

REVISIONS TO UCORE COURSE DESIGNATOR DESCRIPTIONS AND STUDENT LEARNING OUTCOMES FOR SELECTED DESIGNATORS, SPRING 2022

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PURPOSES OF REVISIONS

1. Target learning outcomes to students who are...
 - (a) completing requirements at the lower division (except for CAPS, which targets seniors).
 - (b) majoring in a seemingly unrelated field (except for CAPS, which often overlaps with students' majors).
2. Make consistent across designators, and in some cases reduce, the number of outcomes faculty consider when proposing, teaching, renewing, or assessing a course. Relatedly...
3. Explicitly align language of course designator outcomes with WSU 7 learning goals, as appropriate.
4. Streamline consistent use of active verbs that faculty can assess through review of assignments and/or activities.

TIMELINE FOR IMPLEMENTATION

All relevant areas of the UCORE website will be updated in May 2022 to reflect the approval of these revised course designator student learning outcomes. UCORE asks that faculty begin to integrate revised outcomes into course materials in Fall 2022, with a firm implementation expectation by Spring 2023. All new course proposals and course renewals submitted beginning Fall 2022 should demonstrate alignment with revised designator student learning outcomes.

PROCESS

In Spring 2020, UCORE committee drafted an initial set of revised outcomes. In Spring 2021, three science faculty conducted an initial assessment test drive of Scientific Literacy outcomes in their courses. Proposed Natural Science outcomes were revised based on feedback. In Fall 2021, faculty who regularly teach courses with these designations at the lower division were invited to review and recommended revisions. The following number of faculty reviewed the following designators: QUAN (2); COMM (3); WRTG (3); ARTS (4); HUM (3); SSCI (3). Concurrently 9 science faculty participated in a pilot assessment of Scientific Literacy in BSCI/PSCI courses. Through that process they proposed further revisions to BSCI-PSCI outcomes. In December 2021, the UCORE director and director and assistant director of the Office of Assessment of Curricular Effectiveness (ACE) reviewed and revised the latest draft to ensure alignment with UCORE's curriculum map (see page 2). In January 2022, the UCORE sub-committee for assessment reviewed the latest set of revisions for "assessability," and returned the most recent draft to the UCORE committee for final revision and approval. The UCORE committee approved a final version (February 7, 2022) and shared with Academic Affairs Committee of Faculty Senate. Subsequently, UCORE approved (March 21, 2022) a revised set of CAPS learning outcomes, based on assessment data, including CAPS instructor feedback. Further, UCORE approved recommended changes to ROOT from History 105/305 faculty as part of a review and re-alignment of course learning outcomes and mapping of course assignments and activities begun in Spring and extending into Summer 2022.

NOTES

One current UCORE designator has been intentionally left out of this revision process: DIVR. Revisions to UCORE's DIVR designation are part of a separate proposal to create an Equity and Justice designator [EQJS]. Pending the outcome of that proposal, current DIVR descriptions and outcomes will undergo revision.

Map of UCORE Requirements as they Advance WSU's Learning Goals

UCORE Assessment | Washington State University

All undergraduates, regardless of major, are expected to meet [WSU's Learning Goals of Undergraduate Education](#), which identify core skills and knowledge that all students should develop through their undergraduate studies. UCORE is the centerpiece of the undergraduate curriculum supporting the advancement of WSU's Learning Goals. All UCORE-designated courses require students to demonstrate Critical & Creative Thinking, Information Literacy, and Written Communication (a sub-goal of the Communication goal), while other forms of communication, Quantitative Reasoning, Scientific Literacy, Diversity, and Depth, Breadth, & Integration of Learning are advanced in UCORE courses as appropriate to the designator (see the [UCORE website](#) for details) and/or course/discipline. Additionally, through the achievement of program-level student learning outcomes for the major or degree program, students generally demonstrate specialized knowledge and skills in the discipline, as well as disciplinary achievement of some of WSU's Learning Goals (as appropriate to the disciplinary focus), through depth of study within the chosen academic field.

