University Core Requirements for General Education

UCORE HANDBOOK

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Office of Undergraduate Education
Washington State University

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WASHINGTON STATE UNIVERSITY | Office of the Vice Provost for Undergraduate Education

Dear WSU students, faculty and staff:

We are very pleased to publish this third edition of the UCORE Handbook, a guide to Washington State University's general education curriculum known as the University Common Requirements or UCORE. Since the new program was introduced in Fall 2012, we have all learned a lot about the complexities of a general education curriculum: it is not only an expression of the university's core values for undergraduate education, but is also tied to both community colleges in Washington and to requirements of accrediting bodies. While the courses are uniquely ours, their transferability (in both directions) matters greatly to our stakeholders.

We've learned how information systems and budgetary structures affect our curricular choices in a complex, statewide system. We've discovered some gaps in explanatory materials about general education, and some policy holes as well. We've learned that UCORE learning outcomes are not wholly identical with the Seven Learning Goals of Undergraduate Education; for example, majors have a stronger role to play in student achievement of depth of learning, while UCORE has a special role to play in breadth and integration of learning. We've also learned through assessment that some of the goals need rephrasing, or even revising. With those things in mind, the UCORE Committee has updated this Handbook to provide clearer guidance to faculty, advisors, and students about WSU's UCORE program.

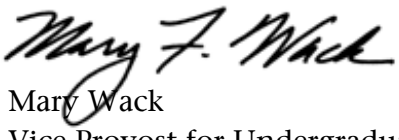
We are tremendously proud of the accomplishments of the last five years, which have seen the new, first-year course "Root of Contemporary Issues" course become an award-winning national model (https://history.wsu.edu/rci/). Many of the Foundational and Inquiry courses have undergone restructuring to support student engagement and success, and those revisions have increased course completion rates. Similarly, capstone courses have become exciting sites for innovative assignment design for long-term retention of knowledge and skills, and for applicability to the world's big, messy challenges.

There are now comprehensive websites for both UCORE (https://ucore.wsu.edu/) and UCORE assessment (https://ucore.wsu.edu/assessment/). A new Transfer Clearinghouse initiative has aligned courses offered statewide with WSU's new curriculum and provides transfer credit information about general education courses to prospective and current students (https://transfercredit.wsu.edu/). Faculty have assessed student learning in a variety of courses and contexts, and the latest comprehensive report gives a snapshot of student learning we can be proud of (https://ucore.wsu.edu/assessment/2018/02/12/2017-ucore-assessment-summary-of-student-achievement-available/).

The Richard G. Law Excellence Award for Undergraduate Teaching recognizes outstanding teaching in UCORE courses. Five cohorts of faculty have now won this award: Theresa

Jordan (History), Richard Zack (Entomology), Clif Stratton (History), Jeanette Clayton Martin (Mathematics), Ken Faunce (History) and Robert J. Cooper (Human Development). Their educational leadership has inspired thousands of students and we are pleased to recognize their pedagogical accomplishments in general education.

Sincerely,



Mary Wack
Vice Provost for Undergraduate Education

Lisa Guerrero
Chair, UCORE Committee

March 2018

NEW IN THIS EDITION (v. 3)**:**

- Consolidated overview of the curriculum
- New consolidated section on policies: this is drawn together from the current *WSU Catalog*, the previous Handbook, and UCORE Committee work, 2013-18
- New section on departmental and faculty responsibilities: this makes explicit the responsibilities involved in offering a UCORE course
- Expanded section on designing a UCORE course
- Learning outcomes grids for each UCORE category
- Updated guidance on submitting curricular changes for UCORE

INTRODUCTION

This handbook is designed for faculty who wish to design or teach a UCORE course, or for any who advise students about UCORE requirements. Provides students an overview of core university requirements. It contains general policies pertaining to the UCORE system of requirements and courses, as well as detailed guidance on preparing courses for submission for Faculty Senate approval.

For each of WSU's baccalaureate students, the UCORE component of their degree provides the breadth of learning that complements more focused study within a major. The balance of breadth and depth in every degree reflects the recognition that effective leaders in all fields of work need to draw on a breadth of knowledge and skills from a variety of disciplines. A marker of the importance of this component is that UCORE encompasses more than a quarter of the total credits (34 of the total 120) a student must earn to receive a WSU bachelor's degree, equaling the credit weight of most majors.

In addition to playing an important role in each student's degree, UCORE courses merit particular attention for several other reasons. UCORE courses may comprise a student's full course load in their first semester or first year at the university. In many cases, the particular UCORE course that a student takes in a given designation will be the only college-level course taken from that disciplinary perspective. For these non-majors, UCORE courses not only introduce students to the specific topic of a given course but also to the modes of inquiry, evidence, and critical thought that govern the wider disciplinary area. In addition, many of the 100-level UCORE courses function to transition students into academic discourse and inquiry more generally, often doing so within the challenge of large class size. The capstones, on the other hand, function to transition students out into applying their full range of learning in their professional, personal, and civic lives.

Ultimately, all UCORE classes should focus clearly on the development of student learning: enhancement of the knowledge, skills and abilities articulated in the WSU Learning Goals and Outcomes, which encourage the development of lifelong learning skills of integrating and synthesizing concepts in order to solve real problems.

Richard G. Law Excellence Award for Undergraduate Teaching

Each year the Richard Law Award is bestowed on a faculty member who demonstrates outstanding teaching in a general education (UCORE) course. Honoring Dick Law's service to WSU as Director of General Education from 1990 to 2009, the award values the important role played by general education faculty across the university in helping undergraduates attain a broad array of knowledge and skills as a basis for further study and career success. The recipient of the Law Award is recognized in spring at the WSU Undergraduate Education awards ceremony.

This award is open to all instructors of record (instructors and clinical faculty as well as tenure-track faculty) on all WSU campuses whose teaching has included at least one UCORE class in each of the past three years (2015-16 through 2017-18); gaps due to sabbatical leaves do not affect eligibility.

Each year, the awards committee issues a call for nominations/applications that includes details of the application/nomination process. Previous Law Award recipients have been described as educators who inspire curiosity and understanding in an area of study. Their classes encourage development of the lifelong learning skills of integrating and synthesizing concepts to solve real problems.

1. OVERVIEW OF UCORE

"Why do We Have to Take These Courses"?

The UCORE Committee hopes that faculty and advisors convey to students the rationale for general education. WSU's general education program, which is required for university accreditation and thus for federal financial aid, helps students acquire broad knowledge of the world that complements their specific areas of study. Through this exposure to multiple disciplines, students develop intellectual and civic competencies, practical skills and the ability to apply knowledge and skills in real-world settings. WSU graduates are prepared to address diverse, complex issues for the benefit of themselves, their communities, their employers, and for society at large. Faculty-developed in 2009-2011, this vision and structure for general education was endorsed by the Faculty Senate on behalf of the faculty, and approved by the Regents.

While the greater part of a student's course of study is devoted to their major field, the UCORE curriculum provides balance between the specialized focus of the major and higher education's broader objectives of preparation for a fulfilling life and career. UCORE offers a wide variety of elective choices and provides many individual pathways through all areas, but especially through the Inquiry and Diversity requirements.

When we considered the level of proficiency we expect from students completing the UCORE curriculum, we could term it "citizen-level proficiency." A single course or requirement area will not develop an expert in the field, but it should enable the student to develop the level of skill and knowledge that allows them to act as a responsible and informed citizen: able to seek out needed information, able to interpret it, and able to make reasoned and ethical judgments on the wide array of issues facing people in their lives and careers.

Sequencing of Courses and Requirements (see *WSU Catalog*)

The structure of requirements and course work sequences is intentional, intended to provide foundational knowledge and skills, and to develop them over time in higher curricular levels.

The UCORE curriculum has four broad categories which are divided into ten requirements; only approved courses will fulfill them. Of the 34 total credits, no more than three, three-credit courses may be taken within the major. This is to preserve required breadth of study in an already very lean general education curriculum, while acknowledging that all majors have a role to play in developing broad outcomes such as critical thinking, communication, and integration of learning.

Foundational Requirements

Roots of Contemporary Issues [ROOT]
The required first-year Roots of Contemporary Issues [ROOT] course introduces five of the seven UCORE learning goals through an exploration of the history of modern global issues, including critical thinking, information literacy, communication, diversity, and integration of learning. RCI (History 105 and 305) begins with the premise that WSU's students will be better at facing the challenges of today and in the coming years, no matter their major or career path, if they are capable of addressing controversial and pressing issues in mature, reasoned ways using evidence, critical thinking, and clear written and oral communication skills. Thus, the course forms the foundational scaffolding for future exploration of critical skills students will in college and beyond. For more details, see the comprehensive RCI website: https://history.wsu.edu/rci/.

Communication [WRTG, COMM] and Quantitative Reasoning [QUAN]
In addition to the RCI course ([ROOT] requirement), Communication [WRTG] and [COMM] and Quantitative Reasoning [QUAN] are foundational requirements. As such, they are intended to be fulfilled in the first year; pre-enrollment of first-year students supports this goal. Students take one [QUAN] course and two Communications courses, of which at least one is [WRTG].

Inquiry Courses: Ways of Knowing

Five Inquiry courses span ways of knowing in social sciences, humanities, arts, and physical and biological sciences. The organization of the requirements into these four broad areas ensures that students experience a wide variety of methods of scholarly inquiry (e.g., rhetorical analysis, aesthetic analysis, ethnography, historical, scientific method and qualitative methods). Students gain broad exposure to and comfort with critical and creative thought processes across a variety of disciplinary areas. By asking and attempting to answer the "big questions" in a variety of disciplines, students learn how to generate, evaluate, disseminate and apply knowledge within those disciplinary contexts and beyond.

Diversity

A Diversity course [DIVR] introduces students to differences and similarities among cultures by exploring the multiplicity of individual and group experiences within and across various historical periods, societies, and cultures. This exploration contributes to stronger, more complex cross-cultural understanding and communication, helping students engage various social and cultural contexts and interactions using knowledge, critical thinking, and a flexibility in perspective. It also encourages students to ask more complicated questions about cultural systems and systems of power, and to pursue answers that reflect multiple cultural and intellectual perspectives.

Integrative Learning

Capstone [CAPS]

Finally, a senior capstone experience [CAPS] allows students to demonstrate consolidation and integration of undergraduate knowledge and skills. Integrative capstone courses bring opportunities for integration, application, and closure to the undergraduate experience, and prepare students for post-baccalaureate work and life-long learning. Critical thinking, communication, information literacy, and integrative learning skills are required and practiced explicitly in capstone courses, in addition to other learning goals as appropriate to the course and discipline. Some courses also target quantitative reasoning, science literacy, multimodal communication and/or diversity.

2. GENERAL POLICIES

SPECIFIC ADVISING NOTES (See the WSU Catalog for 1-3).

1. Grade basis: No course designated as a University Common Requirement (UCORE) can be taken on a pass, fail basis. All UCORE-designated courses must be letter-graded (i.e., A, B, C, D, and F), with only a few exceptions for a limited number of CAPS courses, which carry S, F grading. While some courses with a UCORE designation can be taken on a pass/fail basis as electives or to fulfill major requirements, they will not satisfy UCORE requirements if not taken for a letter grade.

2. Overlap with Major: In order to maintain breadth of study required for accredited bachelor's degrees, a maximum of three (3 or 4 credit) UCORE courses may be taken within the major. For the purpose of this limitation, three 1-credit UCORE courses may be combined to count for a single 3-credit UCORE course.

3. Quantitative Reasoning [QUAN]: This requirement can be satisfied by passing a designated course or courses in mathematics, through satisfactory performance on the Advanced Placement examination, or by passing a calculus course beyond Math 171.

4. Pre-enrollment: in order to provide students with necessary foundational skills, meet state targets for timely completion of writing and quantitative courses, and to assist departments with enrollment management to prevent course bottlenecks, following receipt of placement scores, first-year students are pre-enrolled into Roots of Contemporary Issues, Introductory English, and QUAN courses (*2015-16*).

5. Capstone courses: Because capstones are a summation of learning at WSU, and bear special responsibility for demonstrating student learning through assessment, ideally students will take their capstone as seniors. Effective Fall 2019, students must take CAPS courses in residence. "In residence" means a course either taught on a WSU campus or taught by WSU faculty, wherever the course may be located. Transfer and study abroad courses are not suitable for fulfilling the capstone requirement (*March 2018*).

6. Conjoint courses: Conjoint courses are not permitted for CAPS. Any other conjoint courses must provide a separate undergraduate syllabus showing how the UCORE learning goals are met (*October 2014*).

HONORS STUDENTS

Students leaving the Honors College and switching to UCORE general education will have their Honors courses applied to UCORE requirements as follows:

1. Students who have completed all HONORS course work except the thesis will be considered to have completed all UCORE Requirements except CAPS.

    a. The graduations area will enter a milestone to show UCORE requirements as complete.

    b. The milestone will not be applied if any HONORS requirements have been waived or changed. Course directives (substitutions) will be allowed.

2. Students who move from HONORS to UCORE prior to completion of the HONORS curriculum will have their coursework applied as follows:

    a. Coursework that will automatically be directed to the UCORE requirements:

        i. HONORS 270 [SSCI]
        ii. HONORS 370 [SSCI]
        iii. ECONS 198 [SSCI] or any Honors Level English [WRTG], Math [QUAN] or Science Course [SCI, BSCI or PSCI]

    b. HONORS courses without a direct UCORE equivalent will be entered as exceptions by the graduations area at the time of conversion to UCORE as follows:

        i. HONORS 280 and 380 for ARTS or HUM requirement. The designation is specified by Honors College based on the specific course topic for that session.
        ii. Completion of both HONORS 290 and 390 will fulfill the UCORE Sciences requirement. CAS students will still need to complete an additional lab course.
        iii. Course directives (substitutions) that were allowed by Honors College will be applied to the corresponding UCORE requirement.

    c. HONORS requirements that were changed or waived will not be considered to have been completed for UCORE.

    (July 2016)

TRANSFER STUDENTS

Course and credit articulation

A course from another institution that articulates (transfers) as a direct equivalent to a UCORE category will satisfy a UCORE category requirement if it is at least two (2) credits for a three (3) credit requirement, and three (3) credits for a four (4) credit requirement. The total UCORE credits must be no fewer than thirty-four (34), and no category may be more than one (1) credit short of the total category requirement (e.g., no less than five [5] credits for the COMM category, no less than six [6] for BSCI + PSCI or SCI). Courses taken at WSU do not fall under this policy (two one-credit WSU courses will not fulfill a three-credit requirement; one two-credit WSU course will not fulfill a three-credit requirement).

Petitioning for credit

Students who were not awarded the course equivalency or credit they were expecting to receive may inquire with the Transfer Clearinghouse (https://transfercredit.wsu.edu/tools/course-evaluation-request/).

Transferable associates' degrees (see Academic Regulation 6, Transfer Credit)

1. Two full years of credit and completion of lower-division University Common Requirements normally will be granted to students who have been awarded the Direct Transfer Associate (AA) degree from a Washington community college.
2. The Associate of Arts—Oregon transfer degree from an Oregon community college guarantees completion of the lower-division University Common Requirements, but does not guarantee junior standing or 60 semester credits.
3. Certain approved associate's degrees from Arizona, California, Hawaii, and Idaho may also be considered to have fulfilled the lower-division University Common Requirements for graduation, but do not guarantee junior status (60 semester credits). For details on specific degrees consult the Office of Admissions.
4. Transfer students will still be responsible for meeting the other requirements for graduation, including those in the college and major department. The University Writing Portfolio and the upper-division Integrated Capstone [CAPS] are not lower-division requirements and therefore cannot be satisfied by the approved AA or AS degrees.
5. Please note that other kinds of degrees from community colleges, or degrees from states other than Washington, Oregon, Idaho, California, Hawaii and Arizona, do not automatically fulfill University Common Requirements. See Academic Regulation 6 for further details.

Special Section of "Roots of Contemporary Issues" for Transfer Students

History 305 is intended for students with 60 or more transferred semester credits but lack a transferable associates' degree. While the course structure is the same as History 105, the pedagogical approach is aimed at the junior rather than the freshman level. Not open to students who begin at WSU with fewer than 60 transferred credits.

3. FOR DEPARTMENTS AND FACULTY

DEPARTMENTAL RESPONSIBILITIES FOR UCORE COURSES

Responsibility for a UCORE course rests with the department, under the leadership of the chair. A department is responsible for:

- Keeping syllabi; they should align with the approved syllabus (see "Alignment" below).
- Communicating the approved proposal and syllabus to new instructors.
- Ensuring that a sufficient number of qualified faculty are available to teach the course regularly.
- Preparing, supervising, and providing ongoing guidance to graduate students who may be involved with UCORE courses.
- Developing appropriate instructional formats for courses proposed for general education, and monitoring class size in relation to course goals and pedagogy.
- Assessing student learning in the course and making improvements, across various campuses and modalities (online, hybrid, campus-based).
- Providing requested information during periodic reviews of UCORE courses, curriculum, requirements, or goals.

UCORE Requirement Areas

In keeping with the goals of a broad liberal education and with UCORE's particular goals and outcomes, majors-only, or substantially major-oriented courses should not be proposed for UCORE designation, with the exception of capstone courses. ROOT, QUAN and COMM/WRTG courses should be foundational lower-division courses with the expectation that entering freshmen will complete them in the first year. WSU must report data to the state on entering students' completion of WRTG and QUAN by students' fourth semester, and so they must begin their sequences in the first year. Inquiry courses should also be lower-division introductions to disciplinary approaches and big ideas or grand challenges in the disciplines, suited for a broad audience with diverse intended majors.

UCORE Requirement Area and Faculty Resources

Instructors assigned to UCORE courses are expected to have at minimum a master's degree in the subject of the requirement area, which in some cases will align clearly with their department's subject area (e.g., Math and QUAN).

For interdisciplinary departments where faculty may have a variety of backgrounds, the expectation is that instructors will have at a minimum a master's degree in the area requested. For any Inquiry UCORE course proposal (BSCI, PSCI, HUM, SSCI, ARTS), it is expected that instructors possess advanced methodological expertise within the requirement area, e.g., PSCI courses will be taught by faculty with masters-level qualification in physical science; HUM by faculty with masters-level qualification in a discipline within the humanities.

It is also the expectation that the department will have a sufficient number of qualified faculty available for the requisite frequency of offering noted below.

Supervision of Graduate Students Teaching UCORE Courses

Graduate students may teach UCORE courses, including autonomous sections, under the close and regular supervision of a faculty member who is qualified to teach the UCORE course in question. Departments offering UCORE courses have responsibility for developing appropriate means for preparing, supervising, and providing guidance to graduate students teaching UCORE courses. It is expected that the supervising faculty member ensures that the instruction and student learning outcomes are comparable to those of masters-qualified faculty as described above.

Class size

Departments are also responsible for assuring adequate instructional staff-to-student ratios in UCORE courses to be able to provide students the appropriate feedback necessary to develop disciplinary thinking, communication skills, information literacy, and other skills and knowledge that are cross-cutting objectives of general education.

Alignment with Approved Course Syllabus

A department offering an approved UCORE course is responsible for assuring that the course is taught in line with the approved proposal and syllabus. Departments must have clear procedures for informing instructors about the UCORE criteria governing the approved course. These procedures may be requested during the course approval process or in a review process.

To this end, departments are advised to maintain a copy of the approved UCORE course proposal and syllabus, and to provide it to any instructor teaching that particular UCORE general education course for the first time. Instructors may refer to the UCORE Handbook at any time for descriptions of the categories and their intended outcomes.

Instructional Formats

Departments are responsible for developing appropriate instructional formats for courses proposed for UCORE. The course format should not only be appropriate to the discipline and course content, but also should be consistent with the aims of general education and engagement of students. In most instances the goals of general education as set forth in these guidelines will not be met by instruction in mass lectures without substantial, well-developed active learning components, or discussion or laboratory sections, or well-structured field or service learning components that develop targeted learning outcomes and engage students.

Evaluation of Instruction and Course

Departments are responsible for assuring that there is appropriate and thorough evaluation of instruction in all courses approved for UCORE, and for making a summary of results available to the UCORE committee if requested in a review process. To assure the ongoing improvement of their UCORE courses, departments are encouraged to develop and regularly employ discipline-appropriate methods of assessing instructional quality that include feedback from both peer review or mentoring; from student course evaluations; and from the assessment of student learning. In most cases, this will be the same as the evaluation practice for other courses in the department. Departments should encourage instructors to make use of WSU's teaching resources to refine and improve UCORE course instruction:

- Provost's Office teaching website: https://provost.wsu.edu/teach/
- Learning Innovations site: https://li.wsu.edu/
- Assessment of Teaching and Learning instructional resources: https://atl.wsu.edu/

Frequency of Offering

Since students, including transfer students at community colleges, depend on these courses to build schedules several years in advance, and to repeat courses if needed, UCORE courses need to be offered regularly. Statewide or other degree pathways involving general education courses (direct transfer agreements, major-ready pathways, special articulation agreements) also require regular offering of general education courses. During the comprehensive review of the UCORE curriculum, the frequency a given course has been offered since its approval will be a consideration in the decision to renew UCORE status.

Departmental UCORE Capstone Policy

Each department, school or program determines its CAPS policy for its majors. Students may be required to take a CAPS course inside the major OR outside the major; or the choice may be left to the student. In addition, the department, school or program decides whether non-majors may enroll in a specific departmental CAPS course for majors. CAPS courses should keep enrollments to less than 50 students in order to provide adequate time for appropriate feedback on student work needed to develop disciplinary thinking, communication skills, information literacy, integrative thinking and application. If a department chooses to offer a high-enrollment CAPS course, the course proposal should indicate how the evaluation of assignments will be structured to meet the learning outcomes and to deal with the realities of faculty time.

Periodic Review

Courses naturally evolve over time; similarly, the UCORE criteria themselves will evolve in response to the experiences of implementing the changed requirements. Good practice dictates that UCORE courses be reviewed periodically to ensure continued alignment with UCORE outcomes and criteria. In addition, a special review may be initiated if an issue is brought to the attention of the UCORE

Committee, for example, substantial misalignment of a current syllabus with the course as originally approved.

UCORE course reviews are expected to begin in 2018, and will be conducted by either the UCORE Committee or a new subcommittee thereof. Departments will be expected to submit materials for each course seeking re-approval.

The overall system of requirements may be changed through regular Senate processes.

CURRICULUM PROCESSES AND TOPICS

Submitting a UCORE Course

See the relevant section in this handbook.

Dropping a UCORE Designation

Departments may wish to drop UCORE designations for a variety of reasons, including lack of qualified faculty, insufficient enrollment, change in departmental curriculum, or other reasons. To do so, departments file a "Revise Course" Form with the Catalog Subcommittee.

Rationale: UCORE status of individual courses is embedded in myWSU, the transfer tables, community college transfer articulation advising sheets, test credit equivalencies, a state look-up engine, and other data repositories. Changes to courses or requirements involves notifications to many internal and external stakeholders, and so a solid record and audit trail is needed (*Fall, 2017*).

Duplication of Courses

Courses that duplicate existing UCORE courses will not be given a UCORE designation. If the Catalog Subcommittee discovers a duplication that the UCORE Committee was unaware of, it can reject the course without returning it back to the UCORE Committee (*Fall, 2017*).

