**UCORE RENEWAL FORM, updated FALL 2022**

**Course Prefix and Number:**

**Instructions**: Before completing this form, visit: <https://ucore.wsu.edu/faculty/proposing-revising-renewing-courses/> and thoroughly read and follow the steps outlined under “My department wants to renew an existing UCORE course.” Then complete and submit this form, along with the following required components:

* An updated master course syllabus that includes clear language about the course’s place within UCORE, including how the course fulfills learning outcomes for its specific UCORE designation, and up-to-date syllabus components per WSU’s syllabus requirements. See [UCORE website](https://ucore.wsu.edu/faculty/) for resources on design or revision of a master syllabus.
* A completed Learning Outcomes Grid for the course’s UCORE designation
* Course assignment prompts that collectively exemplify the course’s design to advance the learning outcomes required for this UCORE designation. Be sure that each required student learning outcome is addressed collectively by the prompts.

**Section A: Department communication and faculty oversight of syllabus**

1. **Learning Outcomes/Syllabus**
2. Who in your department is responsible for ensuring the course remains aligned with UCORE learning outcomes and for routinely communicating those outcomes and syllabus requirements for this course’s particular UCORE designation to all course instructors?

Faculty member(s) responsible:

1. How is this communication routinely accomplished?
2. **Teaching Assistant Oversight**
3. Does your department routinely communicate the learning outcomes, key assignments, and pedagogical approaches for this course’s particular UCORE designation to all teaching assistants involved in the course, including as lab or breakout section leads or as instructors of record?

YES / NO / TAs NOT INVOLVED (delete those that do not apply)

1. If yes, please explain how in the space below. If *no*, please explain how this will be done in the future and who will be responsible in the dept.
2. **Multi-Campus communication**
3. How does your department routinely communicate the learning outcomes and syllabus requirements for this course’s particular UCORE designation across all campuses on which the course is taught?

**Section B: Assessment and improvement of course**

Courses up for renewal have been taught — and refined by department faculty — for at least five years. Renewal of UCORE designated courses requires departments to show how the course is functioning in WSU’s general education curriculum, especially to advance student achievement of the required learning goals and outcomes, at an appropriate level (e.g., 100, 200, 300, or 400 level course expectations). Read more on [UCORE’s website](https://ucore.wsu.edu/faculty/gen-ed-vision/). *Refer to the syllabus with Learning Outcomes grid, and sample assignment prompt you attached as part of your responses to these questions, and discuss responses with other faculty teaching this course.*

4. In the department’s view, what is the strongest aspect of this course and its contribution to the student learning outcomes for this UCORE designation?

5. What have been the most challenging aspects of UCORE to work into the course? How has your department addressed these challenges, or how does it plan to address them?

6. Briefly describe how in recent semesters department faculty have assessed student performance on the learning outcomes for this course’s UCORE designation.

7. Briefly describe a significant improvement made to this course, its assignments and/or pedagogical approach in recent deliveries that was informed by assessment findings.

8. Is there any other information the department would like the UCORE committee to consider about this course?

**Section C: Enrollment and Instructional Management for CAPS courses (CAPS renewals only)**

Per UCORE policy, departments are asked to keep CAPS 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. Departments are strongly advised against assigning high-enrollment CAPS courses to graduate student instructors and faculty new to teaching UCORE CAPS courses. Advisors are discouraged from advising juniors into high-enrollment CAPS courses as well.

1. If your department chooses to offer a CAPS course with an enrollment ceiling of more than 50, please indicate in detail here how instructor placement/scheduling and the evaluation of student work will be structured to meet the learning outcomes and to deal with the realities of faculty time and experience.