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				
FIRST-YEAR EXPERIENCE / FOUNDATIONAL COMPETENCIES								
Roots of Contemporary Issues [ROOT]	X	X	X	X			X	X (Integrative learning)
Quantitative Reasoning [QUAN]	X	X	X		X			
Written Communication [WRTG]	X	X	X					
<i>Communication [COMM]*</i>	X	X	X	X				
INQUIRY: WAYS OF KNOWING								
Inquiry in the Social Sciences [SSCI]	X	X	X		(X)			X (Breadth)
Inquiry in the Humanities [HUM]	X	X	X					X (Breadth)
Inquiry in the Creative & Professional Arts [ARTS]	X	X	X					X (Breadth)
Inquiry in the Natural Sciences [BSCI], [PSCI]**	X	X	X		X	X		X (Breadth)
DIVERSITY								
Global Cultural Diversity [DIVR]***	X	X	X				X	
Equity and Justice [EQJS]***	X	X	X				X	
INTEGRATIVE LEARNING								
Integrative Capstone [CAPS]****	X	X	X	(X)	(X)	(X)	(X)	X (Integrative learning)

Key:

X = Students are required to demonstrate this WSU Learning Goal in courses with this UCORE designator. Note: Some courses may also advance other "non-required" WSU Learning Goals as appropriate to the course/discipline.

*Students can take a second [WRTG] course instead of a [COMM] course; **Students take one [BSCI] course AND one [PSCI] course, where one of those courses has a lab; ***Proposed new designator: Pursuing Equity and Justice. Where it will fit in UCORE framework not yet clear. ****(X) denotes optional learning outcome advanced as applicable to the discipline.

FIRST-YEAR EXPERIENCE

ROOTS OF CONTEMPORARY ISSUES [ROOT] (3 CREDITS)

As the academic centerpiece of WSU’s First-Year Experience, ROOT (History 105 / 305: Roots of Contemporary Issues) provides a common intellectual foundation for college learning, upon which students build for the remainder of their undergraduate careers and as they navigate and shape an everchanging world within and beyond the university. ROOT is among the first UCORE designations students complete at WSU and engages students with five of WSU’s Seven Learning Goals of the Baccalaureate. ROOT prepares students to understand the world around them using historical approaches, sources, and modes of communication. Courses engage students with historical perspectives on environmental change, globalization, inequality, competing systems of knowledge, and conflict.

[ROOT] Designator Learning Outcomes. Students, regardless of major, who successfully complete ROOT should be able to:

- *Examine multiple historical case studies that inform human life in the 21st century (integrative learning).*
- *Recognize the complexity of causes and outcomes of historical change (critical thinking).*
- *Use appropriate evidence from primary and secondary sources to answer historical questions (information literacy)*
- *Use historical approaches and evidence to understand the diversity of the human experience across time and space (diversity).*
- *Communicate historical ideas and evidence in written forms with intentionality, clarity, accuracy, and organization (written communication).*

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				
FIRST-YEAR EXPERIENCE								
Roots of Contemporary Issues [ROOT]	X	X	X				X	X (Integrative learning)

FOUNDATIONAL COMPETENCIES

QUANTITATIVE REASONING [QUAN] (3 CREDITS)

Individuals who develop strong quantitative reasoning skills possess the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations. They understand and can create arguments supported by quantitative evidence and they can clearly communicate and explain those arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate).¹

[QUAN] Designator Learning Outcomes. Students, regardless of major, who successfully complete a [QUAN] course should be able to:

- *Apply quantitative principles and computational methods to solve quantitative problems (quantitative reasoning).*
- *Convert relevant information into various mathematical forms, such as equations, graphs, diagrams, and tables (quantitative reasoning).*
- *Communicate mathematical information in writing (e.g. interpret data in a graph, table, or chart) (written communication).*
- *Identify when, and what type of, quantitative data are appropriate to support claims in given contexts (information literacy).*
- *Interpret and/or apply with accuracy, as well as recognize the limitations of quantitative information in real-world and/or multidisciplinary contexts (e.g., political, economic, scientific, social) (critical thinking).*

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				
FOUNDATIONAL COMPETENCIES								
Quantitative Reasoning [QUAN]	X	X	X		X			

QUAN courses may also contribute to other learning outcomes as determined by faculty.