Major Changes to Approved UCORE Courses

If a department wishes to revise an approved UCORE course to increase or decrease credits, or to make similar changes that could affect the course's support of student learning outcomes, the UCORE Committee will review the course to make sure it still meets UCORE criteria (*Fall, 2015*).

Stipulating UCORE Requirements

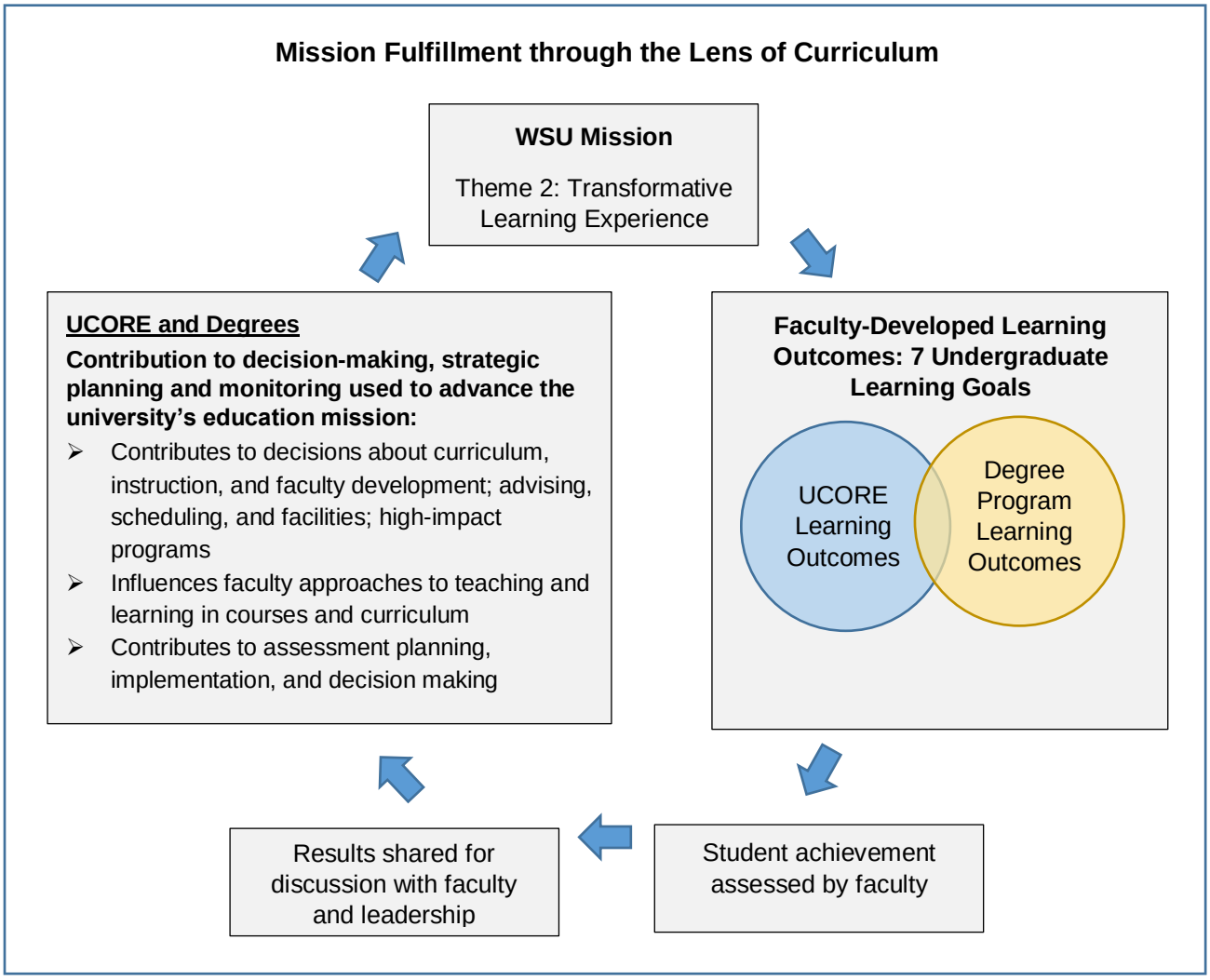
While colleges and departments may require students to take certain courses that have been given UCORE status as part of their college or major requirements, they cannot stipulate how a student is to fulfill a university (UCORE) requirement in the absence of a college or major requirement approved by the Faculty Senate and listed in the WSU Catalog (*Fall, 2016*).

Temporary Courses and UCORE Designations

If a course enters the curriculum approval process late in the year, temporary status is sometimes sought. Temporary courses may apply for UCORE designations, but the designation expires with the temporary status. In most cases, when a course is submitted for both temporary and permanent status, the UCORE designation, if approved, will apply to both (*Fall, 2014*).

4. DESIGNING A COURSE FOR UCORE DESIGNATION

The decision to teach a UCORE course represents a commitment to WSU's Undergraduate Learning Goals. The seven goals span both UCORE and the majors. The interrelation can be conceptualized as follows:



Courses approved for the UCORE curriculum must incorporate the learning goals and required elements described for each category below. An essential element of any UCORE course is a set of well-defined course learning outcomes which align with WSU's learning goals. Course learning outcomes state in specific and measurable terms what a student will know or be able to do as the result of having successfully completed a course. Clear articulation of course learning outcomes communicates expected standards of performance to students and serves as a foundation for evaluating the effectiveness of the teaching and learning process.

- These outcomes will help determine the activities, assignments and assessments in the course. It is important to note that students require multiple opportunities to making progress toward meeting learning outcomes and should receive timely, specific, and understandable instructor feedback to make adjustments and improvements.
- There are no hard and fast rules on the number of learning outcomes a course addresses. However, more than 8 outcomes can be unwieldy to focus on, develop and assess within a course, and fewer than 4 could indicate that the stated outcomes are too broad, limiting their usefulness.
- The course learning outcomes stated in your syllabus must be consistent with the UCORE learning goals and course rationale.

For faculty teaching an approved UCORE course:

This section describes each category of course and required content. Individual faculty may adapt the syllabus approved by the UCORE Committee and the Faculty Senate, as long as they keep the required elements of the UCORE course. Approved syllabi are normally available in the department office or from a colleague who previously taught the approved course.

For faculty planning and proposing a new UCORE course:

This section describes each category of course and required content, to guide development of the syllabus and key assignments. These faculty should also consult the sections on Assignment Design, Assessing Student Learning, and Proposing a UCORE Course.

SELECT YOUR CATEGORY

The following pages offer specific information about UCORE requirements, by category. These pages describe the required learning goals as well suggest activities that may contribute to student progress toward meeting the University's Seven Learning Goals.

To help plan your course, this section provides sample Course Planning Sheets for each designator. Sample completed course alignment grids for proposals will be posted on the UCORE website pages for faculty as they become available (ucore.wsu.edu/faculty).

REQUIRED CONTENT FOR ALL UCORE COURSES

All UCORE courses must include these four elements: writing, critical thinking, information literacy, and assessment/evidence of student progress toward meeting WSU's Seven Learning Goals.

1. Writing

Writing is an effective tool for learning and therefore should be diffused throughout the UCORE curriculum to reinforce and extend abilities fostered in composition courses. All UCORE courses require student writing of various kinds, both formal and informal, in order to provide adequate instruction in writing skills and to provide a

wide range of student experiences in writing for multiple purposes and audiences. Writing in UCORE courses also prepares students for the University Writing Portfolio, a requirement for graduation, which consists of a portfolio of papers from previous course work as well as a timed writing exercise. Faculty should consider the writing portfolio when developing writing assignments in UCORE courses.

The UCORE committee is reluctant to stipulate a one-size-fits-all writing requirement, given the variety of disciplines and instructional models. At the same time, faculty and departments may wish for clear guidance on writing expectations as they prepare materials for submission. In evaluating whether courses meet UCORE writing expectations, the committee will examine:

- the amount of formal and informal writing (minimum page or word-equivalents);
- the extent to which written work is graded and figures in the final grade;
- the extent to which writing—graded or ungraded—receives feedback to guide improved performance on the next effort;
- the extent to which rigor and expectations seem distinct and appropriate to lower division courses and to upper division courses

The committee will exercise its collective professional judgment, bearing in mind the discipline, course level, course structure (e.g., multi-section) and intended course outcomes, to evaluate an appropriate balance among these elements. **To aid the committee, be sure to include in the syllabus sufficient detail about writing assignments, including all writing assignment prompts.**

2. Critical and Creative Thinking

Every UCORE course advances student learning toward the Critical Thinking Goal. That is, every UCORE course develops students' capabilities to use reason, evidence, and context to increase knowledge, to reason ethically, and to innovate in imaginative ways, as fits the course focus, context, content and discipline(s).

3. Information Literacy

Every UCORE course advances student learning toward the Information Literacy Goal. That is, a UCORE course develops students' capabilities to recognize when information is needed, and to locate, evaluate and use effectively the needed information. Thus, in every UCORE course, students must practice Information Literacy and get feedback on their efforts. WSU library faculty can partner with departmental faculty to assist students in practicing and achieving the goal of information literacy; instructional librarians can also assist with design of assignments and activities.

Similar to the case with writing, the UCORE committee is reluctant to stipulate a one-size-fits-all information literacy requirement, given the variety of disciplines and instructional models. In evaluating whether courses advance the WSU information

literacy goal, the committee will consider where students practice information literacy and the extent to which rigor and expectations seem distinct and appropriate to lower division courses and upper division courses, so that students engage in more demanding information literacy tasks in upper division courses.

University accreditation requires that students receive instruction in library-use and information literacy skills. UCORE's design ensures that students receive instruction in these skills, especially in ROOTS and Inquiry courses.

4. Assessment/Evidence of Student Progress toward Meeting WSU's Seven Learning Goals

For each learning goal the course seeks to advance, the syllabus must indicate how student performance (via writing, group activities, exams, and essays and reports, among others) will be evaluated in the course. Furthermore, it must be clear in the syllabus which class topics, activities, and graded work advance and/or evaluate progress toward meeting which learning goals. Students must be provided with repeated opportunities with feedback to develop targeted skills. As part of the course, faculty assess student learning on these outcomes. What evidence does student work provide that students have acquired the knowledge or skills that the course teaches?

Evidence collected to support evaluation of student learning may later contribute to assessment of UCORE's effectiveness. For instance, to aid UCORE assessment, instructors may be asked for "artifacts" of some their students' work, or for summary data of students' mastery of learning. The primary purpose of instructor evaluation of student learning is to help students gauge their progress toward meeting specific WSU learning goals as well as specific course-level learning outcomes. Formative assessment of student achievement, or those in-process evaluations of student learning during a course, can inform decision-making to ensure effective teaching and learning and contribute to often small, but meaningful continual course improvements. Such formative assessments are an important part of the overall UCORE assessment process.

Other Requirements

Inquiry and Capstone courses have additional requirements as noted in the relevant sections.

Format Note: The following sections are designed to form free-standing sections on the web. Thus, information about required elements is repeated in each section for ease of access online. Apologies for the redundancies in print format.

FIRST-YEAR EXPERIENCE

Roots of Contemporary Issues [ROOTS]

As the academic centerpiece of WSU's First-Year Experience, *Roots of Contemporary Issues* (HIST 105 or 305) must provide a strong intellectual foundation for college learning, upon which students can build for the rest of their careers. ROOTS is among the first courses students take at WSU, and introduces students to more learning goals than do other UCORE courses.

The HIST 105 and HIST 305 syllabi, instruction, and assessments are all coordinated by the ROOTS Director, Assistant Director, and Curriculum Coordinator. History 105 is a single course for all freshmen, with the 305 upper-division version for transfer students with 60+ credits; it is not a category with multiple courses.

In particular, ROOTS addresses as fundamental learning outcomes:

- *Integrative learning* by introducing students to how historical understanding enriches allied disciplinary approaches to critical global issues that affect human life in the 21st century, including environmental change, globalization, inequality, diversity perspectives, and conflict. Individual instructors determine on which global issues to focus their sections.
- *Information literacy* by introducing all students to the library and digital scholarship resources of the university, and by requiring them to complete a scaffolded and assessable research assignment that demonstrates use of those resources.
- *Critical and creative thinking* through primary source analysis, introduction to key scholarly debates, and practice formulating appropriate analytical questions. Corresponding assignments must help students develop confidence in choosing, evaluating, and interpreting sources and in forming arguments about them.
- *Written and oral communication* through written work evaluated not just for its analytical effectiveness but for thesis development and academic writing skills. Students also develop oral communication skills through small-group discussion and debate (in person or online).
- *Multiple cultural, political, and disciplinary perspectives* so that students are capable of engaging with the diversity of the human experience, across both time and space.
- Note: ROOTS must incorporate academic writing and library use as part of the instructional activities that contribute to meeting the Information Literacy learning goal.

Given its special position within the curriculum, the RCI course carries a strong responsibility for baseline evidence of student learning. Assessment reports from previous years are available at:

https://history.wsu.edu/rci/assessment-and-training/ and
https://ucore.wsu.edu/assessment/key-assessments/roots/

FOUNDATIONAL COURSES: Quantitative Reasoning [QUAN]

Courses in quantitative reasoning must advance the learning goals of quantitative reasoning, information literacy, and critical and creative thinking as well as meet the basic expectations for all UCORE courses (see above/link). For [QUAN] courses this entails some measure of written communication and evidence of student progress toward meeting learning goals. Although the fundamentals of quantitative reasoning (e.g., calculations and memorization of numerical equations and formulas) are important and must be included in any course, students should be able to move beyond these basics and develop an understanding of how to interpret, evaluate, and critique the results of such analyses, and how to identify the strengths and weaknesses of quantitative methods.

Description and Required Content for [QUAN] courses

These guidelines describe the required learning goals as well suggest activities that may contribute to student progress toward meeting the University's Seven Learning Goals.

Required content for all QUAN courses

[QUAN] courses are required to:

- Broaden students' understanding and facility with mathematical and/or statistical reasoning.
- Develop students' abilities to understand, create and evaluate information in mathematical or quantitative formats, such as equations, inequalities, charts, graphs, or tables.
- Provide many opportunities to explore real-world applications using quantitative reasoning.
- Help students develop the skill of translating information into quantitative formats.
- Meet requirements for all UCORE courses for critical thinking, writing, information literacy, and assessment of student progress on learning goals.

Also, the UCORE committee *suggests** that QUAN courses:

- Help students identify methods of data evaluation common to many fields of study.
- Foster an appreciation for long-range planning or modeling based on mathematical assumptions.
- Help students to formulate their arguments with quantitative methods appropriate to the subject.

*These suggestions provide a sense of the possible breadth of approaches in QUAN courses, but will not be criteria in the approval process.

UCORE website pages for faculty as they become available (ucore.wsu.edu).

REQUIRED CONTENT FOR ALL UCORE COURSES

All UCORE courses must include these four elements: writing, critical thinking, information literacy, and assessment/evidence of student progress toward meeting WSU's Seven Learning Goals.

1. Writing

Writing is an effective tool for learning and therefore should be diffused throughout the UCORE curriculum to reinforce and extend abilities fostered in composition courses. All UCORE courses require student writing of various kinds, both formal and informal, in order to provide adequate instruction in writing skills and to provide a wide range of student experiences in writing for multiple purposes and audiences. Writing in UCORE courses also prepares students for the University Writing Portfolio, a requirement for graduation, which consists of a portfolio of papers from previous course work as well as a timed writing exercise. Faculty should consider the writing portfolio when developing writing assignments in UCORE courses.

The UCORE committee is reluctant to stipulate a one-size-fits-all writing requirement, given the variety of disciplines and instructional models. At the same time, faculty and departments may wish for clear guidance on writing expectations as they prepare materials for submission. In evaluating whether courses meet UCORE writing expectations, the committee will examine:

- the amount of formal and informal writing (minimum page or word-equivalents);
- the extent to which written work is graded and figures in the final grade;
- the extent to which writing—graded or ungraded—receives feedback to guide improved performance on the next effort;
- the extent to which rigor and expectations seem distinct and appropriate to lower division courses and to upper division courses

The committee will exercise its collective professional judgment, bearing in mind the discipline, course level, course structure (e.g., multi-section) and intended course outcomes, to evaluate an appropriate balance among these elements. **To aid the committee, be sure to include in the syllabus sufficient detail about writing assignments, including all writing assignment prompts.**

2. Critical and Creative Thinking

Every UCORE course advances student learning toward the Critical Thinking Goal. That is, every UCORE course develops students' capabilities to use reason, evidence, and context to increase knowledge, to reason ethically, and to innovate in imaginative ways, as fits the course focus, context, content and discipline(s).

3. Information Literacy

Every UCORE course advances student learning toward the Information Literacy Goal. That is, a UCORE course develops students' capabilities to recognize when information is needed, and to locate, evaluate and use effectively the needed information. Thus, in every UCORE course, students must practice Information Literacy and get feedback on their efforts. WSU library faculty can partner with departmental faculty to assist students in practicing and achieving the goal of information literacy; instructional librarians can also assist with design of assignments and activities.

Similar to the case with writing, the UCORE committee is reluctant to stipulate a one-size-fits-all information literacy requirement, given the variety of disciplines and instructional models. In evaluating whether courses advance the WSU information literacy goal, the committee will consider where students practice information literacy and the extent to which rigor and expectations seem distinct and appropriate to lower division courses and upper division courses, so that students engage in more demanding information literacy tasks in upper division courses.

University accreditation requires that students receive instruction in library-use and information literacy skills. UCORE's design ensures that students receive instruction in these skills, especially in ROOTS and Inquiry courses.

4. Assessment/Evidence of Student Progress toward Meeting WSU's Seven Learning Goals

For each learning goal the course seeks to advance, the syllabus must indicate how student performance (via writing, group activities, exams, and essays and reports, among others) will be evaluated in the course. Furthermore, it must be clear in the syllabus which class topics, activities, and graded work advance and/or evaluate progress toward meeting which learning goals. Students must be provided with repeated opportunities with feedback to develop targeted skills. As part of the course, faculty assess student learning on these outcomes. What evidence does student work provide that students have acquired the knowledge or skills that the course teaches? Evidence collected to support evaluation of student learning may later contribute to assessment of UCORE's effectiveness. For instance, to aid UCORE assessment, instructors may be asked for "artifacts" of some their students' work, or for summary data of students' mastery of learning. The primary purpose of instructor evaluation of student learning is to help students gauge their progress toward meeting specific WSU learning goals as well as specific course-level learning outcomes. Formative assessment of student achievement, or those in-process evaluations of student learning during a course, can inform decision-making to ensure effective teaching and learning and contribute to often small, but meaningful continual course improvements. Such formative assessments are an important part of the overall UCORE assessment process.

Would My Course Fit this Category? Sample Planning Sheet: [QUAN]

WSU/UCORE Learning Goal	**QUAN Category Learning Outcomes**	**Course-level Learning Outcomes** Use active verbs and revise as needed to be specific to your own course	**Class Topics & Learning Activities**	**Learning Outcomes Assessed by…**
Critical & Creative Thinking	Students demonstrate facility with mathematical/statistical reasoning			
Critical & Creative Thinking	Students apply quantitative reasoning to real-world issues			
Critical & Creative Thinking	Students translate information into quantitative formats			
Information Literacy	Students evaluate information in mathematical or quantitative formats			
Information Literacy	Students practice information literacy skills appropriate to lower or upper division expectations and departmental standards			
Writing Requirement	Students produce a reasonable amount of writing, appropriate to lower or upper division expectations and departmental standards			

Suggestions for course design. Courses in quantitative reasoning must advance the learning goals of quantitative reasoning. Although the fundamentals of quantitative reasoning (e.g., calculations and memorization of numerical equations and formulas) are important and must be included in any QUAN course, students should be able to move beyond these basics and develop an understanding of how to interpret, evaluate, and critique the results of such analyses, and how to identify the strengths and weaknesses of quantitative methods.

Thus, QUAN courses are required to:

- Broaden students' understanding and facility with mathematical and/or statistical reasoning.
- Develop students' abilities to understand, create and evaluate information in mathematical or quantitative formats, such as equations, inequalities, charts, graphs, or tables.
- Provide many opportunities to explore real-world applications using quantitative reasoning.
- Help students develop the skill of translating information into quantitative formats.
- Meet requirements for all UCORE courses for critical thinking, writing, information literacy, and assessment of student progress on learning goals.

Also, the UCORE committee suggests that QUAN courses:

- Help students identify methods of data evaluation common to many fields of study.
- Foster an appreciation for long-range planning or modeling based on mathematical assumptions.

Help students to formulate their arguments with quantitative methods appropriate to the subject.

Foundational Courses: COMMUNICATION (Two courses, 6 credits)

Communication is both a WSU learning goal and a category of UCORE requirements that can be filled by courses designated WRTG and COMM. The WSU learning goal requires students to develop and express ideas in writing and in other mediums. This learning goal includes adapting content and conventions to context, audience, and purpose. Typically, such adaptation requires skills involving: (a) working with many different technologies; (b) mixing texts, data, and images; and (c) use of high-quality, credible, relevant sources. Finally, students will hone clarity, fluency, and accuracy.

To meet the Communication learning goal and related UCORE requirements, students take:

- One three-credit course focused on the written medium [WRTG], and
- Another three-credit course which can be either [COMM] or [WRTG], focused on written and/or non-written mediums (oral, multi-modal or other), such as public speaking, conversational foreign language, interpersonal communication, visual literacy, multimedia authoring or intercultural communication.
- Additionally, all students take two Writing in the Major [M] courses, which further advance their writing skills, and which may also carry a UCORE designation.

Written Communication [WRTG]

Written communication courses require students to develop and express ideas clearly, concisely, and effectively in writing. As an outcome of WRTG courses, student writers will be able to increase knowledge, foster understanding, or to promote change in readers' attitudes or behaviors. Additionally, student writers will hone clarity, fluency, and accuracy, and organizational skills in their written communication.

Writing skills are effectively developed in concert with the learning goals of Information Literacy and Diversity because real-world writing must rest on accurate information and adapt content and conventions to diverse contexts, audiences, and purposes as envisioned in the Diversity learning goal.

Required content for all WRTG courses

All WRTG courses are required to:

- Develop the student's understanding of the principles and elements of effective written communication.
- Provide extensive applied practice in writing.
- Have students self-evaluate and revise their written work.
- Meet requirements for all UCORE courses for information literacy, critical thinking, and assessment of student progress on learning goals.

Also, the UCORE committee *suggests** that WRTG courses:

- Have students critique the work of peers.
- Hone critical thinking skills through the exploration of rhetoric.

*These suggestions provide a sense of the possible breadth of approaches in WRTG courses, but will not be criteria in the approval process.

REQUIRED CONTENT FOR ALL UCORE COURSES

All UCORE courses must include these four elements: writing, critical thinking, information literacy, and assessment/evidence of student progress toward meeting WSU's Seven Learning Goals.

1. Writing

Writing is an effective tool for learning and therefore should be diffused throughout the UCORE curriculum to reinforce and extend abilities fostered in composition courses. All UCORE courses require student writing of various kinds, both formal and informal, in order to provide adequate instruction in writing skills and to provide a wide range of student experiences in writing for multiple purposes and audiences. Writing in UCORE courses also prepares students for the University Writing Portfolio, a requirement for graduation, which consists of a portfolio of papers from previous course work as well as a timed writing exercise. Faculty should consider the writing portfolio when developing writing assignments in UCORE courses.

