**Student Learning Outcomes for UCORE CAPS designation**

Copy, complete, and submit the student learning outcomes grid provided on page two of this document with any course proposal or renewal request, along with other required materials (syllabus, assignment prompts, renewal form). There is a separate grid for optional CAPS learning outcomes. If you select any of those, please simply add them to the required learning outcomes grid as additional rows.

Web reference: <https://ucore.wsu.edu/faculty/curriculum/caps/>.

***Considerations for level of rigor and prerequisites for CAPS courses***

Given that CAPS courses are intended to offer students a culminating experience as they near graduation, courses should be designed with an appropriate level of rigor and engagement in mind. While substantial, culminating projects will vary by course context, course designers should give particular attention to the depth of integrative learning, critical & creative thinking, information literacy, and written communication skills expected of students.

While junior standing is the minimum prerequisite, UCORE asks all departments to consider a senior standing prerequisite or adopt a “senior standing strongly recommended” in the course’s syllabus and catalog description. Annual review of CAPS course completion data shows that juniors routinely underperform their senior peers in UCORE CAPS courses.

***CAPS designation description***

**CAPS courses provide a culminating student experience by asking students to integrate their learning to address authentic situations.** Students apply skills, concepts, and methods of inquiry developed throughout their general education experience and/or experience in the major to develop a substantial, culminating research, applied, or creative project, and to initiate investigations and explorations of open-ended issues and problems. CAPS courses feature at least one substantial deliverable for evaluation and assessment (including but not limited to a presentation, research paper, creative artifact, multi-modal design product, team project, practicum experience). Given their position as the culminating experience within the UCORE curriculum, CAPS courses carry a strong responsibility to provide evidence of student achievement of WSU learning goals.

***Adaptable CAPS description for course syllabi***

*Please adapt this course description for use in your syllabus. If possible, integrate with course specific description:*

XXXX XXX satisfies the CAPS requirement for WSU’s University Common Requirements (UCORE), which is designed to help you acquire broad understanding, develop intellectual and civic competencies, and apply knowledge and skills in real world settings. CAPS courses provide a culminating experience asking students to apply skills, concepts, and methods of inquiry from their general education experience and/or experience in the major to develop a culminating project, and to investigate and explore open-ended issues and problems. With these broader goals in mind, XXXX XXX helps you draw on prior learning to demonstrate a depth of knowledge, an ability to apply concepts, and an ability to integrate methods and concepts.

*Additional adaptable description for CAPS courses that aren’t designed primarily for one major:*

With these goals in mind, XXXX XXX will help you draw on skills and knowledge from your previous studies and integrate them with concepts and methods from other disciplines. This course is designed to give you exposure to new areas and work with classmates to collectively share knowledge and perspectives, and, ultimately, to acquire new disciplinary understandings for a more complex perspective on xxxxxxxxxxxx. XXXX XXX is intended for students from different majors to make connections and apply concepts both familiar and new. Our discussions and projects will be enriched by the diversity of majors in our class.

***WSU’s Seven Learning Goals and CAPS (for Reference)***

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **UCORE Requirements & WSU’s Learning Goals** | **Critical & Creative Thinking** | **Information Literacy** | **Communication** | | **Quantitative Reasoning** | **Scientific Literacy** | **Diversity** | **Depth, Breadth, & Integration of Learning** |
| Written | Non-written |
| **INTEGRATIVE LEARNING** | | | | | | | | |
| **Integrative Capstone\*** [CAPS] | X | X | X | (X) | (X) | (X) | (X) | X  (Integrative Learning) |

*\*(X) indicates additional applicable learning outcome addressed – intentionally taught, with practice and feedback to all students -and assessed for UCORE, as appropriate to course.*

**Required of all [CAPS] Designator Learning Outcomes (regardless of discipline or content):**

|  |  |  |  |
| --- | --- | --- | --- |
| **WSU Learning Goal of Undergraduate Education** | **UCORE’S [CAPS] Designator Learning Outcomes.**  *Students who successfully complete a [CAPS] course should be able to:* | **Course Learning Outcomes.**  *Students who successfully complete this course should be able to:* | **Descriptions of Course Learning Activities, Assignments, and Assessments**  *that support achievement of outcomes:* |
| **Critical and Creative Thinking** | Conceptualize a substantial, culminating project that requires the application of key concepts, methods, and skills to address authentic situations, in line with expectations at the graduating undergraduate level. |  |  |
| **Integrative Learning** | Apply concepts, skills, and/or methods of inquiry within and/or across disciplines to address authentic situations in line with expectations at the graduating undergraduate level. |  |  |
| **Information Literacy** | Identify and synthesize multiple relevant bodies of knowledge and sources of information to support findings or results within the context of an authentic situation in line with expectations at the graduating undergraduate level. |  |  |
| **Written Communication** | Communicate findings in written forms appropriate to the discipline and in line with expectations at the graduating undergraduate level. |  |  |

**Additional Applicable CAPS Learning Outcomes:**

**If any of these additional learning outcomes are essential to the content, instruction, assignments, activities, and/or assessments in your course -- and therefore can and should be assessed as part of UCORE’s CAPS assessment -- add them as additions to the required CAPS learning outcomes on the previous page, to complete the grid.**

**Examples:**

* **Non-Written Communication:** creation of a poster presenting neuroscience data research; oral presentation and accompanying visual materials to engineering industry partner; creation of infographics or multi-media content for client; communicating in a foreign language for professional purposes (role play)
* **Diversity:** multi-cultural perspectives on the body and dress; impact of social and cultural perspectives on biological sex; debates over global capitalism’s differing impacts on local cultures; role of society and culture in creating and solving natural resource conflicts
* **Quantitative Reasoning:** analysis ofpolling and voting data; analysis of survey data collected; interpreting economic or financial data to identify and forecast trends
* **Scientific Literacy:** synthesize latest scientific studies on global climate systems;planning and conducting experiments related to raising honeybee colonies for commercial practices; apply theory of evolution to animal nutrition practices

|  |  |  |  |
| --- | --- | --- | --- |
| **WSU Learning Goal of Undergraduate Education** | **UCORE’S [CAPS] Designator Learning Outcomes.**  *Students who successfully complete a [CAPS] course should be able to:* | **Course Learning Outcomes.**  *Students who successfully complete this course should be able to:* | **Course Learning Activities, Assignments, and Assessments** |
| **Non-Written Communication** | Communicate effectively as relevant to the mode of non-written communication (e.g., public speaking; musical expression; interpersonal, intercultural, or visual communication; multi-media authoring; conversational foreign language) in line with expectations at the graduating undergraduate level. |  |  |
| **Diversity** | Analyze the complexity of elements important to similar and diverse cultures, values, and perspectives in line with expectations at the graduating undergraduate level. |  |  |
| **Quantitative Reasoning** | Apply quantitative principles and computational methods to address authentic situations in line with expectations at the graduating undergraduate level. |  |  |
| **Scientific Literacy** | Apply scientific methods and principles to authentic situations in line with expectations at the graduating undergraduate level. |  |  |