¹ Description adapted from the American Association of Colleges and Universities' Quantitative Literacy Value Rubric.

NON-WRITTEN COMMUNICATION [COMM] (0-3 CREDITS)²

[COMM] courses help to develop and express ideas beyond the medium of writing. Defined as public speaking; musical expression; interpersonal, intercultural, visual communication; multi-media authoring; conversational foreign language, practice with non-written communication helps students develop skills in adapting content and conventions to appropriate contexts, audiences, and purposes, and in the skillful use of credible, relevant sources to communicate ideas appropriate to the medium. Development of communication abilities may involve working with technologies, including interplay between texts, data, and images. It also may involve oral presentations and discourse, such as public speaking, small-group interaction, one-on-one conversation, and active listening.

[COMM] Designator Learning Outcomes. Students, regardless of major, who successfully complete a [COMM] course should be able to:

- *Communicate effectively as appropriate to the mode of non-written communication (e.g., public speaking; musical expression; interpersonal, intercultural, or visual communication; multi-media authoring; conversational foreign language) (non-written communication).*
- *Recognize how the intended audience for a message shapes choices about style, tone, media, and delivery, as well as how those choices in turn shape audience reception (critical thinking).*
- *Recognize how the organization of a message impacts both its effectiveness and potential responses (critical thinking).*
- *Reflect on and apply feedback to increase the effectiveness of communication (critical thinking).*
- *Identify when and what types of supporting materials are necessary, given the chosen delivery mode (information literacy).*
- *Communicate information in appropriate written forms to support effective non-written communication (written communication).*

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				
FOUNDATIONAL COMPETENCIES								
<i>Communication [COMM]*</i>	X	X	X	X				

COMM courses may also contribute to other learning outcomes as determined by faculty.

² COMM is currently optional: either WRTG+COMM or 2 WRTGs fulfill UCORE's Communication requirement.

WRITTEN COMMUNICATION [WRTG] (3-6 CREDITS)³

Written communication courses promote the clear, concise, and effective development and expression of ideas through writing. WRTG courses prepare student writers to use writing to increase knowledge, foster understanding, and/or to promote change in readers' attitudes or behaviors. Additionally, student writers will hone organizational and analytical skills, clarity, fluency, flexibility, and accuracy in their written communication.

[WRTG] Designator Learning Outcomes. Students, regardless of major, who successfully complete a [WRTG] course should be able to:

- *Compose texts that demonstrate intentional rhetorical choices, including attention to audience, purpose, context, genre, and convention (written communication).*
- *Use evidence to support and explain claims (information literacy).*
- *Recognize how and why conventions vary among disciplines and communities (critical thinking).*
- *Reflect on and apply feedback to increase the effectiveness of written communication (critical thinking).*

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				
FOUNDATIONAL COMPETENCIES								
Written Communication [WRTG]	X	X	X					

WRTG courses may also contribute to other learning outcomes as determined by faculty.

³ Students complete one WRTG course and either one COMM or one additional WRTG course to fulfill the 6-credit UCORE Communication requirement.

INQUIRY: WAYS OF KNOWING

INQUIRY IN THE CREATIVE & PROFESSIONAL ARTS [ARTS] (3 CREDITS)

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 and provides a framework for their interpretation, evaluation, and appreciation, past and present. *Arts* is broadly defined to include not only the fine arts and performing arts, but also the professional arts, such as architecture, graphic design, and digital arts.