The UCORE committee is reluctant to stipulate a one-size-fits-all writing requirement, given the variety of disciplines and instructional models. At the same time, faculty and departments may wish for clear guidance on writing expectations as they prepare materials for submission. In evaluating whether courses meet UCORE writing expectations, the committee will examine:

- the amount of formal and informal writing (minimum page or word-equivalents);
- the extent to which written work is graded and figures in the final grade;
- the extent to which writing—graded or ungraded—receives feedback to guide improved performance on the next effort;
- the extent to which rigor and expectations seem distinct and appropriate to lower division courses and to upper division courses

The committee will exercise its collective professional judgment, bearing in mind the discipline, course level, course structure (e.g., multi-section) and intended course outcomes, to evaluate an appropriate balance among these elements. **To aid the committee, be sure to include in the syllabus sufficient detail about writing assignments, including all writing assignment prompts.**

2. Critical and Creative Thinking

Every UCORE course advances student learning toward the Critical Thinking Goal. That is, every UCORE course develops students' capabilities to use reason, evidence, and context to increase knowledge, to reason ethically, and to innovate in imaginative ways, as fits the course focus, context, content and discipline(s).

3. Information Literacy

Every UCORE course advances student learning toward the Information Literacy Goal. That is, a UCORE course develops students' capabilities to recognize when information is needed, and to locate, evaluate and use effectively the needed information. Thus, in every UCORE course, students must practice Information Literacy and get feedback on their efforts. WSU library faculty can partner with departmental faculty to assist students in practicing and achieving the goal of information literacy; instructional librarians can also assist with design of assignments and activities.

Similar to the case with writing, the UCORE committee is reluctant to stipulate a one-size-fits-all information literacy requirement, given the variety of disciplines and instructional models. In evaluating whether courses advance the WSU information literacy goal, the committee will consider where students practice information literacy and the extent to which rigor and expectations seem distinct and appropriate to lower division courses and upper division courses, so that students engage in more demanding information literacy tasks in upper division courses.

University accreditation requires that students receive instruction in library-use and information literacy skills. UCORE's design ensures that students receive instruction in these skills, especially in ROOTS and Inquiry courses.

4. Assessment/Evidence of Student Progress toward Meeting WSU's Seven Learning Goals

For each learning goal the course seeks to advance, the syllabus must indicate how student performance (via writing, group activities, exams, and essays and reports, among others) will be evaluated in the course. Furthermore, it must be clear in the syllabus which class topics, activities, and graded work advance and/or evaluate progress toward meeting which learning goals. Students must be provided with repeated opportunities with feedback to develop targeted skills. As part of the course, faculty assess student learning on these outcomes. What evidence does student work provide that students have acquired the knowledge or skills that the course teaches?

Evidence collected to support evaluation of student learning may later contribute to assessment of UCORE's effectiveness. For instance, to aid UCORE assessment, instructors may be asked for "artifacts" of some their students' work, or for summary data of students' mastery of learning. The primary purpose of instructor evaluation of student learning is to help students gauge their progress toward meeting specific WSU learning goals as well as specific course-level learning outcomes. Formative

assessment of student achievement, or those in-process evaluations of student learning during a course, can inform decision-making to ensure effective teaching and learning and contribute to often small, but meaningful continual course improvements. Such formative assessments are an important part of the overall UCORE assessment process.

Note: To help plan your course, a *Course Planning Sheet* is provided that summarizes required and suggested elements. It can be used informally to see if the proposed course fits the WRTG category. If filled out more fully, it can serve as the "grid" of outcomes needed in the course approval process. Check the UCORE website for examples of completed plans and sample syllabi.

Would My Course Fit this Category? Sample Planning Sheet: [WRTG]

WSU/UCORE Learning Goal	**WRTG Learning Outcomes**	**Course-level Learning Outcome** "At the end of this course, students should be able to…" Use active verbs and revise as needed to be specific to your own course	**Class Topics & Learning Activities**	**Learning Outcome Assessed by …**
Communication	Students demonstrate principles & elements of effective written communication			
Communication	Students demonstrate clarity, fluency, and accuracy, and organizational skills in their written communication.			
Critical & Creative Thinking	Students analyze, evaluate and use rhetorical means to increase readers' knowledge, foster understanding, or to promote change in attitudes or behaviors.			
Information Literacy	Students practice information literacy skills appropriate to lower or upper division expectations and departmental standards			
Writing Requirement	Course provides extensive opportunities to write and revise Use of peer review recommended			

Suggestions for course design. Written communication courses require students to develop and express ideas clearly, concisely, and effectively in writing. As an outcome of WRTG courses, student writers will be able to increase knowledge, foster understanding, or to promote change in readers' attitudes or behaviors. Additionally, student writers will hone clarity, fluency, and accuracy, and organizational skills in their written communication.

Writing skills are effectively developed in concert with the learning goals of Information Literacy and Diversity because real-world writing must rest on accurate information and adapt content and conventions to diverse contexts, audiences, and purposes.

All WRTG courses are required to:

- Develop the student's understanding of the principles and elements of effective written communication.
- Develop students' rhetorical skills so their writing increases readers' knowledge, fosters understanding, or to promotes change in attitudes or behaviors.
- Develop students' clarity, fluency, and accuracy, and organizational skills in their written communication.
- Provide extensive applied practice in writing.
- Have students self-evaluate and revise their written work.
- Meet requirements for all UCORE courses for critical thinking, writing, information literacy, and assessment of student progress on learning goals.

Also, the UCORE committee suggests that WRTG courses:

- Have students critique the work of peers.
- Hone critical thinking skills through the exploration of rhetoric.

Communication [COMM]

COMM-designated courses emphasize non-written mediums, such as public speaking, conversational foreign language, interpersonal communication, visual literacy, multimedia authoring, or intercultural communication.

Thus COMM courses require students to develop and express ideas clearly, concisely, and effectively in media beyond written communication alone. Students develop skills in creatively adapting content and conventions to diverse contexts, audiences, and purposes, and skillfully using high-quality, credible, relevant sources to develop ideas that are appropriate for the presentation or other communication, as envisioned in the Information Literacy learning goal.

Development of communication abilities may involve working with a variety of technologies, such as mixing texts, data, and images. It also may involve oral presentations and discourse, such as public speaking, small-group interaction, one-on-one conversation, as well as listening actively. These skills will allow students to increase knowledge, foster understanding, or promote change in audiences' attitudes or behaviors.

REQUIRED CONTENT FOR ALL COMM COURSES

All COMM courses are required to:

- Develop the student's understanding of the principles and elements of effective oral and/or mediated or multimodal communication as outlined above.
- Provide extensive applied practice in composing, creating, or expressing in two or more communication modes as outlined above.
- Have students self-evaluate and revise their work.
- Meet requirements for all UCORE courses for critical thinking, writing, information literacy, and assessment of student progress on learning goals.

Also, the UCORE committee suggests that COMM courses:

- Have students critique the work of peers.
- Hone critical thinking skills through the exploration of rhetoric.

REQUIRED CONTENT FOR ALL UCORE COURSES

All UCORE courses must include these four elements: writing, critical thinking, information literacy, and assessment/evidence of student progress toward meeting WSU's Seven Learning Goals.

1. Writing

Writing is an effective tool for learning and therefore should be diffused throughout the UCORE curriculum to reinforce and extend abilities fostered in composition courses. All UCORE courses require student writing of various kinds, both formal and informal, in order to provide adequate instruction in writing skills and to provide a wide range of student experiences in writing for multiple purposes and audiences. Writing in UCORE courses also prepares students for the University Writing Portfolio, a requirement for graduation, which consists of a portfolio of papers from previous course work as well as a timed writing exercise. Faculty should consider the writing portfolio when developing writing assignments in UCORE courses.

The UCORE committee is reluctant to stipulate a one-size-fits-all writing requirement, given the variety of disciplines and instructional models. At the same time, faculty and departments may wish for clear guidance on writing expectations as they prepare materials for submission. In evaluating whether courses meet UCORE writing expectations, the committee will examine:

- the amount of formal and informal writing (minimum page or word-equivalents);
- the extent to which written work is graded and figures in the final grade;
- the extent to which writing—graded or ungraded—receives feedback to guide improved performance on the next effort;
- the extent to which rigor and expectations seem distinct and appropriate to lower division courses and to upper division courses

The committee will exercise its collective professional judgment, bearing in mind the discipline, course level, course structure (e.g., multi-section) and intended course outcomes, to evaluate an appropriate balance among these elements. **To aid the committee, be sure to include in the syllabus sufficient detail about writing assignments, including all writing assignment prompts.**

2. Critical and Creative Thinking

Every UCORE course advances student learning toward the Critical Thinking Goal. That is, every UCORE course develops students' capabilities to use reason, evidence, and context to increase knowledge, to reason ethically, and to innovate in imaginative ways, as fits the course focus, context, content and discipline(s).

3. Information Literacy

Every UCORE course advances student learning toward the Information Literacy Goal. That is, a UCORE course develops students' capabilities to recognize when information is needed, and to locate, evaluate and use effectively the needed information. Thus, in every UCORE course, students must practice Information Literacy and get feedback on their efforts. WSU library faculty can partner with departmental faculty to assist students in practicing and achieving the goal of information literacy; instructional librarians can also assist with design of assignments and activities.

Similar to the case with writing, the UCORE committee is reluctant to stipulate a one-size-fits-all information literacy requirement, given the variety of disciplines and instructional models. In evaluating whether courses advance the WSU information literacy goal, the committee will consider where students practice information literacy and the extent to which rigor and expectations seem distinct and appropriate to lower division courses and upper division courses, so that students engage in more demanding information literacy tasks in upper division courses.

University accreditation requires that students receive instruction in library-use and information literacy skills. UCORE's design ensures that students receive instruction in these skills, especially in ROOTS and Inquiry courses.

4. Assessment/Evidence of Student Progress toward Meeting WSU's Seven Learning Goals

For each learning goal the course seeks to advance, the syllabus must indicate how student performance (via writing, group activities, exams, and essays and reports, among others) will be evaluated in the course. Furthermore, it must be clear in the syllabus which class topics, activities, and graded work advance and/or evaluate progress toward meeting which learning goals. Students must be provided with repeated opportunities with feedback to develop targeted skills. As part of the course, faculty assess student learning on these outcomes. What evidence does student work provide that students have acquired the knowledge or skills that the course teaches?

Evidence collected to support evaluation of student learning may later contribute to assessment of UCORE's effectiveness. For instance, to aid UCORE assessment, instructors may be asked for "artifacts" of some their students' work, or for summary data of students' mastery of learning. The primary purpose of instructor evaluation of student learning is to help students gauge their progress toward meeting specific WSU learning goals as well as specific course-level learning outcomes. Formative assessment of student achievement, or those in-process evaluations of student learning during a course, can inform decision-making to ensure effective teaching and learning and contribute to often small, but meaningful continual course improvements. Such formative assessments are an important part of the overall UCORE assessment process.

Would My Course Fit this Category? Sample Planning Sheet: [COMM]

WSU/UCORE Learning Goal	**COMM Category Learning Outcomes**	**Course-level Learning Outcomes** "At the end of this course, students should be able to…" Use active verbs and revise as needed to be specific to your own course	**Class Topics & Learning Activities**	**Learning Outcome Assessed by…**
Communication	Students express ideas clearly, concisely and effective in multiple media			
Communication	Students adapt content and media to multiple and diverse audiences and purposes			
Critical & Creative Thinking	Students self-evaluate and revise their work			
Information Literacy	Students find and use high-quality, credible and relevant sources			
Writing Requirement	Students produce a reasonable amount of writing, appropriate to lower or upper division expectations and departmental standards			

Suggestions for course design:

COMM-designated courses emphasize non-written mediums, such as public speaking, conversational foreign language, interpersonal communication, visual literacy, multimedia authoring, or intercultural communication.

Thus COMM courses require students to develop and express ideas clearly, concisely, and effectively in media beyond written communication alone. Students develop skills in creatively adapting content and conventions to diverse contexts, audiences, and purposes, and skillfully using high-quality, credible, relevant sources to develop ideas that are appropriate for the presentation or other communication, as envisioned in the Information Literacy learning goal.

Development of communication abilities may involve working with a variety of technologies, such as mixing texts, data, and images. It also may involve oral presentations and discourse, such as public speaking, small-group interaction, one-on-one conversation, as well as listening actively. These skills will allow students to increase knowledge, foster understanding, or promote change in audiences' attitudes or behaviors.

REQUIRED CONTENT FOR ALL COMM COURSES

All COMM courses are required to:

- Develop the student's understanding of the principles and elements of effective oral and/or mediated or multimodal communication as outlined above.
- Provide extensive applied practice in composing, creating, or expressing in two or more communication modes as outlined above.
- Have students self-evaluate and revise their work.
- Meet requirements for all UCORE courses for critical thinking, writing, information literacy, and assessment of student progress on learning goals.

Also, the UCORE committee suggests that COMM courses:

- Have students critique the work of peers.
- Hone critical thinking skills through the exploration of rhetoric.

WAYS OF KNOWING: INQUIRY COURSES

In completing the series of Inquiry courses, students gain broad exposure to and comfort with critical and creative thought processes across a variety of disciplinary areas. By asking and attempting to answer the "big questions" in a variety of disciplines, students learn how to generate, evaluate, disseminate and apply knowledge within those disciplinary contexts and beyond.

The organization of these requirements into these four broad areas—natural sciences, social sciences, humanities, and arts[1]—ensures that students experience a wide variety of methods of scholarly inquiry (e.g., rhetorical analysis, aesthetic analysis, ethnography, historical, scientific method and qualitative methods).

Within the overall UCORE requirement structure, Inquiry courses carry the following responsibilities for student learning:

- Teach the methods of inquiry and communication within the disciplinary context.
- Teach basic information literacy skills applicable to the discipline. As part of information literacy instruction, the course must not only require students to use library resources, but also provide instruction on the use of library resources and services. Instruction can be done by library personnel, or be provided in detailed notes that accompany assignment prompts. In whatever instruction method the course uses, the instructor should work with the library to develop or offer the instruction. This use and instruction must be documented because university accreditation requires evidence that students receive instruction in these skills.
- Require students to communicate in written, oral, or multimodal forms.

Thus, all Inquiry courses address the university undergraduate learning goals of Communication, Critical Thinking, and Information Literacy.

Also, the UCORE committee suggests* that courses that fulfill the Inquiry requirements:

- Incorporate active learning experiences (strongly recommended).
- Develop inquiry skills using the discipline's "Big Questions," "Grand Challenges," or similar large, open-ended frameworks of real-world significance.
- Have students reflect on or analyze competing perspectives, contextual frames, or ethical implications in the generation, evaluation, dissemination, or application of knowledge within the given Inquiry domain.

* These suggestions provide a sense of the possible breadth of approaches in Inquiry courses, but will not be criteria used for the approval process.

Note: Each *type* of Inquiry course has additional requirements, as described below.

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1 Arts is broadly defined to include not only the fine arts and performing arts, but also the professional arts, such as architecture, graphic design, digital arts, etc.

WAYS OF KNOWING: INQUIRY COURSES

Inquiry in the Social Sciences [SSCI]

Inquiry in the Social Sciences teaches students how social sciences apply empirical principles and methods to understand human beings as social agents in cultural, group, and individual contexts.

Required content for SSCI courses

SSCI Courses are required to:

- Introduce key concepts or major critical paradigms in the social sciences.
- Enable students to learn and apply methods of inquiry appropriate to the discipline (Critical and Creative Thinking).
- Have students identify, understand and use relevant source material, such as demographic, polling, or census material (Information Literacy, Quantitative Reasoning).
- Help students learn how to evaluate empirical research and conceptual theories (Critical Thinking, Information Literacy).
- Develop students' quantitative reasoning skills through work evaluated for the final grade (Quantitative Reasoning—see below).
- Have students communicate their findings in written form; oral or multimodal forms are also encouraged (Writing, Communication).
- Meet requirements for all UCORE courses for critical thinking, writing, information literacy, and assessment of student progress on learning goals.

Also, the UCORE committee suggests that SSCI Courses:

- Analyze current issues through the lens of social science discipline(s).
- Develop quantitative reasoning skills in a disciplinary context. For example, students may demonstrate these skills in work comprising a significant (in relation to the disciplinary context) part of the final grade by methods such as:

    1. Explaining information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, and words).
    2. Converting relevant information into various mathematical forms (e.g., equations, graphs, diagrams, tables, and words).
    3. Understanding and applying quantitative principles and methods in the solution of problems.
    4. Making judgments and drawing appropriate conclusions based on the quantitative analysis of data, while recognizing the limits of this analysis.
    5. Identifying and evaluating important assumptions in estimation, modeling, and data analysis.

6. Expressing quantitative evidence in support of an argument or project, or other work product.

Required content for Inquiry courses

Within the overall UCORE requirement structure, Inquiry courses carry the following responsibilities for student learning:

- Teach the methods of inquiry and communication within the disciplinary context, and have students demonstrate communication skills in written, oral, or multimodal forms.
- Teach basic information literacy skills applicable to the discipline. As part of information literacy instruction, the course must not only require students to use library resources, but also provide instruction on the use of library resources and services. Instruction can be done by library personnel, or be provided in detailed notes that accompany assignment prompts. In whatever instruction method the course uses, the instructor should work with the library to develop or offer the instruction. This use and instruction must be documented because university accreditation requires evidence that students receive instruction in these skills.

REQUIRED CONTENT FOR ALL UCORE COURSES

All UCORE courses must include these four elements: writing, critical thinking, information literacy, and assessment/evidence of student progress toward meeting WSU's Seven Learning Goals.

1. Writing

Writing is an effective tool for learning and therefore should be diffused throughout the UCORE curriculum to reinforce and extend abilities fostered in composition courses. All UCORE courses require student writing of various kinds, both formal and informal, in order to provide adequate instruction in writing skills and to provide a wide range of student experiences in writing for multiple purposes and audiences. Writing in UCORE courses also prepares students for the University Writing Portfolio, a requirement for graduation, which consists of a portfolio of papers from previous course work as well as a timed writing exercise. Faculty should consider the writing portfolio when developing writing assignments in UCORE courses.

The UCORE committee is reluctant to stipulate a one-size-fits-all writing requirement, given the variety of disciplines and instructional models. At the same time, faculty and departments may wish for clear guidance on writing expectations as they prepare materials for submission. In evaluating whether courses meet UCORE writing expectations, the committee will examine:

- the amount of formal and informal writing (minimum page or word-equivalents);
- the extent to which written work is graded and figures in the final grade;
- the extent to which writing—graded or ungraded—receives feedback to guide improved performance on the next effort;
- the extent to which rigor and expectations seem distinct and appropriate to lower division courses and to upper division courses

The committee will exercise its collective professional judgment, bearing in mind the discipline, course level, course structure (e.g., multi-section) and intended course outcomes, to evaluate an appropriate balance among these elements. To aid the committee, be sure to include in the syllabus sufficient detail about writing assignments, including all writing assignment prompts.

2. Critical and Creative Thinking

Every UCORE course advances student learning toward the Critical Thinking Goal. That is, every UCORE course develops students' capabilities to use reason, evidence, and context to increase knowledge, to reason ethically, and to innovate in imaginative ways, as fits the course focus, context, content and discipline(s).

3. Information Literacy

Every UCORE course advances student learning toward the Information Literacy Goal. That is, a UCORE course develops students' capabilities to recognize when information is needed, and to locate, evaluate and use effectively the needed information. Thus, in every UCORE course, students must practice Information Literacy and get feedback on their efforts. WSU library faculty can partner with departmental faculty to assist students in practicing and achieving the goal of information literacy; instructional librarians can also assist with design of assignments and activities.

Similar to the case with writing, the UCORE committee is reluctant to stipulate a one-size-fits-all information literacy requirement, given the variety of disciplines and instructional models. In evaluating whether courses advance the WSU information literacy goal, the committee will consider where students practice information literacy and the extent to which rigor and expectations seem distinct and appropriate to lower division courses and upper division courses, so that students engage in more demanding information literacy tasks in upper division courses.

University accreditation requires that students receive instruction in library-use and information literacy skills. UCORE's design ensures that students receive instruction in these skills, especially in ROOTS and Inquiry courses.

4. Assessment/Evidence of Student Progress toward Meeting WSU's Seven Learning Goals

For each learning goal the course seeks to advance, the syllabus must indicate how student performance (via writing, group activities, exams, and essays and reports, among others) will be evaluated in the course. Furthermore, it must be clear in the syllabus which class topics, activities, and graded work advance and/or evaluate progress toward meeting which learning goals. Students must be provided with repeated opportunities with feedback to develop targeted skills. As part of the course, faculty assess student learning on these outcomes. What evidence does student work provide that students have acquired the knowledge or skills that the course teaches?

Evidence collected to support evaluation of student learning may later contribute to assessment of UCORE's effectiveness. For instance, to aid UCORE assessment, instructors may be asked for "artifacts" of some their students' work, or for summary data of students' mastery of learning. The primary purpose of instructor evaluation of student learning is to help students gauge their progress toward meeting specific WSU learning goals as well as specific course-level learning outcomes. Formative assessment of student achievement, or those in-process evaluations of student learning during a course, can inform decision-making to ensure effective teaching and learning and contribute to often small, but meaningful continual course improvements. Such formative assessments are an important part of the overall UCORE assessment process.

Would My Course Fit this Category? Sample Planning Sheet [SSCI]

WSU/UCORE Learning Goal	**Inquiry-SSCI category requirements**	**Course-level Learning Outcome** *Use active verbs and revise as needed to be specific to your own course*	**Class Topics & Learning Activities**	**Learning Outcome Assessed by…**
Critical & Creative Thinking	Students learn key concepts/major critical paradigms in the discipline Students apply methods of inquiry appropriate to the discipline Students evaluate empirical research and conceptual theories			
Information Literacy	Students identify, understand and use relevant source material			
Quantitative Reasoning	Students make judgments and draw conclusions regarding quantitative data through work evaluated for final grade			Please note the weight in final grade of assignment developing students' quantitative skills
Communication	Students communicate their findings in written form, oral or multimodal forms appropriate to the discipline			
Writing Requirement	Course requires reasonable amount of writing, appropriate to lower or upper division expectations and departmental standards			
Information Literacy Instruction and Feedback	Students receive instruction with feedback for information literacy skills			

***Inquiry* focus suggestions for course design.** Inquiry in the Social Sciences teaches students how social sciences apply empirical principles and methods to understand human beings as social agents in cultural, group, and individual contexts. Course should Incorporate active learning experiences and Develop inquiry skills using the discipline's "Big Questions," "Grand Challenges," or similar large, open-ended frameworks of real-world significance. (e.g., Science and Society, Cultures and Values, Global Interdependence, the Changing Economy, Human Dignity and Freedom). Students reflect on or analyze competing perspectives, contextual frames, or ethical implications in the generation, evaluation, dissemination, or application of knowledge within the given Inquiry domain.

