

# TCU Core Curriculum

## Essential Competencies

### Proposal for Substantive Change

#### Proposal

After consulting with the Diversity, Equity, and Inclusion (DEI) Subcommittee on Curriculum, we in the Academic Excellence Committee (AEC) of the TCU Senate propose the following substantial change to Essential Competencies (EC) portion of the TCU Core Curriculum:

Add a new EC, named “Diversity, Equity, and Inclusion” or “DEI,” as a 3-hr requirement that allows for overlays with other Core credits or major/minor requirements. Any course at any level that is vetted for DEI would meet this requirement without necessarily adding additional Core hours to the student’s academic plan.

*The Essential Competencies Curriculum*  
*Diversity, Equity, and Inclusion (DEI) Courses*  
*Competency, Learning Outcomes, and Student Action Steps*

**Competency: TCU graduates will demonstrate the skills to communicate and engage with and across diverse communities and identities through an understanding of the dynamics of power, privilege, and difference.<sup>1</sup>**

Learning Outcome	Student Action Steps
<p><b>SELF-AWARENESS:</b> Students will demonstrate a working knowledge of diversity, equity, and inclusion through their individual, personal relationships to the concepts of privilege, marginalization, and social justice.</p>	<p>Students will confront their own biases using knowledge about privilege, marginalization, and social justice.</p> <p>Skill: self-awareness regarding bias</p> <p>Students will engage materials such as texts, speakers, and/or co-curricular activities from a diverse range of historically marginalized peoples in diverse social, cultural and/or political settings.</p> <p>Skill: self-awareness within diverse social contexts</p>

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<sup>1</sup> Diversity, Equity, & Inclusion encompasses past and present disenfranchisement and the resulting inequities in protected classes, including race, gender, class, sexuality, and/or other critical social identities.

<p><b>ACTION:</b> Students will demonstrate an ability to discern and understand issues of diversity, equity, and inclusion across lines of difference and apply that understanding in a wide variety of personal, professional, social and/or civic contexts.</p>	<p>Students will produce artifacts that demonstrate an understanding of how power and privilege affect society within a contemporary context.</p> <p>Skill: Application of knowledge</p> <p>Students will demonstrate the ability to listen and communicate across difference, including within local and/or global communities.</p> <p>Skill: communicating and acting across difference</p>
<p><b>APPLICATION TO THE DISCIPLINE:</b> Students will demonstrate a working knowledge of the impact of race, religion, sexuality, ethnicity, gender, social class, age, and/or ability within the context of a target discipline.</p>	<p>Students will investigate the meaning and the current state of equity among races, religions, sexualities, ethnicities, genders, social classes, ages, and/or abilities within a target discipline.</p> <p>Skill: Application of knowledge within disciplinary-specific context</p> <p>Students will investigate the meaning and the historical state of equity among races, religions, sexualities, ethnicities, genders, social classes, ages, and/or abilities as it pertains to the current state of a target discipline.</p> <p>Skill: Application of knowledge from a historical framework to contemporary issues in a discipline</p> <p>Through creative activity, students will explore issues of equity among races, sexualities, ethnicities, genders, social classes, and/or abilities within a target discipline.</p> <p>Skill: Application of DEI-related knowledge to creative production and activities</p>