[ARTS] Designator Learning Outcomes. Students, regardless of major, who successfully complete an [ARTS] course should be able to:

- *Interpret and/or produce creative work using relevant methods, processes, or tools (critical thinking and/or creative thinking).*
- *Receive and reflect on constructive feedback to refine creative methods, processes, outcomes, and/or interpretations (critical thinking).*
- *Recognize the role of scholarship in creative or professional arts (information literacy).*
- *Explain in writing how creative work or interpretation of creative work is grounded in scholarship (written communication).*
- *Understand fundamental knowledge and concepts in creative or professional arts as appropriate to the discipline (breadth of learning).*

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				
WAYS OF KNOWING								
Inquiry in the Creative & Professional Arts [ARTS]	X	X	X					X (Breadth)

ARTS courses may also contribute to other learning outcomes as determined by faculty.

INQUIRY IN THE HUMANITIES [HUM] (3 CREDITS)

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

[HUM] Designator Learning Outcomes. Students, regardless of major, who successfully complete a [HUM] course should be able to:

- *Recognize the role of evidence in the humanities, including what kinds of evidence are appropriate or possible in the context of a research question (information literacy).*
- *Identify claims based on interpretation of evidence in the humanities (critical thinking).*
- *Evaluate, at an appropriate level, claims or information in the humanities based on the sources and the methods used to generate it (information literacy).*
- *Communicate about the humanities in written forms appropriate to the discipline (written communication).*
- *Understand fundamental knowledge and concepts in the humanities as appropriate to the discipline (breadth of learning).*

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				
WAYS OF KNOWING								
Inquiry in the Humanities [HUM]	X	X	X					X (Breadth)

HUM courses may also contribute to other learning outcomes as determined by faculty.

INQUIRY IN THE NATURAL SCIENCES [BSCI, PSCI] (7-8 CREDITS)⁴

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. It helps us make sense of the biological and physical processes that underlie the world around us. Inquiries that use a scientific framework draw upon empirical observations (including experimentation), draw logical conclusions supported by the evidence, and articulate evidence-based arguments to advance those conclusions. 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.

[BSCI, PSCI] Designator Learning Outcomes. Students, regardless of major, who successfully complete a [BSCI, PSCI] course should be able to:

- *Draw conclusions based on scientific methods or evidence, as appropriate to course level (scientific literacy).*
- *Apply quantitative methods and principles to solve scientific problems or explain scientific observations (quantitative reasoning).*
- *Identify how science informs societal developments and issues (critical thinking).*
- *Evaluate scientific claims or information based on the sources and the methods used to generate it, as appropriate to course level (information literacy).*
- *Communicate effectively scientific information or findings in written forms appropriate to the discipline (written communication).*
- *Understand fundamental knowledge and concepts in biological or physical science (breadth of learning).*

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				
WAYS OF KNOWING								
Inquiry in the Natural Sciences [BSCI], [PSCI]**	X	X	X		X	X		X (Breadth)

BSCI and PSCI courses may also contribute to other learning outcomes as determined by faculty.

⁴ Students take one [BSCI] course (3-4 credits) AND one [PSCI] course (3-4 credits), where one of those courses has a lab; College of Arts and Sciences students complete 8 credits (2 labs).

INQUIRY IN THE SOCIAL SCIENCES [SSCI] (3 CREDITS)

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.

[SSCI] Designator Learning Outcomes. Students, regardless of major, who successfully complete a [SSCI] course should be able to:

- *Recognize the difference between quantitative and qualitative evidence for use in social scientific research, including when each is appropriate to support claims (critical thinking).*
- *Evaluate, at an appropriate level, evidence-based claims and conclusions that are rooted in social scientific research methods (information literacy).*
- *Communicate social scientific information or findings in written forms appropriate to the discipline (written communication).*
- *Understand fundamental knowledge and concepts in social science as appropriate to the discipline (breadth of learning).*

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				
WAYS OF KNOWING								
Inquiry in the Social Sciences [SSCI]	X	X	X		(X)			X (Breadth)

SSCI courses may also contribute to other learning outcomes as determined by faculty.