SSCI Courses are required to:

- Introduce key concepts or major critical paradigms in the social sciences.
- Enable students to learn and apply methods of inquiry appropriate to the discipline (Critical and Creative Thinking).
- Have students identify, understand and use relevant source material, such as demographic, polling, or census material (Information Literacy, Quantitative Reasoning).
- Help students learn how to evaluate empirical research and conceptual theories (Critical Thinking, Information Literacy).
- Develop students' quantitative reasoning skills through work evaluated for the final grade (Quantitative Reasoning)
- Have students communicate their findings in written form; oral or multimodal forms are also encouraged (Writing, Communication).
- Meet requirements for all UCORE courses for critical thinking, writing, information literacy, and assessment of student progress on learning goals.

UCORE committee *suggests* that SSCI Courses:

- Analyze current issues through the lens of social science discipline(s).
- Develop quantitative reasoning skills in a disciplinary context. For example, students may demonstrate these skills in work comprising a significant (in relation to the disciplinary context) part of the final grade

Inquiry in the Humanities [HUM]

The humanities grapple with the human condition in all of its complexity through time and across cultures. The humanities include knowledge of American and world history, philosophical traditions, major religions, diverse cultural legacies, and contested questions. As fields of study, the humanities emphasize analysis, interpretation, and reflection rather than the direct creative expression of the arts. They engage centrally with questions of meaning and purpose, which serve as bridges of relevance between past, present and future.

Required content for HUM Courses

All HUM Courses are required to:

- Introduce students to basic theories of interpretation or theoretical models in the humanities.
- Introduce students to key texts, monuments, artifacts or episodes within humanistic traditions or disciplines.
- Help students develop the ability to construct their own artistic, literary, philosophical, religious, linguistic, or historical interpretations according to the standards of a humanistic discipline.
- Meet requirements for all UCORE courses for critical thinking, writing, information literacy, and assessment of student progress on learning goals.

Also, the UCORE committee *suggests* that HUM Courses:

- Engage students in the history of ideas or of "Big Questions"
- Acquaint students with significant cultural traditions.
- Have students solve a problem, conceptualize an issue, or convey a concept, formal or theoretical.

Required content for Inquiry courses

Within the overall UCORE requirement structure, Inquiry courses carry the following responsibilities for student learning:

- Teach the methods of inquiry and communication within the disciplinary context, and have students demonstrate communication skills in written, oral, or multimodal forms.
- Teach basic information literacy skills applicable to the discipline. As part of information literacy instruction, the course must not only require students to use library resources, but also provide instruction on the use of library resources and services. Instruction can be done by library personnel, or be provided in detailed notes that accompany assignment prompts. In whatever instruction method the course uses, the instructor should work with the library to develop or offer the instruction. This use and instruction must be documented because university accreditation requires evidence that students receive instruction in these skills.

Required content for all UCORE courses

All UCORE courses must include these four elements: writing, critical thinking, information literacy, and assessment/evidence of student progress toward meeting WSU's Seven Learning Goals.

1. Writing

Writing is an effective tool for learning and therefore should be diffused throughout the UCORE curriculum to reinforce and extend abilities fostered in composition courses. All UCORE courses require student writing of various kinds, both formal and informal, in order to provide adequate instruction in writing skills and to provide a wide range of student experiences in writing for multiple purposes and audiences. Writing in UCORE courses also prepares students for the University Writing Portfolio, a requirement for graduation, which consists of a portfolio of papers from previous course work as well as a timed writing exercise. Faculty should consider the writing portfolio when developing writing assignments in UCORE courses.

The UCORE committee is reluctant to stipulate a one-size-fits-all writing requirement, given the variety of disciplines and instructional models. At the same time, faculty and departments may wish for clear guidance on writing expectations as they prepare materials for submission. In evaluating whether courses meet UCORE writing expectations, the committee will examine:

- the amount of formal and informal writing (minimum page or word-equivalents);
- the extent to which written work is graded and figures in the final grade;
- the extent to which writing—graded or ungraded—receives feedback to guide improved performance on the next effort;
- the extent to which rigor and expectations seem distinct and appropriate to lower division courses and to upper division courses

The committee will exercise its collective professional judgment, bearing in mind the discipline, course level, course structure (e.g., multi-section) and intended course outcomes, to evaluate an appropriate balance among these elements. **To aid the committee, be sure to include in the syllabus sufficient detail about writing assignments, including all writing assignment prompts.**

2. Critical and Creative Thinking

Every UCORE course advances student learning toward the Critical Thinking Goal. That is, every UCORE course develops students' capabilities to use reason, evidence, and context to increase knowledge, to reason ethically, and to innovate in imaginative ways, as fits the course focus, context, content and discipline(s).

3. Information Literacy

Every UCORE course advances student learning toward the Information Literacy Goal. That is, a UCORE course develops students' capabilities to recognize when information is needed, and to locate, evaluate and use effectively the needed information. Thus, in every UCORE course, students must practice Information Literacy and get feedback on their efforts. WSU library faculty can partner with departmental faculty to assist students in practicing and achieving the goal of information literacy; instructional librarians can also assist with design of assignments and activities.

Similar to the case with writing, the UCORE committee is reluctant to stipulate a one-size-fits-all information literacy requirement, given the variety of disciplines and instructional models. In evaluating whether courses advance the WSU information literacy goal, the committee will consider where students practice information literacy and the extent to which rigor and expectations seem distinct and appropriate to lower division courses and upper division courses, so that students engage in more demanding information literacy tasks in upper division courses.

University accreditation requires that students receive instruction in library-use and information literacy skills. UCORE's design ensures that students receive instruction in these skills, especially in ROOTS and Inquiry courses.

4. Assessment/Evidence of Student Progress toward Meeting UCORE Learning Goals

For each learning goal the course seeks to advance, the syllabus must indicate how student performance (via writing, group activities, exams, and essays and reports, among others) will be evaluated in the course. Furthermore, it must be clear in the syllabus which class topics, activities, and graded work advance and/or evaluate progress toward meeting which learning goals. Students must be provided with repeated opportunities with feedback to develop targeted skills. As part of the course, faculty assess student learning on these outcomes. What evidence does student work provide that students have acquired the knowledge or skills that the course teaches?

Evidence collected to support evaluation of student learning may later contribute to assessment of UCORE's effectiveness. For instance, to aid UCORE assessment, instructors may be asked for "artifacts" of some their students' work, or for summary data of students' mastery of learning. The primary purpose of instructor evaluation of student learning is to help students gauge their progress toward meeting specific WSU learning goals as well as specific course-level learning outcomes. Formative assessment of student achievement, or those in-process evaluations of student learning during a course, can inform decision-making to ensure effective teaching and learning and contribute to often small, but meaningful continual course improvements. Such formative assessments are an important part of the overall UCORE assessment process.

Note: To help plan your course, a *Course Planning Sheet* is provided that summarizes required and suggested elements. It can be used informally to see if the proposed

course fits the HUM category. If filled out more fully, it can serve as the "grid" of outcomes needed in the course approval process. Check the UCORE website for examples of completed plans and sample syllabi.

Would my course fit in this category? Sample planning sheet: [HUM]

WSU/UCORE goals	HUM Category Learning Outcomes	Course-level learning outcome: "At the end of this course, students will be able to…"	Learning Activities & Assignments	Learning Outcome Assessed by…
Creative and Critical Thinking	Students demonstrate knowledge of theories or theoretical models and ability to apply one or more Students demonstrate knowledge of key texts, monuments, artifacts or episodes Students construct own interpretation within disciplinary norms			
Information Literacy	Students find and use relevant information effectively			
	Students receive instruction with feedback for information literacy skills appropriate to lower or upper division expectations and departmental standards			
Communication	Students communicate in modes appropriate to the discipline			
Writing Requirement	Course requires reasonable amount of writing, appropriate to lower or upper division expectations and departmental standards			

The humanities grapple with the human condition in all of its complexity through time and across cultures. The humanities include knowledge of American and world history, philosophical traditions, major religions, diverse cultural legacies, and contested questions. As fields of study, the humanities emphasize analysis, interpretation, and reflection rather than the direct creative expression of the arts. They engage centrally with questions of meaning and purpose, which serve as bridges of relevance between past, present and future.

HUM courses are required to:

- Introduce students to basic theories of interpretation or theoretical models in the humanities.
- Introduce students to key texts, monuments, artifacts or episodes within humanistic traditions or disciplines.

- Help students develop the ability to construct their own artistic, literary, philosophical, religious, linguistic, or historical interpretations according to the standards of a humanistic discipline.
- Teach basic information literacy skills applicable to the discipline. As part of information literacy instruction, the course must not only require students to use library resources, but also provide instruction on the use of library resources and services. Instruction can be done by library personnel, or be provided in detailed notes that accompany assignment prompts. In whatever instruction method the course uses, the instructor should work with the library to develop or offer the instruction.
- Meet requirements for all UCORE courses for critical thinking, writing, information literacy, and assessment of student progress on learning goals.

Inquiry focus suggestions for course design: Incorporate active learning experience; and develop inquiry skills using the discipline's "Big Questions," "Grand Challenges," or similar large, open-ended frameworks of real-world significance. Students reflect on or analyze competing perspectives, contextual frames, or ethical implications in the generation, evaluation, dissemination, or application of knowledge within the given Inquiry domain.

Inquiry in the Arts [ARTS]

Creative expression, whether for personal expression or to communicate with others, is a fundamental human activity that results in the production of objects, environments, and experiences that engage the senses, emotions, and/or intellect. The creative and professional arts offer direct participation in such activities while providing a framework for their interpretation, evaluation, and appreciation, past and present.

Required content for ARTS courses

All Creative and Professional Arts [ARTS] course are required to allow students opportunities to:

- Perform, produce, fabricate, or generate an aesthetic object, installation, presentation, composition, performance or other creative work, either as an individual or as part of a collaborative. Students must also demonstrate that their creative work is grounded in existing historical, critical, or methodological scholarship, AND/OR
- Critically analyze, interpret, and/or evaluate the creative activities or accomplishments of others, past or present. Students must also demonstrate that their analysis and interpretation is grounded in existing historical, critical, or methodological scholarship.

Also, the UCORE committee *suggests* that ARTS courses:

- Have students demonstrate understanding of some form of creative expression as it relates to a significant historical period, their own or other cultures, particular artist or creative work, or other relevant inquiry.
- Have students solve a problem, conceptualize an issue, or convey a concept, formal or theoretical.

REQUIRED CONTENT FOR INQUIRY COURSES

Within the overall UCORE requirement structure, Inquiry courses carry the following responsibilities for student learning:

- Teach the methods of inquiry and communication within the disciplinary context, and have students demonstrate communication skills in written, oral, or multimodal forms.
- Teach basic information literacy skills applicable to the discipline. As part of information literacy instruction, the course must not only require students to use library resources, but also provide instruction on the use of library resources and services. Instruction can be done by library personnel, or be provided in detailed notes that accompany assignment prompts. In whatever instruction method the course uses, the instructor should work with the library to develop or offer the

instruction. This use and instruction must be documented because university accreditation requires evidence that students receive instruction in these skills.

REQUIRED CONTENT FOR ALL UCORE COURSES

All UCORE courses must include these four elements: writing, critical thinking, information literacy, and assessment/evidence of student progress toward meeting WSU's Seven Learning Goals.

1. Writing

Writing is an effective tool for learning and therefore should be diffused throughout the UCORE curriculum to reinforce and extend abilities fostered in composition courses. All UCORE courses require student writing of various kinds, both formal and informal, in order to provide adequate instruction in writing skills and to provide a wide range of student experiences in writing for multiple purposes and audiences. Writing in UCORE courses also prepares students for the University Writing Portfolio, a requirement for graduation, which consists of a portfolio of papers from previous course work as well as a timed writing exercise. Faculty should consider the writing portfolio when developing writing assignments in UCORE courses.

The UCORE committee is reluctant to stipulate a one-size-fits-all writing requirement, given the variety of disciplines and instructional models. At the same time, faculty and departments may wish for clear guidance on writing expectations as they prepare materials for submission. In evaluating whether courses meet UCORE writing expectations, the committee will examine:

- the amount of formal and informal writing (minimum page or word-equivalents);
- the extent to which written work is graded and figures in the final grade;
- the extent to which writing—graded or ungraded—receives feedback to guide improved performance on the next effort;
- the extent to which rigor and expectations seem distinct and appropriate to lower division courses and to upper division courses

The committee will exercise its collective professional judgment, bearing in mind the discipline, course level, course structure (e.g., multi-section) and intended course outcomes, to evaluate an appropriate balance among these elements. **To aid the committee, be sure to include in the syllabus sufficient detail about writing assignments, including all writing assignment prompts.**

2. Critical and Creative Thinking

Every UCORE course advances student learning toward the Critical Thinking Goal. That is, every UCORE course develops students' capabilities to use reason, evidence, and context to increase knowledge, to reason ethically, and to innovate in imaginative ways, as fits the course focus, context, content and discipline(s).

3. Information Literacy

Every UCORE course advances student learning toward the Information Literacy Goal. That is, a UCORE course develops students' capabilities to recognize when information is needed, and to locate, evaluate and use effectively the needed information. Thus, in every UCORE course, students must practice Information Literacy and get feedback on their efforts. WSU library faculty can partner with departmental faculty to assist students in practicing and achieving the goal of information literacy; instructional librarians can also assist with design of assignments and activities.

Similar to the case with writing, the UCORE committee is reluctant to stipulate a one-size-fits-all information literacy requirement, given the variety of disciplines and instructional models. In evaluating whether courses advance the WSU information literacy goal, the committee will consider where students practice information literacy and the extent to which rigor and expectations seem distinct and appropriate to lower division courses and upper division courses, so that students engage in more demanding information literacy tasks in upper division courses.

University accreditation requires that students receive instruction in library-use and information literacy skills. UCORE's design ensures that students receive instruction in these skills, especially in ROOTS and Inquiry courses.

4. Assessment/Evidence of Student Progress toward Meeting UCORE Learning Goals

For each learning goal the course seeks to advance, the syllabus must indicate how student performance (via writing, group activities, exams, and essays and reports, among others) will be evaluated in the course. Furthermore, it must be clear in the syllabus which class topics, activities, and graded work advance and/or evaluate progress toward meeting which learning goals. Students must be provided with repeated opportunities with feedback to develop targeted skills. As part of the course, faculty assess student learning on these outcomes. What evidence does student work provide that students have acquired the knowledge or skills that the course teaches?

Evidence collected to support evaluation of student learning may later contribute to assessment of UCORE's effectiveness. For instance, to aid UCORE assessment, instructors may be asked for "artifacts" of some their students' work, or for summary data of students' mastery of learning. The primary purpose of instructor evaluation of student learning is to help students gauge their progress toward meeting specific WSU learning goals as well as specific course-level learning outcomes. Formative

assessment of student achievement, or those in-process evaluations of student learning during a course, can inform decision-making to ensure effective teaching and learning and contribute to often small, but meaningful continual course improvements. Such formative assessments are an important part of the overall UCORE assessment process.

Note: To help plan your course, a *Course Planning Sheet* is provided that summarizes required and suggested elements. It can be used informally to see if the proposed course fits the ARTS category. If filled out more fully, it can serve as the "grid" of outcomes needed in the course approval process. Check the UCORE website for examples of completed plans and sample syllabi.

Would my course fit in this category? Planning sheet: [ARTS]

Required WSU/UCORE goals	ARTS category Learning Outcomes	Course-level learning outcome "At the end of this course, students will be able to…" Use active verbs and revise as needed to be specific to your own course	Learning Activities & Assignments	Learning Outcome Assessed by
Creative and Critical Thinking	Students solve problems to generate an aesthetic object, work or performance OR Students critically evaluate aesthetic objects, performances or works			
Communication	Communicate about aesthetic works in written, oral or multimodal forms, within disciplinary context			
Information Literacy	Students demonstrate that creative work is grounded in critical, theoretical or historical scholarship			
Information Literacy Instruction and Feedback	Students receive instruction with feedback, for information literacy skills appropriate to lower or upper division expectations and departmental standards			
Writing Requirement	Students produce a reasonable amount of writing, appropriate to lower or upper division expectations and departmental standards			

Creative expression, whether for personal expression or to communicate with others, is a fundamental human activity that results in the production of objects, environments, and experiences that engage the senses, emotions, and/or intellect. The arts offer direct participation in such activities while providing a framework for their interpretation, evaluation, and appreciation, past and present. All Arts [ARTS] course are required to allow students opportunities to:

- Perform, produce, fabricate, or generate an aesthetic object, installation, presentation, composition, performance or other creative work, either as an individual or as part of a collaborative. Students must also demonstrate that their creative work is grounded in existing historical, critical, or methodological scholarship, AND/OR
- Critically analyze, interpret, and/or evaluate the creative activities or accomplishments of others, past or present. Students must also demonstrate that their analysis and interpretation is grounded in existing historical, critical, or methodological scholarship.

- Teach basic information literacy skills applicable to the discipline. As part of information literacy instruction, the course must not only require students to use library resources, but also provide instruction on the use of library resources and services. Instruction can be done by library personnel, or be provided in detailed notes that accompany assignment prompts. In whatever instruction method the course uses, the instructor should work with the library to develop or offer the instruction.
- Meet requirements for all UCORE courses for critical thinking, writing, information literacy, and assessment of student progress on learning goals.

Inquiry focus suggestions for course design: Incorporate active learning experience; and develop inquiry skills using the discipline's "Big Questions," "Grand Challenges," or similar large, open-ended frameworks of real-world significance. Students reflect on or analyze competing perspectives, contextual frames, or ethical implications in the generation, evaluation, dissemination, or application of knowledge within the given Inquiry domain..

Also, the UCORE committee suggests that ARTS courses:
Have students demonstrate understanding of some form of creative expression as it relates to a significant historical period, their own or other cultures, particular artist or creative work, or other relevant inquiry.
Have students solve a problem, conceptualize an issue, or convey a concept, formal or theoretical.

Inquiry in the Natural Sciences [BSCI, PSCI, SCI]

Science is an approach to asking and answering questions about the natural world that values empirical observation as a key foundation for developing theories that explain observations. Science articulates the processes that underlie the world around us. Inquiry using a scientific framework draws upon empirical observations (including experimentation), drawing logical conclusions supported by the evidence, and articulating an evidence-based argument to advance those conclusions within the scientific community. For conclusions to be accepted, they must be corroborated by others and make accurate predictions, and yet, scientific inquiry is an ongoing cycle, constantly developing more useful, accurate and comprehensive models and methods.

REQUIRED CONTENT FOR NATURAL SCIENCES COURSES

All Inquiry in the Natural Sciences Courses are required to:

- Actively engage students in exploring the evidence underlying key theories and/or organizing frameworks in the course's field and help students to articulate the logical inferences that arise from those observations that support the theory/framework.
- Provide a foundation for students to practice the critical evaluation of positions and arguments made in the popular media about controversial topics.
- Emphasize both the process of science as a discipline and factual information in order to help students develop a knowledge-based framework by which to evaluate scientific claims.
- Not only enhance a student's understanding of natural phenomena, but also provide the more-widely applicable skill sets of logical and critical thinking.

Also, the UCORE committee suggests that Inquiry in the Natural Sciences Courses:

- Use interactive, student-centered activities focused on questioning, exploring, and posing hypotheses.
- Stress that the scientific process is an open-ended exploration rather than a search for provable facts.

REQUIRED CONTENT FOR INQUIRY COURSES

Within the overall UCORE requirement structure, Inquiry courses carry the following responsibilities for student learning:

- Teach the methods of inquiry and communication within the disciplinary context, and have students demonstrate communication skills in written, oral, or multimodal forms.
- Teach basic information literacy skills applicable to the discipline. As part of information literacy instruction, the course must not only require students to use library resources, but also provide instruction on the use of library resources and

services. Instruction can be done by library personnel, or be provided in detailed notes that accompany assignment prompts. In whatever instruction method the course uses, the instructor should work with the library to develop or offer the instruction. This use and instruction must be documented because university accreditation requires evidence that students receive instruction in these skills.

REQUIRED CONTENT FOR ALL UCORE COURSES

All UCORE courses must include these four elements: writing, critical thinking, information literacy, and assessment/evidence of student progress toward meeting WSU's Seven Learning Goals.

1. Writing

Writing is an effective tool for learning and therefore should be diffused throughout the UCORE curriculum to reinforce and extend abilities fostered in composition courses. All UCORE courses require student writing of various kinds, both formal and informal, in order to provide adequate instruction in writing skills and to provide a wide range of student experiences in writing for multiple purposes and audiences. Writing in UCORE courses also prepares students for the University Writing Portfolio, a requirement for graduation, which consists of a portfolio of papers from previous course work as well as a timed writing exercise. Faculty should consider the writing portfolio when developing writing assignments in UCORE courses.

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- the amount of formal and informal writing (minimum page or word-equivalents);
- the extent to which written work is graded and figures in the final grade;
- the extent to which writing—graded or ungraded—receives feedback to guide improved performance on the next effort;
- the extent to which rigor and expectations seem distinct and appropriate to lower division courses and to upper division courses

The committee will exercise its collective professional judgment, bearing in mind the discipline, course level, course structure (e.g., multi-section) and intended course outcomes, to evaluate an appropriate balance among these elements. **To aid the committee, be sure to include in the syllabus sufficient detail about writing assignments, including all writing assignment prompts.**

2. Critical and Creative Thinking

Every UCORE course advances student learning toward the Critical Thinking Goal. That is, every UCORE course develops students' capabilities to use reason, evidence, and context to increase knowledge, to reason ethically, and to innovate in imaginative ways, as fits the course focus, context, content and discipline(s).

3. Information Literacy

Every UCORE course advances student learning toward the Information Literacy Goal. That is, a UCORE course develops students' capabilities to recognize when information is needed, and to locate, evaluate and use effectively the needed information. Thus, in every UCORE course, students must practice Information Literacy and get feedback on their efforts. WSU library faculty can partner with departmental faculty to assist students in practicing and achieving the goal of information literacy; instructional librarians can also assist with design of assignments and activities.

Similar to the case with writing, the UCORE committee is reluctant to stipulate a one-size-fits-all information literacy requirement, given the variety of disciplines and instructional models. In evaluating whether courses advance the WSU information literacy goal, the committee will consider where students practice information literacy and the extent to which rigor and expectations seem distinct and appropriate to lower division courses and upper division courses, so that students engage in more demanding information literacy tasks in upper division courses.

University accreditation requires that students receive instruction in library-use and information literacy skills. UCORE's design ensures that students receive instruction in these skills, especially in ROOTS and Inquiry courses.

4. Assessment/Evidence of Student Progress toward Meeting UCORE Learning Goals

For each learning goal the course seeks to advance, the syllabus must indicate how student performance (via writing, group activities, exams, and essays and reports, among others) will be evaluated in the course. Furthermore, it must be clear in the syllabus which class topics, activities, and graded work advance and/or evaluate progress toward meeting which learning goals. Students must be provided with repeated opportunities with feedback to develop targeted skills. As part of the course, faculty assess student learning on these outcomes. What evidence does student work provide that students have acquired the knowledge or skills that the course teaches?

