, identity, and nationhood are trans-national and extend beyond geographic borders and involve complex issues of colonialism and genocide. We encourage faculty to make their own determination of where their course best fits and support this decision through their application.

Inclusiveness D: Diversity and Power Dynamics in Global/Indigenous Contexts

Students will learn about diverse perspectives so they can cultivate self-awareness and understanding of people from Global/Indigenous backgrounds. These courses will explicitly address dynamics of power and the consequences of exclusion and inclusion. Diverse perspectives can include race/ethnicity, national origin, sexual identity and gender identity, religion/spirituality, age, disability, socio-economic stratification, ideological/political identity, or other areas of cultural and social difference.

We acknowledge that boundaries between culture, identity, and nationhood are trans-national and extend beyond geographic borders and involve complex issues of colonialism and genocide. We encourage faculty to make their own determination of where their course best fits and support this decision through their application.