INTEGRATIVE CAPSTONE

CAPSTONE [CAPS] (3 CREDITS)

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.

Required [CAPS] Designator Learning Outcomes. Students, regardless of major, who successfully complete a [CAPS] course, including completion of a culminating project, should be able to:

- *Conceptualize a substantial, culminating project that requires the application of key concepts, methods, and skills to address authentic situations (critical and creative thinking).*
- *Apply concepts, skills, and/or methods of inquiry within and/or across disciplines to address authentic situations (integrative learning).*
- *Identify and synthesize multiple relevant bodies of knowledge and sources of information to support findings or results within the context of an authentic situation (information literacy).*
- *Communicate findings in written forms appropriate to the discipline and to 400-level course expectations (written communication).*

>>Note: CAPS assessment includes the option for faculty to assess learning outcomes not required for CAPS courses. UCORE will include optional learning outcomes on the webpage and in downloadable learning outcomes grids so that faculty who are proposing new CAPS courses can design their courses accordingly and become aware of assessment expectations at the outset.

Optional [CAPS] Designator Learning Outcomes. As appropriate to the [CAPS] course context, students who successfully complete a [CAPS] course, including completion of a culminating project, should be able to:

- *Communicate effectively as appropriate to the mode of non-written communication (e.g., public speaking; musical expression; interpersonal, intercultural, or visual communication; multi-media authoring; conversational foreign language) (non-written communication).*
- *Recognize the complexity of elements important to similar and diverse cultures, values, and perspectives (diversity).*
- *Apply quantitative principles and computational methods to address authentic situations (quantitative reasoning).*
- *Apply scientific methods and principles to authentic situations (scientific literacy).*

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 optional learning outcome addressed – intentionally taught, with practice and feedback to all students -and assessed for UCORE, as appropriate to course.*

>>Note: The Faculty Resources sections below are under development as resources that UCORE will provide to faculty on the UCORE CAPS webpage.

Faculty Resources (in development)

Value Statement on Integrative Capstone Assignments

Effective integrative capstone assignments weave together students' undergraduate educational experiences in the major and/or in general education and offer opportunities for integration, application, and closure to the baccalaureate experience. These types of assignments and projects provide students with opportunities to integrate the various elements of their learning, making connections across courses, between the major and general education, and/or between academic coursework and work, citizenship, and personal life. Integrative capstone experiences may also foster transition to employment, career preparation, or graduate education. Integrative learning is a significant undertaking and requires faculty to create intentional, authentic situations and projects. The experience should be the culmination of the inquiry-based learning of earlier course work, broadening, deepening, and integrating the total experience of the major. To learn more about effective integrative capstone assignment design, see the Office of Assessment for Curricular Effectiveness's [Design Toolkit](#).

Assessment in [CAPS] Courses for UCORE

Faculty teaching courses designated as UCORE [CAPS] report on student achievement of required and optional learning outcomes, which should guide the design and assessment of assignments, including feedback to students. Where the culminating project is a team effort, the course should include some individual student work that can contribute to assessment. Faculty are given wide latitude in determining which course assignments and activities provide data for UCORE assessment. Note: Some [CAPS] courses also provide assessment for the undergraduate program or major.

Exemplar CAPS syllabi, assignment prompts, and completed learning outcomes grids

Password protected inventory, drawn from review of CAPS proposals, will be provided on webpage.

Single-point rubrics for CAPS learning outcomes assessment, developed by UCORE sub-cmte for asmt

Provided to all CAPS instructors each semester for CAPS learning outcomes assessment. Will be reviewed in light of recent SLO revisions and provided on webpage.