Evidence collected to support evaluation of student learning may later contribute to assessment of UCORE's effectiveness. For instance, to aid UCORE assessment, instructors may be asked for "artifacts" of some their students' work, or for summary data of students' mastery of learning. The primary purpose of instructor evaluation of student learning is to help students gauge their progress toward meeting specific WSU learning goals as well as specific course-level learning outcomes. Formative

assessment of student achievement, or those in-process evaluations of student learning during a course, can inform decision-making to ensure effective teaching and learning and contribute to often small, but meaningful continual course improvements. Such formative assessments are an important part of the overall UCORE assessment process.

NOTE: To help plan your course, a Course Planning Sheet is provided that summarizes required and suggested elements. It can be used informally to see if the proposed course fits the Natural Sciences categories. If filled out more fully, it can serve as the "grid" of outcomes needed in the course approval process. Check the UCORE website for examples of completed plans and sample syllabi.

Would my course fit in this category? Planning sheet: Sciences [BSCI, PSCI, SCI]

WSU UCORE Learning Goal	**Natural Sciences Category Learning Outcomes**	**Course-level Learning Outcome** "At the end of this course, students should be able to…" *Use active verbs and revise as needed to be specific to your own course*	**Class Topics & Learning Activities**	**Learning Outcome Assessed by …**
Scientific Literacy	Students use evidence-based reasoning to form testable hypotheses about the natural world Students demonstrate understanding of key concepts or basic principles in the discipline			
Critical Thinking	Students identify and evaluate the key evidence underlying scientific theories			
Critical Thinking	Students demonstrate understanding of the role of controlled experiments in the scientific process OR Students test hypotheses using appropriate methods involving data collection and analysis, and make valid inferences from results			
Quantitative Reasoning	Students apply quantitative methods and principles to solve scientific problems or explain scientific observations			
Information Literacy	Students find, evaluate and use scientific and other information from a variety of sources			
Writing and communication	Students communicate findings effectively in			

	forms appropriate to the discipline			
Writing Requirement	Students produce reasonable amount of writing, appropriate to lower or upper division expectations and departmental standards			
Information Literacy Instruction and Feedback	Students receive instruction with feedback for information literacy skills appropriate to lower or upper division expectations and departmental standards			

***Inquiry* focus suggestions for course design:** Inquiry focus suggestions for course design: Incorporate active learning experience; and develop inquiry skills using the discipline's "Big Questions," "Grand Challenges," or similar large, open-ended frameworks of real-world significance. Students reflect on or analyze competing perspectives, contextual frames, or ethical implications in the generation, evaluation, dissemination, or application of knowledge within the given Inquiry domain.

All Inquiry in the Natural Sciences Courses must:

- Actively engage students in exploring the evidence underlying key theories and/or organizing frameworks in the course's field and help students to articulate the logical inferences that arise from those observations that support the theory/framework.
- Provide a foundation for students to practice the critical evaluation of positions and arguments made in the popular media about controversial topics.
- Emphasize both the process of science as a discipline and factual information in order to help students develop a knowledge-based framework by which to evaluate scientific claims.
- Not only enhance a student's understanding of natural phenomena, but also provide the more-widely applicable skill sets of logical and critical thinking.
- Teach basic information literacy skills applicable to the discipline. As part of information literacy instruction, the course must not only require students to use library resources, but also provide instruction on the use of library resources and services. Instruction can be done by library personnel, or be provided in detailed notes that accompany assignment prompts. In whatever instruction method the course uses, the instructor should work with the library to develop or offer the instruction.
- Meet requirements for all UCORE courses for critical thinking, writing, information literacy, and assessment of student progress on learning goals.

UCORE committee suggests that Inquiry in the Natural Sciences Courses:

- Use interactive, student-centered activities focused on questioning, exploring, and posing hypotheses.
- Stress that the scientific process is an open-ended exploration rather than a search for provable facts.

Diversity [DIVR]

Diversity courses introduce students to differences and similarities among cultures by exploring the multiplicity of individual and group experiences within and across various historical periods, societies, and cultures. This exploration contributes to stronger, more complex cross-cultural understanding and communication, helping students engage various social and cultural contexts and interactions using knowledge, critical thinking, and a flexibility in perspective. It also encourages students to ask more complicated questions about cultural systems and systems of power, and to pursue answers that reflect multiple cultural and intellectual perspectives.

REQUIRED CONTENT FOR ALL {DIVR] COURSES

All DIVR courses are required to:

- Help students move beyond perception-based comparisons, prior knowledge, and individual experiences to understand how social positioning and cultural differences and/or interrelations are constructed.
- Help students recognize how factors including history; politics; economics; systems of discrimination and inequality; structures of power and privilege; and/ or cultural values, beliefs, and practices determine social and cultural conditions.
- Provide students vocabulary, language, concepts, and/or theoretical models with which to engage and analyze how social realities are shaped and how stereotypes are created by cultural and socio-economic differences in the US and/or globally.

Students may demonstrate their understandings by such means as

- Analyzing and critiquing the cultural and social underpinnings of knowledge claims about individuals and groups and their relations to one another.
- Assessing their own core values, cultural assumptions, and biases in relation to those held by other individuals, cultures, and societies.

REQUIRED CONTENT FOR ALL UCORE COURSES

All UCORE courses must include these four elements: writing, critical thinking, information literacy, and assessment/evidence of student progress toward meeting WSU's Seven Learning Goals.

1. Writing

Writing is an effective tool for learning and therefore should be diffused throughout the UCORE curriculum to reinforce and extend abilities fostered in composition courses. All UCORE courses require student writing of various kinds, both formal and informal, in order to provide adequate instruction in writing skills and to provide a wide range of student experiences in writing for multiple purposes and audiences.

Writing in UCORE courses also prepares students for the University Writing Portfolio, a requirement for graduation, which consists of a portfolio of papers from previous course work as well as a timed writing exercise. Faculty should consider the writing portfolio when developing writing assignments in UCORE courses.

The UCORE committee is reluctant to stipulate a one-size-fits-all writing requirement, given the variety of disciplines and instructional models. At the same time, faculty and departments may wish for clear guidance on writing expectations as they prepare materials for submission. In evaluating whether courses meet UCORE writing expectations, the committee will examine:

- the amount of formal and informal writing (minimum page or word-equivalents);
- the extent to which written work is graded and figures in the final grade;
- the extent to which writing—graded or ungraded—receives feedback to guide improved performance on the next effort;
- the extent to which rigor and expectations seem distinct and appropriate to lower division courses and to upper division courses

The committee will exercise its collective professional judgment, bearing in mind the discipline, course level, course structure (e.g., multi-section) and intended course outcomes, to evaluate an appropriate balance among these elements. **To aid the committee, be sure to include in the syllabus sufficient detail about writing assignments, including all writing assignment prompts.**

2. Critical and Creative Thinking

Every UCORE course advances student learning toward the Critical Thinking Goal. That is, every UCORE course develops students' capabilities to use reason, evidence, and context to increase knowledge, to reason ethically, and to innovate in imaginative ways, as fits the course focus, context, content and discipline(s).

3. Information Literacy

Every UCORE course advances student learning toward the Information Literacy Goal. That is, a UCORE course develops students' capabilities to recognize when information is needed, and to locate, evaluate and use effectively the needed information. Thus, in every UCORE course, students must practice Information Literacy and get feedback on their efforts. WSU library faculty can partner with departmental faculty to assist students in practicing and achieving the goal of information literacy; instructional librarians can also assist with design of assignments and activities.

Similar to the case with writing, the UCORE committee is reluctant to stipulate a one-size-fits-all information literacy requirement, given the variety of disciplines and instructional models. In evaluating whether courses advance the WSU information literacy goal, the committee will consider where students practice information

literacy and the extent to which rigor and expectations seem distinct and appropriate to lower division courses and upper division courses, so that students engage in more demanding information literacy tasks in upper division courses.

University accreditation requires that students receive instruction in library-use and information literacy skills. UCORE's design ensures that students receive instruction in these skills, especially in ROOTS and Inquiry courses.

4. Assessment/Evidence of Student Progress toward Meeting UCORE Learning Goals

For each learning goal the course seeks to advance, the syllabus must indicate how student performance (via writing, group activities, exams, and essays and reports, among others) will be evaluated in the course. Furthermore, it must be clear in the syllabus which class topics, activities, and graded work advance and/or evaluate progress toward meeting which learning goals. Students must be provided with repeated opportunities with feedback to develop targeted skills. As part of the course, faculty assess student learning on these outcomes. What evidence does student work provide that students have acquired the knowledge or skills that the course teaches?

Evidence collected to support evaluation of student learning may later contribute to assessment of UCORE's effectiveness. For instance, to aid UCORE assessment, instructors may be asked for "artifacts" of some their students' work, or for summary data of students' mastery of learning. The primary purpose of instructor evaluation of student learning is to help students gauge their progress toward meeting specific WSU learning goals as well as specific course-level learning outcomes. Formative assessment of student achievement, or those in-process evaluations of student learning during a course, can inform decision-making to ensure effective teaching and learning and contribute to often small, but meaningful continual course improvements. Such formative assessments are an important part of the overall UCORE assessment process.

NOTE: To help plan your course, a *Course Planning Sheet* is provided that summarizes required and suggested elements. It can be used informally to see if the proposed course fits the DIVR category. If filled out more fully, it can serve as the "grid" of outcomes needed in the course approval process. Check the UCORE website for examples of completed plans and sample syllabi.

Would my course fit in this category? Planning sheet: [DIVR] [will be revised in Summer 2018]

WSU/UCORE Learning Goal	**DIVR Category Learning Outcome**	**Course-level Learning Outcome** "At the end of this course, students should be able to…" *Use active verbs and revise as needed to be specific to your own course*	**Learning Activities & Assignments**	**Learning Outcomes Assessed by…**
Diversity	Students can describe how systems of power or inequality structure social/cultural conditions Students identify and evaluate social and cultural bases of knowledge claims about individuals and groups and their relations to each other			
Critical Thinking	Students develop positions that recognize multiple cultural and intellectual perspectives			
	Identify and use vocabulary, language, concepts and theories to analyze how stereotypes and social realities are created			
Writing Requirement	Students write a reasonable amount, appropriate to lower or upper division expectations and departmental standards			
Information Literacy	Students practice and receive feedback on information literacy skills appropriate to lower or upper division expectations and departmental standards			
Diversity courses introduce students to differences and similarities among cultures by exploring the multiplicity of individual and group experiences within and across various historical periods, societies, and cultures. This exploration contributes to stronger, more complex cross-cultural understanding and communication, helping students engage various social and cultural contexts and interactions using knowledge, critical thinking, and a flexibility in perspective. It also encourages students to ask more complicated questions about cultural systems and systems of power, and to pursue answers that reflect multiple cultural and intellectual perspectives.				

REQUIRED CONTENT FOR ALL DIVR COURSES

All DIVR courses are required to:

- Help students move beyond perception-based comparisons, prior knowledge, and individual experiences to understand how social positioning and cultural differences and/or interrelations are constructed.
- Help students recognize how factors including history; politics; economics; systems of discrimination and inequality; structures of power and privilege; and/ or cultural values, beliefs, and practices determine social and cultural conditions.
- Provide students vocabulary, language, concepts, and/or theoretical models with which to engage and analyze how social realities are shaped and how stereotypes are created by cultural and socio-economic differences in the US and/or globally.

Students may demonstrate their understandings by such means as:

- Analyzing and critiquing the cultural and social underpinnings of knowledge claims about individuals and groups and their relations to one another.
- Assessing their own core values, cultural assumptions, and biases in relation to those held by other individuals, cultures, and societies.

Integrative Learning [CAPS]

Given their special position within the curriculum, CAPS courses carry a strong responsibility to provide evidence of student achievement of the learning goals.

REQUIRED CONTENT FOR ALL CAPS COURSES

All CAPS Courses are required to:

- Provide a culminating student experience for seniors, with a substantial work product (such as a presentation, paper, creative artifact, team project) for assessment.
- Require students to draw on the skills needed to develop their own research or creative project, and to initiate investigations and explorations of open-ended issues and problems.
- Require students to demonstrate Integrative Learning:
    a. By showing a depth of knowledge within the chosen academic field of study based on integration, for example, of its history, core methods, techniques, vocabulary, and unsolved problems, OR
    b. By applying the concepts of their general and specialized studies to personal, academic, service learning, professional, and/or community activities, OR
    c. By integrating methods and concepts of the chosen discipline with those of other disciplines and engaging in cross-disciplinary activities.
- Require students to demonstrate Critical and Creative Thinking skills, Information Literacy, and Communication skills, including writing. May also target Quantitative Reasoning, Science Literacy, multi-model communication and/or Diversity, as appropriate.
- Meet requirements for assessment of student progress on learning goals and additional Capstone assessments (see following for details).
- Be at the 400 (senior) level.
- Have at least junior-level standing as a general prerequisite (senior-level standing strongly preferred).

The UCORE committee suggests that capstone courses and assignments intentionally offer students*:*

- authentic, contextualized experiences or complex scenarios
- independence and agency, with feedback along the way
- opportunities to integrate and extend prior learning, and to use critical inquiry

REQUIRED CONTENT FOR ALL UCORE COURSES

All UCORE courses must include these four elements: writing, critical thinking, information literacy, and assessment/evidence of student progress toward meeting WSU's Seven Learning Goals.

1. Writing

Writing is an effective tool for learning and therefore should be diffused throughout the UCORE curriculum to reinforce and extend abilities fostered in composition courses. All UCORE courses require student writing of various kinds, both formal and informal, in order to provide adequate instruction in writing skills and to provide a wide range of student experiences in writing for multiple purposes and audiences. Writing in UCORE courses also prepares students for the University Writing Portfolio, a requirement for graduation, which consists of a portfolio of papers from previous course work as well as a timed writing exercise. Faculty should consider the writing portfolio when developing writing assignments in UCORE courses.

The UCORE committee is reluctant to stipulate a one-size-fits-all writing requirement, given the variety of disciplines and instructional models. At the same time, faculty and departments may wish for clear guidance on writing expectations as they prepare materials for submission. In evaluating whether courses meet UCORE writing expectations, the committee will examine:

- the amount of formal and informal writing (minimum page or word-equivalents);
- the extent to which written work is graded and figures in the final grade;
- the extent to which writing—graded or ungraded—receives feedback to guide improved performance on the next effort;
- the extent to which rigor and expectations seem distinct and appropriate to lower division courses and to upper division courses

The committee will exercise its collective professional judgment, bearing in mind the discipline, course level, course structure (e.g., multi-section) and intended course outcomes, to evaluate an appropriate balance among these elements. **To aid the committee, be sure to include in the syllabus sufficient detail about writing assignments, including all writing assignment prompts.**

2. Critical and Creative Thinking

Every UCORE course advances student learning toward the Critical Thinking Goal. That is, every UCORE course develops students' capabilities to use reason, evidence, and context to increase knowledge, to reason ethically, and to innovate in imaginative ways, as fits the course focus, context, content and discipline(s).

3. Information Literacy

Every UCORE course advances student learning toward the Information Literacy Goal. That is, a UCORE course develops students' capabilities to recognize when information is needed, and to locate, evaluate and use effectively the needed information. Thus, in every UCORE course, students must practice Information Literacy and get feedback on their efforts. WSU library faculty can partner with departmental faculty to assist students in practicing and achieving the goal of information literacy; instructional librarians can also assist with design of assignments and activities.

Similar to the case with writing, the UCORE committee is reluctant to stipulate a one-size-fits-all information literacy requirement, given the variety of disciplines and instructional models. In evaluating whether courses advance the WSU information literacy goal, the committee will consider where students practice information literacy and the extent to which rigor and expectations seem distinct and appropriate to lower division courses and upper division courses, so that students engage in more demanding information literacy tasks in upper division courses.

University accreditation requires that students receive instruction in library-use and information literacy skills. UCORE's design ensures that students receive instruction in these skills, especially in ROOTS and Inquiry courses.

4. Assessment/Evidence of Student Progress toward Meeting UCORE Learning Goals

For each learning goal the course seeks to advance, the syllabus must indicate how student performance (via writing, group activities, exams, and essays and reports, among others) will be evaluated in the course. Furthermore, it must be clear in the syllabus which class topics, activities, and graded work advance and/or evaluate progress toward meeting which learning goals. Students must be provided with repeated opportunities with feedback to develop targeted skills. As part of the course, faculty assess student learning on these outcomes. What evidence does student work provide that students have acquired the knowledge or skills that the course teaches?

Evidence collected to support evaluation of student learning may later contribute to assessment of UCORE's effectiveness. For instance, to aid UCORE assessment, instructors may be asked for "artifacts" of some their students' work, or for summary data of students' mastery of learning. The primary purpose of instructor evaluation of student learning is to help students gauge their progress toward meeting specific WSU learning goals as well as specific course-level learning outcomes. Formative assessment of student achievement, or those in-process evaluations of student learning during a course, can inform decision-making to ensure effective teaching and learning and contribute to often small, but meaningful continual course improvements. Such formative assessments are an important part of the overall UCORE assessment process.

Note: To help plan your course, a Course Planning Sheet is provided that summarizes required and suggested elements. It can be used informally to see if the proposed course fits the CAPS category. If filled out more fully, it can serve as the "grid" of outcomes needed in the course approval process. Check the UCORE website for examples of completed plans and sample syllabi.

DEPARTMENTAL POLICIES AND CONSIDERATIONS FOR CAPS

Each department, school or program determines its CAPS policy for its majors. Students may be required to take a CAPS course inside the major OR outside the major; or the choice may be left to the student. In addition, the department, school or program decides whether non-majors may enroll in a specific departmental CAPS course for majors. Ideally, CAPS courses should keep enrollments to less than 50 students. If a department chooses to offer a high-enrollment CAPS course, the course proposal should indicate how the evaluation of assignments will be structured to meet the learning outcomes and to deal with the realities of faculty time.

UCORE Assessment Requirements for CAPS—Faculty Participation

CAPS courses provide evidence to internal and external stakeholders that students are meeting the learning outcomes of the UCORE general education program and of the Seven Goals of the Baccalaureate. In teaching – or designing and proposing -- a CAPS course, careful thought must be given to providing an integrative, culminating experience and to the related student work products that will demonstrate achievement of the course's outcomes. The UCORE assessment process looks for proficiency achievement (for example, *meets expectations for graduating senior*) for this culminating aspect of the undergraduate academic experience. (For assistance, see Section V on Assignment Design and Resources, including CAPS resources.)

When a department offers a CAPS-designated course, it agrees to place the course within a high-visibility arena for assessing the overall educational success of the undergraduate curriculum, particularly the general education component. Together, evidence from CAPS courses contributes to an overall understanding of how well students are being served by the current curriculum.

CAPS Faculty Report

Each semester, CAPS instructors complete a short report assessing student performance in their class on CAPS-UCORE learning goals, a direct measure of student work based on the instructor's expert judgement. Instructors also identify changes made or planned in the CAPS course influenced by assessment results. Begun in 2015, this regular assessment reporting process is currently managed by the Office of Assessment of Teaching and Learning, which collects and analyzes the data for UCORE. CAPS report summaries and related information are available on the UCORE Assessment website. Notes:

- As you plan or revise your CAPS syllabus, grading, and assessment, please take a few minutes to review the short report form for UCORE; this will allow you to develop assessment and grading that aligns with the requested information. Faculty who do so typically find they can quickly complete the UCORE report at the end of the semester. You can view the report template (and recent results) on the UCORE assessment website: [add link].
- CAPS instructors are encouraged to share their UCORE assessment reports with their department and undergraduate assessment coordinator, particularly for capstone courses in the major, as the data may also contribute to program-level assessment. ATL is a resource to help faculty coordinate approaches to capstone assessment for UCORE and undergraduate degrees.
- *National Survey of Student Engagement (NSSE):* CAPS instructors are asked to encourage seniors in their capstone courses to complete the National Survey of Student Engagement (NSSE)—offered bi-annually, spring semester only—by sharing slides and other promotional materials provided by UCORE in their classes. NSSE asks students about their academic experiences and perceived gains on key skills. Results are summarized for the university and UCORE, and disaggregated for colleges and departments / majors, if response rates are adequate. See UCORE's Assessment website for more about NSSE and the years it is offered at WSU, and to view results from seniors in past years.
- *Other:* Periodically, as assessment questions and needs evolve, UCORE may collect additional measures, with some assistance from capstone faculty. For example, samplings of identified student work may be collected and rated by an all-university group, or students or faculty may participate in a survey or focus group.

Proposing a CAPS Course: Additional Information

Please see the CAPS Course Planning Sheet, as well as the notes below.

Assignment Design. Your CAPS course must identify a specific, cumulating student work product (presentation, paper, creative artifact, team project) that can be assessed for the UCORE curriculum. Proposals must indicate how this artifact demonstrates achievement of CAPS outcomes and how the student product is evaluated to determine level of achievement. (If a rubric or rating scale or other evaluative tool already exists for this assignment, please include it with the proposal.) For greater detail on designing and assessing CAPS courses, please see sections on Assignment Design and Resources.

As noted elsewhere, ideally, CAPS courses keep enrollments to less than 50 students. If a CAPS course will be a large-enrollment course, the course proposal should indicate how the evaluation of assignments will be structured to meet the learning outcomes, provide feedback to students along the way, and to deal with the realities of faculty time.

Assessment Tools / Rubrics. Some departments have well-developed rubrics or other rating schemes for capstone level work, particularly for their majors. As you are developing assessment criteria and grading schemes, please check with your department, especially if majors will take your course. In addition, it's recommended you review the short assessment report form for UCORE; this will allow you to plan your assessment and grading to align with the requested information. Faculty who do so typically find they can quickly assess their class's performance and complete the UCORE report at the end of the semester.

To assist with developing evaluation criteria, faculty may adapt the VALUE Rubrics developed by the American Association of Colleges and Universities (http://www.aacu.org/value/abouttherubrics.cfm):

- Integrative Learning
- Information Literacy
- Critical Thinking
- Creative Thinking
- Ethical Reasoning
- Oral Communication,
- Written Communication
- Teamwork
- Lifelong Learning
- Quantitative Literacy
- A number of WSU departments have adapted VALUE rubrics for assessment of their majors.
- See UCORE's assessment website for more information

Would my course fit in this category? Planning sheet: [CAPS]

WSU/UCORE Learning Goal	**CAPSTONE Category Learning Outcomes**	**Course-level Learning Outcome** "At the end of this course, students should be able to…" *Use active verbs and revise as needed to be specific to your own course*	**Class Topics & Learning Activities**	**Learning Outcome Assessed by**
Integrative Learning	Students conceptualize, plan, and execute a substantive, culminating project (presentation, paper, creative product, poster, team-based project)			
Integrative Learning	Students recognize and use key concepts, methods, vocabulary and techniques of chosen academic field to solve disciplinary problems Students apply concepts and methods from multiple disciplines to examine cross-disciplinary issues of concern			
Critical & Creative Thinking	Students apply methods of inquiry of one or more disciplines to personal, academic, service, professional, or community activities			
Writing & Communication	Students communicate findings in written, oral or multimodal forms appropriate to the discipline and context			
Writing Requirement	Note: Reasonable amount of writing, appropriate to senior-level expectations and departmental standards			
Information Literacy	Students identify, use, and evaluate multiple bodies of knowledge to address real-world problems			
Integrative Capstone [CAPS]. Integrative capstone courses bring opportunities for integration, application, and closure to the undergraduate experience, and prepare students for post-baccalaureate work and life-long learning. Critical thinking, communication, information literacy, and integrative learning skills are required				

and practiced explicitly in capstone courses, in addition to other learning goals as appropriate to the course and discipline. Some courses also target Quantitative Reasoning, Science Literacy, multi-model communication and/or Diversity.

All CAPS Courses are required to:

- Require students to draw on the skills needed to develop their own research or creative project, and to initiate investigations and explorations of open-ended issues and problems.
- Require students to demonstrate Integrative Learning: by showing a depth of knowledge within the chosen academic field of study based on integration, for example, of its history, core methods, techniques, vocabulary, and unsolved problems; OR by applying the concepts of their general and specialized studies to personal, academic, service learning, professional, and/or community activities; OR by integrating methods and concepts of the chosen discipline with those of other disciplines and engaging in cross-disciplinary activities.
- May also target Quantitative Reasoning, Science Literacy, multi-modal communication and/or Diversity, as appropriate.

UCORE committee suggests that capstone courses and assignments intentionally offer students*:*

- Authentic, contextualized experiences or complex scenarios
- Independence and agency, with feedback along the way
- Opportunities to integrate and extend prior learning; and to use critical inquiry

ASSIGNMENT DESIGN TO PROMOTE STUDENT LEARNING

Why Focus on Assignment Design?

As Dr. Pat Hutchings of the National Institute for Learning Outcomes Assessment (NILOA) has written, "Assignments are powerful teaching tools, and their design is one of the most consequential intellectual tasks that faculty undertake in their work as educators." Assignments

- Assignments send powerful signals to students about how to learn
- Assignments bring high-level learning outcomes to life
- At their best, assignments both foster learning and document/assess it.

Principles of Effective Assignment Design

Designing effective assignments is an integral part of teaching, an intellectually challenging activity requiring attention to detail, innovation, and recognition of the process of student learning. It is intentional. It considers the pedagogical value of both an assignment and how it is evaluated. The design of effective assignments also considers how the process of completing the assignment motivates students to do their best work while promoting depth in student learning. Effective assignments can help instructors solve problems they encounter in their teaching, such as students' over-reliance on non-scholarly websites in research. Effective assignments focus learning on desired outcomes, rather than grades.

1. Alignment with Learning Outcomes

Alignment is the process of identifying where in a course, syllabus, or larger learning experience student receives instruction in and opportunities to practice a particular learning outcome and receive useful feedback. Aligning an assignment with a particular learning outcome also involves distinguishing how that assignment fosters and captures student learning. This is an **intentional** process that asks:

- How do content and skills introduced in this course enable a student to complete this assignment successfully?
- How does the assignment reinforce the expected learning outcome – i.e., "Assess credibility and applicability of information sources?" (Information Literacy learning outcome)
- Does the assignment provide opportunities for students to integrate and build upon prior knowledge and skills?
- How will student learning be evaluated – not simply graded in its entirety, but how will an instructor determine student progress toward meeting a **specific** learning outcome?
- Do students understand how the assignment both promotes learning and be assessed – i.e., a rubric?
- For courses also associated with a major, does the assignment provide the opportunity to assess program learning outcomes in additional to specific UCORE learning outcomes?

2. Transparency in Assignment Design

A well-designed and transparent assignment can promote student learning by clarifying the *purpose* of the assignment for students, by decoding the *tasks* required to complete the assignment successfully, and by specifying *criteria* for evaluation.

Recent research in higher education, sponsored by the AAC&U's Inclusive Excellence Initiative, among others, has demonstrated that transparent assignments improve the learning experiences of all student groups. Transparency in assignment design has also been shown to demystify the learning process, improve retention and graduation rates (especially among underrepresented groups), as well as create conditions for greater student success. In particular, transparent teaching and learning methods benefit those students who are unfamiliar with college success strategies by clearly explaining learning and teaching processes. (See *Resources* below.)

3. Practice with Feedback

"Practice with feedback" is a central element of teaching a UCORE course. Providing multiple opportunities for students to practice desired skills in a course, coupled with frequent feedback to students, are widely recognized as best practices in instruction. These learning activities and techniques of assessment and feedback need not all be time-consuming.

- Short, discrete tasks – known as "Classroom Assessment Techniques," or CATs—are ideal for providing these opportunities while managing faculty workload. Learning activities such as "One Sentence Summaries," "'Muddiest Point' Discussion Board Posts," and "Think-Pair-Share" are among many learning activities that can provide both opportunities for student practice and for instructor and peer feedback. They also provide real-time brief assessments of student learning and allow for immediate adjustment to improve instructional effectiveness.
- In many instances, faculty can provide students with useful feedback through well-structured peer feedback activities, presentation and discussion of strong student examples, student self-assessment processes, or other activities that provide timely feedback.

5. ASSESSING STUDENT LEARNING in UCORE COURSES

Faculty-driven Assessment

UCORE faculty conduct ongoing course-level assessment of student learning. The results contribute to program-level and institution–wide assessment, and help faculty, departments, and university leadership determine to what extent undergraduates are achieving the WSU Learning Goals. Faculty use of results to improve courses and instruction is documented in reports available at: https://ucore.wsu.edu/assessment .

Course-level Assessment

Faculty are the key to the success of courses and play a vital role in the continuous improvement of UCORE assessment. Individual faculty are responsible for incorporating good practices in assessing student learning in their UCORE-designated courses and for using assessment results to guide course refinements. Good practices in assessment take into account that students need multiple opportunities to demonstrate progress toward meeting learning outcomes and receive timely, specific, and understandable faculty feedback to guide learning and deepen skills and knowledge.

Other examples of good assessment practice include:

- clearly stated learning outcomes that are shared with students
- clear alignment between expected learning outcomes and what is taught and assessed
- quality and transparency in assignment design

Capstone [CAPS] instructors have specific additional assessment requirements, as described in Section IV and the CAPS course section.

UCORE Assessment

UCORE Assessment is guided by the National Institute of Learning Outcomes Assessment (NILOA) Transparency Framework. This framework helps make evidence of student accomplishment readily accessible and potentially useful and meaningful to faculty, administration, students, and others. UCORE's website for assessment highlights key components for transparency and uses of assessment as the new general education curriculum evolves over time.

Assignments provide the cornerstone of authentic assessment of student learning, and so assessing student achievement of the UCORE learning goals focuses primarily on student work.

UCORE has developed a framework for systematic assessment of all seven undergraduate learning goals, using assessment of student work by faculty. This approach connects teaching, learning and assessment. Assessment of student learning and reporting of assessment results to program faculty and UCORE committee members is an essential activity for all faculty teaching UCORE courses. In addition, regularly participating in meaningful assessment of UCORE courses can deepen faculty understanding of common goals while focusing on supporting student learning.

Key UCORE Assessments

UCORE's assessment framework includes these key assessments below. Additional details – with summary results and examples of use – are available on the UCORE assessment website, where additional assessments are also discussed:

First-Year Experience [ROOT] (Faculty Evaluation of Student Work)

The Roots of Contemporary Issues Final Papers Assessment Project is intended to provide [ROOT] faculty with information for program improvement, as well as gauge student learning for five of WSU's Learning Goals at the first-year level. [ROOT] faculty evaluate a random sample of students' written work from all campuses using a faculty-developed rubric. With assistance from the WSU Libraries and the Office of Assessment of Teaching and Learning, [ROOT] leadership coordinate and report key assessment activities on an annual basis. ROOTS instructors use assessment results to improve teaching and learning, and also to provide UCORE with a baseline of first year student performance.

Science Literacy Concept Inventory Exam

The Science Literacy Concept Inventory (SLCI), developed and validated by a multidisciplinary team from four California State Universities, measures the degree to which students recognize science as a way of knowing and employ science's framework of reasoning under circumstances that a citizen may encounter in everyday life. At WSU, instructors from various fields offer the SLCI to students in their courses, with participants including undergraduate students from both science and non-science majors and all academic levels. WSU's SLCI results are compiled to gauge learning on the Scientific Literacy Learning Goal. Faculty have used results from the SLCI in a variety of ways to inform and improve their science literacy instruction, including adapting assignments and more explicitly addressing student misperceptions about science concepts in instruction.

National Survey of Student Engagement

The National Survey of Student Engagement assesses the extent to which seniors and first year students engage in educational practices associated with high levels of learning and development. This nationally validated survey is typically offered to WSU students every other year on all campuses. NSSE results provide UCORE with rich information from the student perspective. In addition, WSU receives reports with peer comparisons, from participating Carnegie classified "Research Universities-Very High Research Activity" institutions. UCORE instructors help promote the NSSE to seniors and first year students. See the UCORE Assessment website for more information.

UCORE Capstone [CAPS] Assessment of Student Learning (Faculty Evaluation of Student Work)

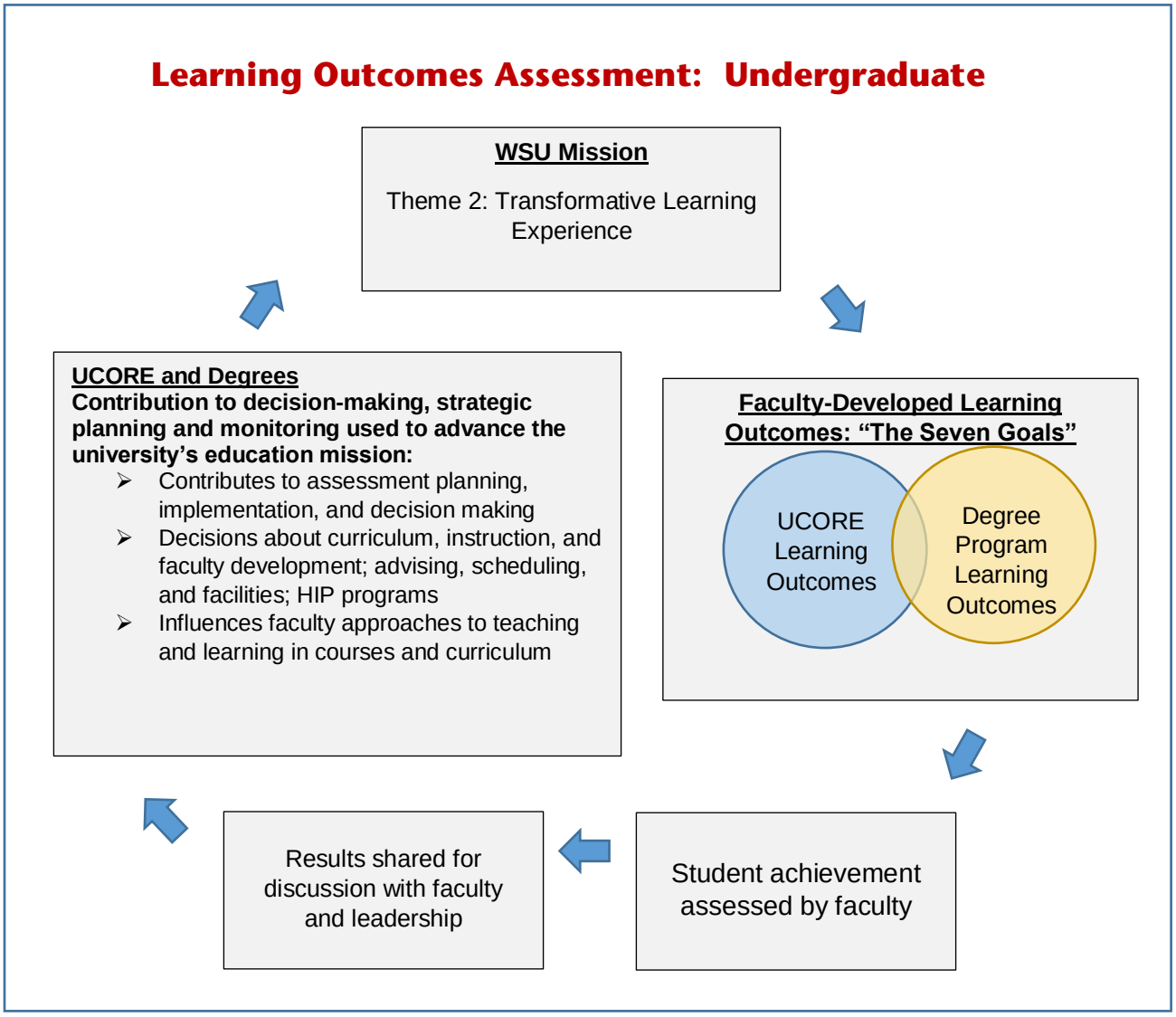
UCORE Capstone [CAPS] Course Assessment Reports are intended to gauge student learning on WSU's Learning Goals at the near-graduation level. [CAPS] faculty submit a short report of holistic student achievement of the WSU Learning Goals demonstrated in their course, as well as information about student preparedness for capstone level work. Results are shared on the UCORE Assessment website. ***NOTE: Faculty teaching capstone courses participate each semester – see section on Integrative Learning and CAPS for details.***

UCORE's website offers additional information on Assessment Planning, Current Assessment Activities, Evidence of Student Learning, and Use of Results, as well as details of key assessments. https://ucore.wsu.edu/assessment/

Department and UCORE Assessment

Although it does not fully replace program assessment activities, the assessment of student learning in UCORE courses may provide substantive data to augment the results of individual program-level assessment by departments and may be included in program annual assessment reports. As such, UCORE assessment results can contribute to the WSU-wide summaries of undergraduate degree program assessment reports that are shared with institutional leadership and that help support the university's regional accreditation.

The system of assessment may be visualized in the following diagram:



6. SUBMITTING YOUR COURSE PROPOSAL SUCCESSFULLY

Thank you for your interest developing and proposing a new course for UCORE. This section of the Handbook provides the logistics of proposing a course. Please consult other sections on designing and teaching a UCORE course -- and make use of the resources available -- as you develop a syllabus and key assignments, and plan the course and assessment of student learning.

UCORE approval is preliminary to the Faculty Senate curricular process. If a course is approved by the UCORE Committee, it automatically moves forward into the Faculty Senate approval process.

The following information pertains to submitting a course through the UCORE SharePoint site. **PLEASE NOTE: we have been advised that the workflow functions in SharePoint that allow electronic signatures and automatic routing will no longer be available at some indefinite point in the future. We hope that we do not have to revert to a paper process; consult the UCORE website for updates.**

Required elements

- UCORE New/Established Course Change Form with rationale for UCORE category and need for course (ucore.wsu.edu/faculty/proposing-courses/)
- Syllabus
- Learning Outcomes Grid
- Assignment instructions and grading rubric or scheme for one or more major assignments meeting the UCORE goals

Suggested Steps

1. **Select your category, develop the grid, and revise the syllabus as needed**

    a. Start by reading the full designator description before deciding on a UCORE category. The instructor should then write a course description that clearly and specifically incorporates language showing the course's orientation and inclusion of the required elements, with the expectation that the same description (or a version of it) will also be in the syllabus itself. (Sometimes the committee sees these well-presented in the cover sheet for a course, but the syllabus lacks the necessary language.)

    b. Review the UCORE learning goals associated with the chosen designator and identify specific outcomes which the course does or could fulfill. The provided grids in "Select Your Category" will allow you to work from a template, then modify as appropriate - flesh out the learning grid with content, develop assessment categories and tools, etc. - keeping in mind the category requirements and the specific learning goals it addresses.

2. **Assemble electronic copies of required information and upload to the SharePoint site**

   The following will be uploaded to the UCORE SharePoint site at: https://sharepoint.ir.wsu.edu/sites/ir/UCORE/default.aspx

   a. UCORE New/Established Course Change Form with rationale for the UCORE category sought and need for the course.

   b. Syllabus

   c. Learning Outcomes Grid (see section 4 on UCORE categories and also UCORE website for fillable grids)

   d. Assignment instructions and grading rubric or scheme for one or more major assignments meeting the UCORE goals

3. **Respond to notifications from the UCORE committee requesting further information or asking for revisions**.

4. The Catalog Subcommittee may request additional information once it receives the approved course from the UCORE Committee, which only vets the course for UCORE-specific requirements.

Washington State University

UCORE NEW CAPSTONE COURSE/CONVERTED COURSE CHANGE FORM

Future Effective Date: ☐

(effective date cannot be retroactive)

☐ Established course

☐ New Course

If you are also making minor curricular changes, please note them here:

☐ Minor change - title (former title):

☐ Minor change - description: in box below, note additions and deletions to current description with underlining and strikethrough

☐ Minor change - credit reduction:

☐ Minor change - former prerequisite:

☐ Request to meet UCORE in CAPS

☐ Request to meet UCORE in CAPS and fulfill UCORE Lab (L) requirement

MyWSU Course Subject	*Course No. (must be 400-level)	Course Title

Units	lecture hrs per week	lab hrs per week	studio hrs per week	Requisite to be enforced at registration (choose one in drop-down menu)

Additional Pre-requisites:

Assessment Artifact:

☐ Check if Crosslisted Course. Please list all subjects/prefixes/and numbers if different, beginning with the "parent" course.

☐ Check if Conjoint Course.

Course Typically Offered : ☐ Fall ☐ Spring ☐ Summer ☐ Unknown

☐ All Years ☐ Even Years ☐ Odd Years ☐ Unknown

☐ Non-majors WILL be allowed to enroll in this course (see Departmental CAPS Policies for more details)

Instructor: Phone Number: Email:

Contact: Phone Number: Email:

***If the proposed change impacts or involves collaboration (conjoint or crosslisted) with other units, please note here:**

Please provide a 150-250 word rationale for your request below (see guidelines). Include explanation for UCORE category and need for course.

Guidelines for Establishing New UCORE Courses

Each course requires the submission of four parts:

1. UCORE New Course/Established Course Change Form, which includes a 150-250 work rationale for the desired UCORE designation and need for the course.
2. A detailed syllabus including a statement of learning outcomes. At a minimum the course syllabus should address the subset of the WSU Seven Learning Goals which have been assigned to your desired UCORE category. See UCORE Handbook, v. 3 (ucore.wsu.edu/faculty).
3. Learning Outcomes Grid. See UCORE Handbook, v. 3 (ucore.wsu.edu/faculty/proposing-courses/)
4. Prompts (i.e. full instructions) for key graded assignments, especially writing assignments. These clearly labeled assignment prompts can be embedded in the syllabus document or submitted as separate documents.

Course Submission Checklist

1. ☐ A Completed UCORE Course Change Form and rationale addressing the UCORE category and need for the course (this document)
   - ☐ Has department chair's electronic signature via approval status in SharePoint
   - ☐ Has associate dean's electronic signature via approval status in SharePoint
2. ☐ Copy of Course Syllabus, with required detail (see 3. above)
3. ☐ Learning Outcomes Grid
4. ☐ Prompts (i.e., full instructions for key graded assignments with required detail (see 4. above)

☐ Upload PDF to https://sharepoint.ir.wsu.edu/sites/ir/UCORE/default.aspx

Please consult the UCORE Handbook before submitting a course. It contains further detail on submission and the criteria for review: ucore.wsu.edu/faculty

The UCORE codes and requirements are as follows:

FIRST-YEAR EXPERIENCE: 3 semester credit hours
[ROOT] Roots of Contemporary Issues (3 cr.)

FOUNDATIONAL COMPETENCIES: 9 semester credit hours
[QUAN] Quantitative Reasoning (3 cr.)
[COMM] Communication (3 cr.)
[WRTG] Written Communication (3 cr.)

WAYS OF KNOWING: 16 semester credit hours
[SSCI] Inquiry in the Social Sciences (3 cr.)
[HUM] Inquiry in the Humanities (3 cr.)
[ARTS] Inquiry in the Creative and Professional Arts (3 cr.)
[BSCI] [PSCI] [SCI] Inquiry in the Natural Sciences (7 cr.)

INTEGRATIVE AND APPLIED LEARNING: 6 semester credit hours
[DIVR] Diversity (3 cr.)
[CAPS] Integrative Capstone (3 cr.)

SAMPLE

SAMPLE

Washington State University

UCORE NEW CAPSTONE COURSE/CONVERTED COURSE CHANGE FORM

Future Effective Date: ☐

(effective date cannot be retroactive)

☐ Established course

☐ New Course

If you are also making minor curricular changes, please note them here:

☐ Minor change - title (former title): ☐

☐ Minor change - description: in box below, note additions and deletions to current description with underlining and strikethrough

☐ Minor change - credit reduction: ☐

☐ Minor change - former prerequisite: ☐

☐ Request to meet UCORE in CAPS

☐ Request to meet UCORE in CAPS and fulfill UCORE Lab (L) requirement

☐	☐	☐
MyWSU Course Subject	*Course No. (must be 400-level)	Course Title

☐	☐	☐	☐	☐
Units	lecture hrs per week	lab hrs per week	studio hrs per week	Requisite to be enforced at registration (choose one in drop-down menu)

Additional Pre-requisites: ☐

Assessment Artifact: ☐

☐ Check if Crosslisted Course. Please list all subjects/prefixes/and numbers if different, beginning with the "parent" course.

☐

☐ Check if Conjoint Course.

Course Typically Offered : ☐ Fall ☐ Spring ☐ Summer ☐ Unknown

☐ All Years ☐ Even Years ☐ Odd Years ☐ Unknown

☐ Non-majors WILL be allowed to enroll in this course (see Departmental CAPS Policies for more details)

Instructor: ☐ Phone Number: ☐ Email: ☐

Contact: ☐ Phone Number: ☐ Email: ☐

***If the proposed change impacts or involves collaboration (conjoint or crosslisted) with other units, please note here:**

Please provide a 150-250 word rationale for your request below (see guidelines). Include explanation for UCORE category and need for course.

Guidelines for Establishing New UCORE CAPS Courses

Each course requires the submission of four parts:

1. UCORE New Course/Established Course Change Form, which includes a 150-250 work rationale for the desired UCORE designation and need for the course.
2. A detailed syllabus including a statement of learning outcomes. See CAPS section of the UCORE Handbook, v.3 (ucore.wsu.edu/faculty).
3. Learning Outcomes Grid. See UCORE Handbook, v.3 (ucore.wsu.edu/faculty/proposing-courses/)
4. Prompts (i.e. full instructions) for key graded assignments, especially writing assignments. These clearly labeled assignment prompts can be embedded in the syllabus document or submitted as separate documents. For CAPS designation it is important to identify one major student work product for general assessment of the UCORE curriculum and include a grading rubric for this particular assignment

Course Submission Checklist

1. ☐ Department has determined CAPS policy for majors (see UCORE Handbook v.3 for more details)
2. ☐ A completed UCORE CAPS Course Change Form including rationale (this document)
   - ☐ Has department chair's electronic signature via approval status in SharePoint
   - ☐ Has associate dean's electronic signature via approval status in SharePoint
3. ☐ Copy of Course Syllabus, with required detail
4. ☐ Learning Outcomes Grid
5. ☐ Prompts/Rubrics for Key Graded Assignments, with required detail.
   - ☐ Upload PDF to https://sharepoint.ir.wsu.edu/sites/ir/UCORE/default.aspx

Please consult the UCORE Handbook v.3 before submitting a course. It contains further detail on submission and the criteria for review: ucore.wsu.edu/faculty

7. APPENDICES

Appendix A: THE UNIVERSITY COMMON REQUIREMENTS COMMITTEE

The University Common Requirements Committee reports to the Provost or to the Provost's designee.

Functions

1. Formulates policy recommendations concerning general education for submission to the Faculty Senate.
2. Determines general criteria and procedures for soliciting and approving proposals for general education courses and for periodically reviewing such courses.
3. Reviews recommendations from subcommittees for action.
4. Regularly monitors all elements of the program through assessment, periodic course reviews, and other means as needed.
5. Regularly reviews results of assessment of student learning on WSU's learning goals of the baccalaureate; monitors and recognizes achievement, and suggests uses of assessment results to inform or influence decisions intended to enhance undergraduate student learning achievement.
6. Reports periodically to the Provost and university community on undergraduate student learning assessment results and the effectiveness of the general education curriculum.
7. Periodically reviews and updates the UCORE handbook.
8. Administers the Richard Law Award for Outstanding Teaching in General Education.

Membership

- One faculty member from each undergraduate degree-granting College, each instructional campus, plus the Libraries shall be appointed by the Vice Provost for Undergraduate Education in consultation with the deans of colleges or their designees; all for three-year terms (F).
- Additional faculty may be selected for their knowledge of each major area of the curricular requirements, and shall be appointed by the Vice Provost for Undergraduate Education in consultation with the deans of colleges or their designees; for three-year terms (F).
- Coordinator of the Roots of Contemporary issues program (F).
- Two undergraduate students nominated by ASWSU, one from Pullman and one from another instructional campus, for two-year terms (U).
- WSU Registrar or designee (X).
- Vice Provost for Undergraduate Education or designee, who will serve as secretary (X)(#).
- Coordinators of key functions related to general education, as appropriate (e.g., Writing Program, Learning Communities, Advising) (X).
- An advising representative appointed after consultation with the UAAEC from any WSU campus, two-year term (X).
- Director of the Office of the Assessment of Teaching and Learning (X).

Key: (F) Faculty; (U) Undergraduate; (X) Ex officio (i.e., because of position held); (#) Non-voting. (F) and (U) are voting positions. Ex officio members may not hold the position of chair.

Committee Leadership

- The chair shall be appointed by the Vice Provost for Undergraduate Education in consultation with the committee members; the term of chair shall be at least two years.

- The committee may determine that a vice chair is needed for specific initiatives or periodic surges in committee work (e.g., course reviews). The vice-chair shall be elected for a two-year term. If there is a vice chair, he or she should ideally serve in a staggered term with the chair.

rev. 5/2012; 11/2016

UCORE Assessment Subcommittee

The UCORE Assessment Subcommittee is intended to help faculty, departments, and university leadership determine to what extent undergraduates are achieving WSU's Seven Learning Goals. Faculty participate on UCORE's subcommittee for assessment and also contribute to assessment of key programs and courses. Assessment is a collaborative process that includes faculty, students, staff, administrators, and others. The Office of Assessment of Teaching and Learning (ATL) assists with UCORE assessment, by supporting or managing specific assessment initiatives, analyzing and reporting results, and maintaining the website and archives. See the UCORE Assessment website for more information about the subcommittee, and UCORE's assessment (built on the National Institute for Learning Outcomes Assessment's transparency framework) – as well as specific assessment initiatives, results and uses.

- Assessment Subcommittee https://ucore.wsu.edu/assessment/about/committee/
- Assessment Transparency Framework: https://ucore.wsu.edu/assessment/
- NILOA: http://www.learningoutcomesassessment.org/

WSU'S SEVEN LEARNING GOALS OF UNDERGRADUATE EDUCATION

The WSU Learning Goals and Outcomes define the essence of what it means to earn a degree from WSU. All bachelor's degree requirements are rooted in the WSU Learning Goals and Outcomes as printed in the *WSU Catalog*, and UCORE courses complement study in the major to engage students in meeting these goals.

The example outcomes listed under each goal provide a model set of well-written learning outcomes through which students can demonstrate achievement of WSU's Seven Learning Goals whether in UCORE or major courses. Instructors are encourage to use these model outcomes to develop course outcomes.

WSU Seven Learning Goals and UCORE

WSU's Seven Learning Goals as they are reflected in the University Common Requirements appear below. UCORE's embodiment of the seven university goals differs somewhat from the general version in the *Catalog*. The baccalaureate-level goal of "Depth, breadth and integration of learning" applies to the degree as a whole; the major focuses on depth of learning, while UCORE provides breadth and the capstone provides integration across both general education and the major.

CRITICAL and CREATIVE THINKING

Graduates will use reason, evidence, and context to increase knowledge, to reason ethically, and to innovate in imaginative ways.

Example Outcomes: Graduates may demonstrate critical and creative thinking by:

1. Defining, analyzing, and solving problems.
2. Integrating and synthesizing knowledge from multiple sources.
3. Assessing the accuracy and validity of findings and conclusions.
4. Examining how one thinks, reasons, and makes value judgments, including ethical and aesthetic judgments.
5. Identifying diverse viewpoints, including different philosophical and cultural perspectives.
6. Combining and synthesizing existing ideas, images, or expertise in original ways.
7. Thinking, reacting, and working in imaginative ways characterized by innovation, divergent thinking, and risk taking.

QUANTITATIVE REASONING

Graduates will solve quantitative problems from a wide variety of authentic contexts and everyday life situations.

Example Outcomes: Graduates may demonstrate quantitative and symbolic reasoning by:

1. Explaining information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, and words).
2. Converting relevant information into various mathematical forms (e.g., equations, graphs, diagrams, tables, and words).
3. Applying quantitative principles and methods in the solution of problems.
4. Making judgments and drawing appropriate conclusions based on the quantitative analysis of data, while recognizing the limits of this analysis.
5. Identifying and evaluating assumptions in estimation, modeling, and data analysis.

6. Expressing quantitative evidence in support of the argument or purpose of work (in terms of what evidence is used and how it is formatted, presented, and contextualized).

SCIENTIFIC LITERACY

Graduates will have a basic understanding of major scientific concepts and processes required for personal decision-making, participation in civic affairs, economic productivity and global stewardship.

Example Outcomes: Graduates may demonstrate scientific literacy by:

1. Identifying scientific issues underlying global, national, local and personal decisions and communicating positions that are scientifically and technologically informed.
2. Evaluating the quality of scientific and health-related information on the basis of its source and the methods used to generate it.
3. Posing and evaluating arguments based on evidence and applying conclusions from such arguments appropriately.
4. Recognizing the societal benefits and risks associated with scientific and technological advances.

INFORMATION LITERACY

Graduates will effectively identify, locate, evaluate, use responsibly and share information for the problem at hand.

Example Outcomes: Graduates may demonstrate information literacy by:

1. Determining the extent and type of information needed.
2. Implementing well-designed search strategies.
3. Accessing information effectively and efficiently from multiple sources.
4. Assessing credibility and applicability of information sources.
5. Using information to accomplish a specific purpose.
6. Accessing and using information ethically and legally.

COMMUNICATION

Graduates will communicate successfully with audiences through written, oral, and other media as appropriate for the audience and purpose.

Example Outcomes: Graduates may demonstrate communication skills by:

1. Analyzing how circumstances, background, values, interests and needs shape communication sent and received.
2. Tailoring messages to audiences according to purpose, occasion, and technology used.
3. Expressing concepts, propositions, and beliefs in coherent, concise, and technically correct form.
4. Choosing appropriate communication media and technology.
5. Speaking confidently and effectively in front of groups.
6. Following social and disciplinary norms for individual and small group interactions, which includes active listening.

DIVERSITY

Graduates will understand, respect and interact constructively with others of similar and diverse cultures, values, and perspectives.

Example Outcomes: Graduates may demonstrate their recognition of diverse cultures, values, and perspectives by:

1. Moving beyond perception-based comparisons, prior knowledge, and individual experiences to understand how social positioning and cultural differences and/or interrelations are constructed.
2. Recognizing how factors including history; politics; economics; systems of discrimination and inequality; structures of power and privilege; and/or cultural values, beliefs, and practices determine social and cultural conditions.
3. Using vocabulary, language, concepts, and/or theoretical models to engage and analyze how social realities are shaped and how stereotypes are created by cultural and socio-economic differences in the US and/or globally.
4. Analyzing and critiquing the cultural and social underpinnings of knowledge claims about individuals and groups and their relations to one another.
5. Assessing one's own core values, cultural assumptions, and biases in relation to those held by other individuals, cultures, and societies.

BREADTH AND INTEGRATIVE LEARNING

Graduates will develop broad, integrative learning for the benefit of themselves, their communities, their employers, and for society at large.

Example Outcomes: Graduates may demonstrate breadth of study and integrative learning by:

1. Through broad study in the sciences and mathematics, social sciences, humanities, history, languages, and the arts.
2. By demonstrating a depth of knowledge within the chosen academic field of study based on integration of its history, core methods, techniques, vocabulary, and unsolved problems.
3. By applying the concepts of the general and specialized studies to personal, academic, service learning, professional, and/or community activities.
4. By understanding how the methods and concepts of the chosen discipline (major) relate to those of other disciplines and by engaging in cross-disciplinary activities.
5. By synthesizing multiple bodies of knowledge to address real-world problems and issues.
6. By reflecting upon changes in learning and outlook over time and by making personal, professional, and civic plans based on that self-reflection.

MAP OF UCORE REQUIREMENT AREAS

Relation of courses in requirement areas to learning goals (updated 3/2017)

Students take courses in various orders, thus the point of introduction for one student may be the point of development for another; pedagogically, the course designs aim at early development of learning.

Blue shading indicates essential learning goals which the requirements collectively seek to advance for successful performance in all capstones.

Requirement Areas Mapped to Seven Learning Goals	Critical and Creative Thinking	Information Literacy	Integrative Learning	Communication		Quantitative Reasoning	Scientific Literacy	Diversity
				Written	Oral / Other			
Foundational								
Roots of Contemporary Issues(HIST 105, HIST305) [ROOTS]	Introduce	Introduce	Introduce	Introduce / Develop	Introduce (formative)			Introduce
Quantitative Reasoning (100-300) [QUAN]	Introduce / Develop	Introduce/ Develop	Introduce / Develop			Introduce / Develop		
Writing (100-400) [WRTG]*	Introduce / Develop	Introduce / Develop		Introduce / Develop				
Communication (oral, multimodal, writing) [COMM][WRTG]**	Introduce / reinforce	Develop		Introduce / Develop	As appro-priate			
Ways of Knowing								
Inquiry – Social Sciences (100-300) [SSCI]	Develop	Develop	May develop	Develop		Develop	Develop	May develop
Inquiry – Humanities (100-400) [HUM]	Develop	Develop	May develop	Develop				May develop
Inquiry – Arts (100-400) [ARTS]	Develop	Develop	May develop	Develop				May develop
Inquiry –Natural Sciences (100- 300) [BSCI, PSCI, SCI]	Develop	Develop	May develop	Develop		Develop	Develop	
Diversity								
Diversity (100-400) [DIVR]	Develop	Develop	Develop	Develop				Develop
Integrative Learning								
Integrative Capstone (400-level) [CAPS] **Blue columns indicate essential CAPS outcomes** Others as appropriate to discipline	**Proficiency developed and assessed: Meets expectations for graduating senior*** **				Proficiency developed and assessed as appropriate to discipline			

*** Meets expectations for graduating seniors [B+ level skills as reasonable target for proficiency AAC&U]

Appendix B: ***Resources***

Please check the UCORE website, Resources for Faculty, where samples will be posted and updated over time. (https://ucore.wsu.edu/faculty/

UCORE CATEGORY PLANNING GRIDS (Learning Outcomes Grids)

Would My Course Fit this Category? Sample Planning Sheet: [QUAN]

WSU/UCORE Learning Goal	**QUAN Category Learning Outcomes**	**Course-level Learning Outcomes** Use active verbs and revise as needed to be specific to your own course	**Class Topics & Learning Activities**	**Learning Outcomes Assessed by…**
Critical & Creative Thinking	Students demonstrate facility with mathematical/statistical reasoning			
Critical & Creative Thinking	Students apply quantitative reasoning to real-world issues			
Critical & Creative Thinking	Students translate information into quantitative formats			
Information Literacy	Students evaluate information in mathematical or quantitative formats			
Information Literacy	Students practice information literacy skills appropriate to lower or upper division expectations and departmental standards			
Writing Requirement	Students produce a reasonable amount of writing, appropriate to lower or upper division expectations and departmental standards			

Suggestions for course design. Courses in quantitative reasoning must advance the learning goals of quantitative reasoning. Although the fundamentals of quantitative reasoning (e.g., calculations and memorization of numerical equations and formulas) are important and must be included in any QUAN course, students should be able to move beyond these basics and develop an understanding of how to interpret, evaluate, and critique the results of such analyses, and how to identify the strengths and weaknesses of quantitative methods.

Thus, QUAN courses are required to:

- Broaden students' understanding and facility with mathematical and/or statistical reasoning.
- Develop students' abilities to understand, create and evaluate information in mathematical or quantitative formats, such as equations, inequalities, charts, graphs, or tables.
- Provide many opportunities to explore real-world applications using quantitative reasoning.
- Help students develop the skill of translating information into quantitative formats.
- Meet requirements for all UCORE courses for critical thinking, writing, information literacy, and assessment of student progress on learning goals.

Also, the UCORE committee suggests that QUAN courses:

- Help students identify methods of data evaluation common to many fields of study.
- Foster an appreciation for long-range planning or modeling based on mathematical assumptions.

Help students to formulate their arguments with quantitative methods appropriate to the subject.

Would My Course Fit this Category? Sample Planning Sheet: [WRTG]

WSU/UCORE Learning Goal	WRTG Learning Outcomes	Course-level Learning Outcome "At the end of this course, students should be able to…" Use active verbs and revise as needed to be specific to your own course	Class Topics & Learning Activities	Learning Outcome Assessed by …
Communication	Students demonstrate principles & elements of effective written communication			
Communication	Students demonstrate clarity, fluency, and accuracy, and organizational skills in their written communication.			
Critical & Creative Thinking	Students analyze, evaluate and use rhetorical means to increase readers' knowledge, foster understanding, or to promote change in attitudes or behaviors.			
Information Literacy	Students practice information literacy skills appropriate to lower or upper division expectations and departmental standards			
Writing Requirement	Course provides extensive opportunities to write and revise Use of peer review recommended			

Suggestions for course design. Written communication courses require students to develop and express ideas clearly, concisely, and effectively in writing. As an outcome of WRTG courses, student writers will be able to increase knowledge, foster understanding, or to promote change in readers' attitudes or behaviors. Additionally, student writers will hone clarity, fluency, and accuracy, and organizational skills in their written communication.

Writing skills are effectively developed in concert with the learning goals of Information Literacy and Diversity because real-world writing must rest on accurate information and adapt content and conventions to diverse contexts, audiences, and purposes.

All WRTG courses are required to:

- Develop the student's understanding of the principles and elements of effective written communication.
- Develop students' rhetorical skills so their writing increases readers' knowledge, fosters understanding, or to promotes change in attitudes or behaviors.
- Develop students' clarity, fluency, and accuracy, and organizational skills in their written communication.
- Provide extensive applied practice in writing.
- Have students self-evaluate and revise their written work.
- Meet requirements for all UCORE courses for critical thinking, writing, information literacy, and assessment of student progress on learning goals.

Also, the UCORE committee suggests that WRTG courses:

- Have students critique the work of peers.
- Hone critical thinking skills through the exploration of rhetoric.

Would My Course Fit this Category? Sample Planning Sheet: [COMM]

WSU/UCORE Learning Goal	COMM Category Learning Outcomes	Course-level Learning Outcomes "At the end of this course, students should be able to…" Use active verbs and revise as needed to be specific to your own course	Class Topics & Learning Activities	Learning Outcome Assessed by…
Communication	Students express ideas clearly, concisely and effective in multiple media			
Communication	Students adapt content and media to multiple and diverse audiences and purposes			
Critical & Creative Thinking	Students self-evaluate and revise their work			
Information Literacy	Students find and use high-quality, credible and relevant sources			
Writing Requirement	Students produce a reasonable amount of writing, appropriate to lower or upper division expectations and departmental standards			

Suggestions for course design:

COMM-designated courses emphasize non-written mediums, such as public speaking, conversational foreign language, interpersonal communication, visual literacy, multimedia authoring, or intercultural communication.

Thus COMM courses require students to develop and express ideas clearly, concisely, and effectively in media beyond written communication alone. Students develop skills in creatively adapting content and conventions to diverse contexts, audiences, and purposes, and skillfully using high-quality, credible, relevant sources to develop ideas that are appropriate for the presentation or other communication, as envisioned in the Information Literacy learning goal.

Development of communication abilities may involve working with a variety of technologies, such as mixing texts, data, and images. It also may involve oral presentations and discourse, such as public speaking, small-

group interaction, one-on-one conversation, as well as listening actively. These skills will allow students to increase knowledge, foster understanding, or promote change in audiences' attitudes or behaviors.

REQUIRED CONTENT FOR ALL COMM COURSES

All COMM courses are required to:

- Develop the student's understanding of the principles and elements of effective oral and/or mediated or multimodal communication as outlined above.
- Provide extensive applied practice in composing, creating, or expressing in two or more communication modes as outlined above.
- Have students self-evaluate and revise their work.
- Meet requirements for all UCORE courses for critical thinking, writing, information literacy, and assessment of student progress on learning goals.

Also, the UCORE committee suggests that COMM courses:

- Have students critique the work of peers.
- Hone critical thinking skills through the exploration of rhetoric.

Would My Course Fit this Category? Sample Planning Sheet [SSCI]

WSU/UCORE Learning Goal	Inquiry-SSCI category requirements	Course-level Learning Outcome *Use active verbs and revise as needed to be specific to your own course*	Class Topics & Learning Activities	Learning Outcome Assessed by…
Critical & Creative Thinking	Students learn key concepts/major critical paradigms in the discipline Students apply methods of inquiry appropriate to the discipline Students evaluate empirical research and conceptual theories			
Information Literacy	Students identify, understand and use relevant source material			
Quantitative Reasoning	Students make judgments and draw conclusions regarding quantitative data through work evaluated for final grade			Please note the weight in final grade of assignment developing students' quantitative skills
Communication	Students communicate their findings in written form, oral or multimodal forms appropriate to the discipline			
Writing Requirement	Course requires reasonable amount of writing, appropriate to lower or upper division expectations and departmental standards			
Information Literacy Instruction and Feedback	Students receive instruction with feedback for information literacy skills			

***Inquiry* focus suggestions for course design.** Inquiry in the Social Sciences teaches students how social sciences apply empirical principles and methods to understand human beings as social agents in cultural, group, and individual contexts. Course should Incorporate active learning experiences and Develop inquiry skills using the discipline's "Big Questions," "Grand Challenges," or similar large, open-ended frameworks of real-world significance. (e.g., Science and Society, Cultures and Values, Global Interdependence, the Changing Economy, Human Dignity and Freedom). Students reflect on or analyze competing perspectives, contextual frames, or ethical implications in the generation, evaluation, dissemination, or application of knowledge within the given Inquiry domain.

SSCI Courses are required to:

- Introduce key concepts or major critical paradigms in the social sciences.
- Enable students to learn and apply methods of inquiry appropriate to the discipline (Critical and Creative Thinking).
- Have students identify, understand and use relevant source material, such as demographic, polling, or census material (Information Literacy, Quantitative Reasoning).
- Help students learn how to evaluate empirical research and conceptual theories (Critical Thinking, Information Literacy).
- Develop students' quantitative reasoning skills through work evaluated for the final grade (Quantitative Reasoning)
- Have students communicate their findings in written form; oral or multimodal forms are also encouraged (Writing, Communication).
- Meet requirements for all UCORE courses for critical thinking, writing, information literacy, and assessment of student progress on learning goals.

UCORE committee *suggests* that SSCI Courses:

- Analyze current issues through the lens of social science discipline(s).
- Develop quantitative reasoning skills in a disciplinary context. For example, students may demonstrate these skills in work comprising a significant (in relation to the disciplinary context) part of the final grade

Would my course fit in this category? Sample planning sheet: [HUM]

WSU/UCORE goals	HUM Category Learning Outcomes	Course-level learning outcome: "At the end of this course, students will be able to…"	Learning Activities & Assignments	Learning Outcome Assessed by…
Creative and Critical Thinking	Students demonstrate knowledge of theories or theoretical models and ability to apply one or more Students demonstrate knowledge of key texts, monuments, artifacts or episodes Students construct own interpretation within disciplinary norms			
Information Literacy	Students find and use relevant information effectively			
	Students receive instruction with feedback for information literacy skills appropriate to lower or upper division expectations and departmental standards			
Communication	Students communicate in modes appropriate to the discipline			
Writing Requirement	Course requires reasonable amount of writing, appropriate to lower or upper division expectations and departmental standards			

The humanities grapple with the human condition in all of its complexity through time and across cultures. The humanities include knowledge of American and world history, philosophical traditions, major religions, diverse cultural legacies, and contested questions. As fields of study, the humanities emphasize analysis, interpretation, and reflection rather than the direct creative expression of the arts. They engage centrally with questions of meaning and purpose, which serve as bridges of relevance between past, present and future.

HUM courses are required to:

- Introduce students to basic theories of interpretation or theoretical models in the humanities.
- Introduce students to key texts, monuments, artifacts or episodes within humanistic traditions or disciplines.
- Help students develop the ability to construct their own artistic, literary, philosophical, religious, linguistic, or historical interpretations according to the standards of a humanistic discipline.
- Teach basic information literacy skills applicable to the discipline. As part of information literacy instruction, the course must not only require students to use library resources, but also provide

instruction on the use of library resources and services. Instruction can be done by library personnel, or be provided in detailed notes that accompany assignment prompts. In whatever instruction method the course uses, the instructor should work with the library to develop or offer the instruction.

- Meet requirements for all UCORE courses for critical thinking, writing, information literacy, and assessment of student progress on learning goals.

Inquiry focus suggestions for course design: Incorporate active learning experience; and develop inquiry skills using the discipline's "Big Questions," "Grand Challenges," or similar large, open-ended frameworks of real-world significance. Students reflect on or analyze competing perspectives, contextual frames, or ethical implications in the generation, evaluation, dissemination, or application of knowledge within the given Inquiry domain.

Would my course fit in this category? Planning sheet: [ARTS]

Required WSU/UCORE goals	ARTS category Learning Outcomes	Course-level learning outcome "At the end of this course, students will be able to…" Use active verbs and revise as needed to be specific to your own course	Learning Activities & Assignments	Learning Outcome Assessed by
Creative and Critical Thinking	Students solve problems to generate an aesthetic object, work or performance OR Students critically evaluate aesthetic objects, performances or works			
Communication	Communicate about aesthetic works in written, oral or multimodal forms, within disciplinary context			
Information Literacy	Students demonstrate that creative work is grounded in critical, theoretical or historical scholarship			
Information Literacy Instruction and Feedback	Students receive instruction with feedback, for information literacy skills appropriate to lower or upper division expectations and departmental standards			
Writing Requirement	Students produce a reasonable amount of writing, appropriate to lower or upper division expectations and departmental standards			

Creative expression, whether for personal expression or to communicate with others, is a fundamental human activity that results in the production of objects, environments, and experiences that engage the senses, emotions, and/or intellect. The arts offer direct participation in such activities while providing a framework for their interpretation, evaluation, and appreciation, past and present. All Arts [ARTS] course are required to allow students opportunities to:

- Perform, produce, fabricate, or generate an aesthetic object, installation, presentation, composition, performance or other creative work, either as an individual or as part of a collaborative. Students must also demonstrate that their creative work is grounded in existing historical, critical, or methodological scholarship, AND/OR

- Critically analyze, interpret, and/or evaluate the creative activities or accomplishments of others, past or present. Students must also demonstrate that their analysis and interpretation is grounded in existing historical, critical, or methodological scholarship.
- Teach basic information literacy skills applicable to the discipline. As part of information literacy instruction, the course must not only require students to use library resources, but also provide instruction on the use of library resources and services. Instruction can be done by library personnel, or be provided in detailed notes that accompany assignment prompts. In whatever instruction method the course uses, the instructor should work with the library to develop or offer the instruction.
- Meet requirements for all UCORE courses for critical thinking, writing, information literacy, and assessment of student progress on learning goals.

Inquiry focus suggestions for course design: Incorporate active learning experience; and develop inquiry skills using the discipline's "Big Questions," "Grand Challenges," or similar large, open-ended frameworks of real-world significance. Students reflect on or analyze competing perspectives, contextual frames, or ethical implications in the generation, evaluation, dissemination, or application of knowledge within the given Inquiry domain..

Also, the UCORE committee suggests that ARTS courses:

- Have students demonstrate understanding of some form of creative expression as it relates to a significant historical period, their own or other cultures, particular artist or creative work, or other relevant inquiry.
- Have students solve a problem, conceptualize an issue, or convey a concept, formal or theoretical.

Would my course fit in this category? Planning sheet: Sciences [BSCI, PSCI, SCI]

WSU UCORE Learning Goal	Natural Sciences Category Learning Outcomes	Course-level Learning Outcome "At the end of this course, students should be able to…" *Use active verbs and revise as needed to be specific to your own course*	Class Topics & Learning Activities	Learning Outcome Assessed by …
Scientific Literacy	Students use evidence-based reasoning to form testable hypotheses about the natural world Students demonstrate understanding of key concepts or basic principles in the discipline			
Critical Thinking	Students identify and evaluate the key evidence underlying scientific theories			
Critical Thinking	Students demonstrate understanding of the role of controlled experiments in the scientific process OR Students test hypotheses using appropriate methods involving data collection and analysis, and make valid inferences from results			
Quantitative Reasoning	Students apply quantitative methods and principles to solve scientific problems or explain scientific observations			
Information Literacy	Students find, evaluate and use scientific and other information from a variety of sources			
Writing and communication	Students communicate findings effectively in forms appropriate to the discipline			

Writing Requirement	Students produce reasonable amount of writing, appropriate to lower or upper division expectations and departmental standards			
Information Literacy Instruction and Feedback	Students receive instruction with feedback for information literacy skills appropriate to lower or upper division expectations and departmental standards			

***Inquiry* focus suggestions for course design:** Inquiry focus suggestions for course design: Incorporate active learning experience; and develop inquiry skills using the discipline's "Big Questions," "Grand Challenges," or similar large, open-ended frameworks of real-world significance. Students reflect on or analyze competing perspectives, contextual frames, or ethical implications in the generation, evaluation, dissemination, or application of knowledge within the given Inquiry domain.

All Inquiry in the Natural Sciences Courses must:

- Actively engage students in exploring the evidence underlying key theories and/or organizing frameworks in the course's field and help students to articulate the logical inferences that arise from those observations that support the theory/framework.
- Provide a foundation for students to practice the critical evaluation of positions and arguments made in the popular media about controversial topics.
- Emphasize both the process of science as a discipline and factual information in order to help students develop a knowledge-based framework by which to evaluate scientific claims.
- Not only enhance a student's understanding of natural phenomena, but also provide the more-widely applicable skill sets of logical and critical thinking.
- Teach basic information literacy skills applicable to the discipline. As part of information literacy instruction, the course must not only require students to use library resources, but also provide instruction on the use of library resources and services. Instruction can be done by library personnel, or be provided in detailed notes that accompany assignment prompts. In whatever instruction method the course uses, the instructor should work with the library to develop or offer the instruction.
- Meet requirements for all UCORE courses for critical thinking, writing, information literacy, and assessment of student progress on learning goals.

UCORE committee suggests that Inquiry in the Natural Sciences Courses:

- Use interactive, student-centered activities focused on questioning, exploring, and posing hypotheses.
- Stress that the scientific process is an open-ended exploration rather than a search for provable facts.

Would my course fit in this category? Planning sheet: [DIVR] [will be revised in Summer 2018]

WSU/UCORE Learning Goal	DIVR Category Learning Outcome	Course-level Learning Outcome "At the end of this course, students should be able to…" Use active verbs and revise as needed to be specific to your own course	Learning Activities & Assignments	Learning Outcomes Assessed by…
Diversity	Students can describe how systems of power or inequality structure social/cultural conditions Students identify and evaluate social and cultural bases of knowledge claims about individuals and groups and their relations to each other			
Critical Thinking	Students develop positions that recognize multiple cultural and intellectual perspectives			
	Identify and use vocabulary, language, concepts and theories to analyze how stereotypes and social realities are created			
Writing Requirement	Students write a reasonable amount, appropriate to lower or upper division expectations and departmental standards			
Information Literacy	Students practice and receive feedback on information literacy skills appropriate to lower or upper division expectations and departmental standards			

Diversity courses introduce students to differences and similarities among cultures by exploring the multiplicity of individual and group experiences within and across various historical periods, societies, and cultures. This exploration contributes to stronger, more complex cross-cultural understanding and communication, helping students engage various social and cultural contexts and interactions using knowledge, critical thinking, and a flexibility in perspective. It also encourages students to ask more complicated questions about cultural systems and systems of power, and to pursue answers that reflect multiple cultural and intellectual perspectives.

REQUIRED CONTENT FOR ALL DIVR COURSES

All DIVR courses are required to:

- Help students move beyond perception-based comparisons, prior knowledge, and individual experiences to understand how social positioning and cultural differences and/or interrelations are constructed.
- Help students recognize how factors including history; politics; economics; systems of discrimination and inequality; structures of power and privilege; and/ or cultural values, beliefs, and practices determine social and cultural conditions.
- Provide students vocabulary, language, concepts, and/or theoretical models with which to engage and analyze how social realities are shaped and how stereotypes are created by cultural and socio-economic differences in the US and/or globally.

Students may demonstrate their understandings by such means as:

- Analyzing and critiquing the cultural and social underpinnings of knowledge claims about individuals and groups and their relations to one another.
- Assessing their own core values, cultural assumptions, and biases in relation to those held by other individuals, cultures, and societies.

Would my course fit in this category? Planning sheet: [CAPS]

WSU/UCORE Learning Goal	CAPSTONE Category Learning Outcomes	Course-level Learning Outcome "At the end of this course, students should be able to…" *Use active verbs and revise as needed to be specific to your own course*	Class Topics & Learning Activities	Learning Outcome Assessed by
Integrative Learning	Students conceptualize, plan, and execute a substantive, culminating project (presentation, paper, creative product, poster, team-based project)			
Integrative Learning	Students recognize and use key concepts, methods, vocabulary and techniques of chosen academic field to solve disciplinary problems Students apply concepts and methods from multiple disciplines to examine cross-disciplinary issues of concern			
Critical & Creative Thinking	Students apply methods of inquiry of one or more disciplines to personal, academic, service, professional, or community activities			
Writing & Communication	Students communicate findings in written, oral or multimodal forms appropriate to the discipline and context			
Writing Requirement	Note: Reasonable amount of writing, appropriate to senior-level expectations and departmental standards			
Information Literacy	Students identify, use, and evaluate multiple bodies of knowledge to address real-world problems			

Integrative Capstone **[CAPS].** Integrative capstone courses bring opportunities for integration, application, and closure to the undergraduate experience, and prepare students for post-baccalaureate work and life-long learning. Critical thinking, communication, information literacy, and integrative learning skills are required and practiced explicitly in capstone courses, in addition to other learning goals as appropriate to the course

and discipline. Some courses also target Quantitative Reasoning, Science Literacy, multi-model communication and/or Diversity.

All CAPS Courses are required to:

- Require students to draw on the skills needed to develop their own research or creative project, and to initiate investigations and explorations of open-ended issues and problems.
- Require students to demonstrate Integrative Learning: by showing a depth of knowledge within the chosen academic field of study based on integration, for example, of its history, core methods, techniques, vocabulary, and unsolved problems; OR by applying the concepts of their general and specialized studies to personal, academic, service learning, professional, and/or community activities; OR by integrating methods and concepts of the chosen discipline with those of other disciplines and engaging in cross-disciplinary activities.
- May also target Quantitative Reasoning, Science Literacy, multi-modal communication and/or Diversity, as appropriate.

UCORE committee suggests that capstone courses and assignments intentionally offer students*:*

- Authentic, contextualized experiences or complex scenarios
- Independence and agency, with feedback along the way
- Opportunities to integrate and extend prior learning; and to use critical inquiry

Sample Completed Grid for [HUM]

WSU/UCORE goals	HUM Category Learning Outcomes	Course-level learning outcome: "At the end of this course, students will be able to…"	Learning Activities & Assignments	Learning Outcome Assessed by…
Creative and Critical Thinking	Students demonstrate knowledge of theories or theoretical models and ability to apply one or more	Identify theories of social & national identity	Short response to readings (150 words) on visual markers of racial difference in community context	Non-graded feedback on discussion posts (formative) Non-graded feedback on short response (formative)
	Students demonstrate knowledge of key texts, monuments, artifacts or episodes	Identify & use key documents in American history since 1865 appropriately	•Read King, "Letter from Birmingham Jail" & •Short class discussion (CAT) "Think – Pair – Share" on how text can be used to illustrate theories of difference)	Self-assessment & post-CAT discussion (formative)
	Students construct own interpretation within disciplinary norms	Evaluate how identity has been constructed & enforced in U.S. history	Take-home midterm exam: "How did law & the legal system reinforce racial differences since 1865?"	Evaluation of course-level learning outcomes in exam based on rubric (formative)
Information Literacy	Students find and use relevant information effectively	Identify & use primary documents appropriately	Class instruction: "Finding Historical Photographs in the Library of Congress Digital Collections"	Post-instruction Q & A (formative) •Final illustrated essay assessment of LG by rubric (summative)
	Students receive instruction with feedback for information literacy skills appropriate to lower or upper division expectations and departmental standards	Collect, organize, question, & interpret complex material	•Disciplinary librarian leads class session •Preliminary annotated bibliography for final essay	Assessment of annotated bibliography by rubric (formative)
Communication	Students communicate in modes appropriate to the discipline	Craft well-supported historical arguments	Final illustrated research essay	Assessment of learning outcomes in essay by rubric (summative)
Writing Requirement	Course requires reasonable amount of writing, appropriate to lower or upper division expectations and departmental standards		In-class writing; online discussion posts; midterm exam; annotated bibliography; illustrated research essay	

EXEMPLARY SYLLABI

Check the UCORE website starting Summer 2018 (https://ucore.wsu.edu)

OTHER RESOURCES

- **Teach site:** https://teach.wsu.edu
  A central repository of information and opportunities, including information on developing and adopting Open Educational Resources.

- **Academic Outreach and Innovation (AOI) Learning Innovations site:** https://li.wsu.edu/
  Support for all things teaching--online, on campus, and anything in-between—including instructional design consulting, media development and support for developing Open Educational Resources (OERs).

- **Assessment of Teaching and Learning instructional resources:** https://atl.wsu.edu/
  Information on addressing teaching issues from assessment to large classes, capstones, and other instructional situations.

- **Teaching Listserv:** Aoi_learning_innovations@lists.wsu.edu
  Subscribe by contacting Deanna Hamilton at dhamilton2@wsu.edu

- **Syllabus Policies, Required Content, and Checklist:** Vpue.wsu.edu/policies/

Appendix C: UCORE ASSESSMENT PLAN

Below is a summary of the UCORE Assessment Plan, 2015-2023. Please consult the UCORE assessment website for the full plan and any updates. https://ucore.wsu.edu/faculty/

PREFACE

Approach to Assessment Planning for General Education

- Collect meaningful assessment data on student learning — using a mix of direct measures, indirect measures, and other indicators — in order to recognize strengths and recommend improvements in programs, courses, pedagogy, faculty development, policies or other decisions intended to support learning in general education courses and curriculum.
- Prioritize the value and role of faculty to assess student learning, as critical to effectively evaluate the performance of WSU students in context and in our curriculum, rather than relying on external standardized exams for direct measures of learning.
- Support and improve meaningful and sustainable assessment processes for general education curriculum, courses, instruction, and related services and support.

Purposes for Assessment of Seven Learning Goals

1. **Monitor Achievement**: Determine the extent to which students are meeting expectations near graduation and monitor results for any red flags. Periodically confirm if the basic suite of measures are meeting needs and recommend improvements. Regularly report on all Seven Learning Goals, for university overview and accreditation.
2. **Look More Deeply at Particular Learning Goals or Questions**: Dig deeper into particular learning goals or questions, which may involve different or more fine-grained assessment tools and processes. UCORE Assessment Plan alternates these assessments with a regular basic dashboard approach to monitor achievement, as described above.
3. **Use Results for Improvement:** Design and implement assessments that can be used *formatively* -- to guide improvement of courses, instruction, and curricula—and also *summatively*, for accountability and accreditation. UCORE intends assessment activities to be useful to faculty and programs, and seeks to widely share results with constituents. The UCORE Assessment website supports regular communication with university stakeholders, students, and the public.

Roles of UCORE Committee and Subcommittee

Faculty guidance and oversight of the UCORE general education curriculum and achievement of the Seven Learning Goals are provided through the UCORE Committee and the Subcommittee for Assessment. The Subcommittee provides faculty input, coordinated with representatives from key programs and units, in developing meaningful assessment of general education, interpreting results, and providing summaries and recommendations to the UCORE Committee and VPUE for uses, improvements and actions.

UCORE and General Education Assessment Plan (Abridged 2015-2023)

	Measures	2015	2016	2017	AY 2017-18	AY 2018-19	AY 2019-20	AY 2020-21	AY 2021-22	AY 2022-23
SENIOR-LEVEL	**[CAPS] Holistic Course Asmt Reports** – *Direct*	*CCT *INFOLIT *DBIL *COM	*CCT *INFOLIT *DBIL *COM	CCT INFOLIT DBIL *WRT COM *ORL COM[1] *QUANT[1] *SCILIT[1] *DIVR[1]	CCT INFOLIT DBIL WRT COM ORL COM[1] QUANT[1] SCILIT[1] DIVR[1]	CCT INFOLIT DBIL WRT COM ORL COM[1] QUANT[1] SCILIT[1] DIVR[1]	***NEW CAPS ROTATING FORMAT:*** CCT INFOLIT QUANT[1] DIVR[1]	***NEW CAPS ROTATING FORMAT:*** DBIL WRT COM ORL COM[1] SCILIT[1]	CCT INFOLIT QUANT[1] DIVR[1]	DBIL WRT COM ORL COM[1] SCILIT[1]
	National Survey of Student Engagement (NSSE) – *Indirect, biannual*	CCT QUANT WRT COM ORL COM DIVR DBIL INFOLIT	CCT QUANT WRT COM ORL COM DIVR DBIL INFOLIT	CCT QUANT WRT COM ORL COM DIVR DBIL	NA	CCT QUANT WRT COM ORL COM DIVR DBIL INFOLIT[2]	NA	CCT QUANT WRT COM ORL COM DIVR DBIL INFOLIT[2]	NA	CCT QUANT WRT COM ORL COM DIVR DBIL INFOLIT[2]
FIRST YEAR-LEVEL	**[ROOT] Final Papers Asmt** – *Direct*	CCT INFOLIT DIVR	CCT INFOLIT DIVR	CCT INFOLIT *WRT COM		CCT INFOLIT WRT COM *DBIL		CCT INFOLIT WRT COM DBIL		CCT INFOLIT WRT COM DBIL
	[ROOT] Diverse Ways of Thinking Asmt – *Direct, new*				*WRT COM *DIVR		WRT COM DIVR		WRT COM DIVR	
	ENGL 101 Holistic Course Asmt Reports – *Direct, new*			*WRT COM	*WRT COM	WRT COM	WRT COM	WRT COM	WRT COM	WRT COM
	National Survey of Student Engagement (NSSE) – *Indirect, binnual*	CCT QUANT WRT COM ORL COM DIVR DBIL INFOLIT	CCT QUANT WRT COM ORL COM DIVR DBIL INFOLIT	CCT QUANT WRT COM ORL COM DIVR DBIL	NA	CCT QUANT WRT COM ORL COM DIVR DBIL INFOLIT[2]	NA	CCT QUANT WRT COM ORL COM DIVR DBIL INFOLIT[2]	NA	CCT QUANT WRT COM ORL COM DIVR DBIL INFOLIT[2]
Other "Dashboard" Asmts (Comm 102, QUAN Courses, placement data)						Possible pilot	Possible pilot	Possible pilot	Possible pilot	Possible pilot
Special Topics (i.e. specific LG/ question, mid-level students, etc.)					DIVR pilot	As needed	As needed	As needed	As needed	As needed
REPORTING:		2015 Rpt on 4 LGs	2016 Rpt on 7 LGs	2017 Rpt on 7 LGs	AY18 Spec Topic Rpt	AY19 Rpt on 7 LGs	AY20 Spec Topic Rpt	AY21 Rpt on 7 LGs	AY22 Spec Topic Rpt	AY23 Rpt on 7 LGs

**Indicates pilot of measure for LG*

[1]*QUANT, SCILIT, DIVR, and ORL COM are optional in [CAPS] course reports, depending on the student project, discipline, and course*

[2]*NSSE questions mapped to the INFOLIT are not part of the standard NSSE instrument and are only administered as part of certain optional topical modules*

UCORE Assessment Focus and Related Measures by Learning Goal

Critical and Creative Thinking: Assessment Measures and Collection of Data AY 2016-17 through AY 2022-23							
Measures	AY 2016-17	AY 2017-18	AY 2018-19	AY 2019-20	AY 2020-21	AY 2021-22	AY 2022-23
SENIOR-LEVEL							
[CAPS] Holistic Course Asmt Reports – *Direct*	X	X	X	X		X	
National Survey of Student Engagement – *Indirect*	X		X		X		X
FIRST YEAR-LEVEL							
[ROOT] Final Papers Asmt – *Direct*	X		X		X		X
National Survey of Student Engagement – *Indirect*	X		X		X		X

Quantitative Reasoning: Assessment Measures and Collection of Data AY 2016-17 through AY 2022-23							
Measures	AY 2016-17	AY 2017-18	AY 2018-19	AY 2019-20	AY 2020-21	AY 2021-22	AY 2022-23
SENIOR-LEVEL							
[CAPS] Holistic Course Asmt Reports – *Direct*	*(optional)*	*(optional)*	*(optional)*	*(optional)*		*(optional)*	
National Survey of Student Engagement – *Indirect*	X		X		X		X
FIRST YEAR-LEVEL							
Direct							
National Survey of Student Engagement – *Indirect*	X		X		X		X

Scientific Literacy: Assessment Measures and Collection of Data AY 2016-17 through AY 2022-23							
Measures	AY 2016-17	AY 2017-18	AY 2018-19	AY 2019-20	AY 2020-21	AY 2021-22	AY 2022-23
SENIOR-LEVEL							
[CAPS] Holistic Course Asmt Reports – *Direct*	*(optional)*	*(optional)*	*(optional)*		*(optional)*		*(optional)*
Indirect							
FIRST YEAR-LEVEL							
Direct							
Indirect							

UCORE Assessment Focus and Related Measures by Learning Goal, cont.

Information Literacy: Assessment Measures and Collection of Data AY 2016-17 through AY 2022-23							
Measures	AY 2016-17	AY 2017-18	AY 2018-19	AY 2019-20	AY 2020-21	AY 2021-22	AY 2022-23
SENIOR-LEVEL							
[CAPS] Holistic Course Asmt Reports – *Direct*	X	X	X	X		X	
National Survey of Student Engagement – *Indirect*			*(optional)*		*(optional)*		*(optional)*
FIRST YEAR-LEVEL							
[ROOT] Final Papers Asmt – *Direct*	X		X		X		X
National Survey of Student Engagement – *Indirect*			*(optional)*		*(optional)*		*(optional)*

Written Communication: Assessment Measures and Collection of Data AY 2016-17 through AY 2022-23							
Measures	AY 2016-17	AY 2017-18	AY 2018-19	AY 2019-20	AY 2020-21	AY 2021-22	AY 2022-23
SENIOR-LEVEL							
[CAPS] Holistic Course Asmt Reports – *Direct*	X	X	X		X		X
National Survey of Student Engagement – *Indirect*	X		X		X		X
FIRST YEAR-LEVEL							
[ROOT] Final Papers Asmt – *Direct*	X		X		X		X
[ROOT] Diverse Thinking Papers Asmt – *Direct*		X		X		X	
ENGL 101 Holistic Course Asmt Reports – *Direct*	X	X	X		X		X
National Survey of Student Engagement – *Indirect*	X		X		X		X

Oral Communication: Assessment Measures and Collection of Data AY 2016-17 through AY 2022-23							
Measures	AY 2016-17	AY 2017-18	AY 2018-19	AY 2019-20	AY 2020-21	AY 2021-22	AY 2022-23
SENIOR-LEVEL							
[CAPS] Holistic Course Asmt Reports – *Direct*	*(optional)*	*(optional)*	*(optional)*		*(optional)*		*(optional)*
National Survey of Student Engagement – *Indirect*	X		X		X		X
FIRST YEAR-LEVEL							
Direct							
National Survey of Student Engagement – *Indirect*	X		X		X		X

UCORE Assessment Focus and Related Measures by Learning Goal, cont.

Diversity: Assessment Measures and Collection of Data AY 2016-17 through AY 2022-23							
Measures	AY 2016-17	AY 2017-18	AY 2018-19	AY 2019-20	AY 2020-21	AY 2021-22	AY 2022-23
SENIOR-LEVEL							
[CAPS] Holistic Course Asmt Reports – *Direct*	*(optional)*	*(optional)*	*(optional)*	*(optional)*		*(optional)*	
National Survey of Student Engagement – *Indirect*	X		X		X		X
FIRST YEAR-LEVEL							
[ROOT] Diverse Thinking Papers Asmt – *Direct*		X		X		X	
National Survey of Student Engagement – *Indirect*	X		X		X		X

Depth, Breadth, and Integration of Learning: Assessment Measures and Collection of Data AY 2016-17 through AY 2022-23							
Measures	AY 2016-17	AY 2017-18	AY 2018-19	AY 2019-20	AY 2020-21	AY 2021-22	AY 2022-23
SENIOR-LEVEL							
[CAPS] Holistic Course Asmt Reports – *Direct*	X	X	X		X		X
National Survey of Student Engagement – *Indirect*	X		X		X		X
FIRST YEAR-LEVEL							
[ROOT] Final Papers Asmt – *Direct*			X		X		X
National Survey of Student Engagement – *Indirect*	X		X		X		X