University Common Course Proposals Requirements
Version 2.0c
July 23, 2012

Deadline for Fall 2013 courses: October 15, 2012

For courses taught Fall 2012 semester, any course submitted by Oct. 15th is guaranteed to be reviewed by the UCORE committee in time to make it through the Faculty Senate for approval. If it is submitted after October 15, but before November 15, it may be reviewed in time depending on the number of late submissions received.

Deadline for Spring 2014 courses: February 15, 2013

For courses taught Spring 2014 semester, any course submitted by February 15, 2013 is guaranteed review in time to make it through the Faculty Senate for approval; if submitted between February 15 and April 15, 2013, it may be reviewed in time depending on the number of late submissions received.

All courses submitted but not reviewed and approved will roll forward to the next review deadline.

Overview of Contents

I. Frequently Asked Questions

1. **Does my GER course have to go through UCORE approval?**

   Yes, if it is to satisfy the new UCORE requirements. Why? First, the new requirements and learning goals are different from the old, and courses must be evaluated against the new scheme for appropriate fit within the requirement categories. Second, the review and approval process provides some of the required evidence the university needs to document assessment of the undergraduate common requirements.

   No, your GER course does not need approval if you wish to change it to an elective or a course for majors only. Your department may wish to examine its overall GER offerings, and select which courses will be proposed for UCORE. Overall, the set of UCORE offerings in each category must accommodate projected student enrollment, but there need not be a 1:1 match between current GER courses and new UCORE courses.

   Please note that recently-approved Tier 3 courses in the major will need to be re-submitted if they are seeking CAPS status. The criteria for approval are different from the GER system, and should be read carefully in the CAPS section below.

2. **Can my department propose a new course for UCORE?**

   Yes, the submission process is the same.

3. **Who in my department makes the course proposal — the instructor(s), chair or someone else?**

   An instructor or chair may initiate a course proposal on their own, or at the request of the college. However, before the proposal is forwarded to the UCORE committee, both the chair and associate dean must sign the proposal. Also, keep in mind, as detailed in FAQ #4 below, that only one proposal can be submitted per course (e.g., DEPT 101), even if that course has multiple sections with multiple instructors. Thus, any instructor in such a situation should confer with her or his chair before beginning a course proposal.

4. **If every instructor offers a different version of a common course, e.g., DEPT 101, should we submit a syllabus for every section?**

   No, only one syllabus per course number is to be submitted. That syllabus should contain the core outcomes across all sections, key graded assignments for all sections, common content, and common assessments across sections.

   If there is such divergence across sections that these commonalities are difficult to find, perhaps new courses should be proposed.

5. How does my department know which courses to put forward?

The requirements are in effect for freshmen in Fall 2012 and for transfer students in Fall 2013. In order to manage the workflow for the departments and all the committees that must review the proposals, the transition in the curriculum ideally will be staged to make available the courses needed as the students progress, so that committees are not trying to review everything at once—nor departments trying to produce it in one fell swoop. The following priorities should guide this year's round of submissions:

Fall 2012 submission priorities (for Fall 2013):
- Upper-division courses
- Diversity courses
- Capstone courses

Spring 2013 submission priorities (for Spring 2014):
- Additional Inquiry and Diversity courses
- Continuing capstone review

Fall 2013 submission priorities (for Fall 2014):
- Remaining capstone courses

6. Why are the deadlines so far in advance of the course offerings?

Every UCORE course approval (i.e., process by which a course receives a UCORE designator, such as "HUM" and "BSCI") goes through several committees: the University Common Requirements Committee, the Catalog Subcommittee, the Academic Affairs Subcommittee, and then finally, the Faculty Senate (see Appendix A for a diagram of the approval process). Moreover, every course seeking permanent approval must appear in the catalog and schedule of classes before registration opens for the first term in which the course is to be taught. Thus, course proposals must be submitted months in advance of when the course will first be taught.

For example, Fall 2013 courses need to be in the catalog for pre-registration advising, which occurs in March 2013. To meet this March deadline, a course proposal must enter the Faculty Senate final docket no later than February 1, which requires that it clear three Senate subcommittees before winter break—hence the October 15, 2012 deadline.

7. Why is so much detail needed?

Learning goals are the central feature and *raison d'être* of the new University Common Requirements; therefore, the proposal must be clear about how the proposed course will *advance* students toward the learning goals assigned to the course. To "advance" means not merely to cover or address learning goals, but to design the course such that all students (who pass the course) will improve noticeably on the skills and knowledge specified in the learning goal. Thus, the proposal must contain enough detail so that it is clear to the UCORE committee that such advancement likely will happen.

8. **I don't understand what the directions are really asking for. Whom can I talk to for help?**

    Your college UCORE representative (see list at end of this document) may be able to help you, though please understand that there are new members who do not yet have hands-on experience with the transition issues.

    Your departmental assessment lead may also be able to help you articulate the interrelation of the course goals, key graded assignments, and assessment of student mastery of the goals. In addition, those in your department that have already obtained UCORE approval for a course may be a resource for you in the revision.

9. **Is there a sunset clause for these courses?**

    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.

    Initial approval begins a five-year review cycle that will be conducted by either the UCORE Committee or a new subcommittee thereof. Departments will be notified of the upcoming review during the prior academic year. Thus, for courses approved in AY 2011-12, notification of review will be given in 2015-16 for a review in 2016-17.

II. New Catalog Codes for UCORE Categories

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] Global Diversity (3 cr.)
[CAPS] Integrative Capstone (3 cr.)

* Students take at least 7 credits: one Biological Science [BSCI] and one Physical Science [PSCI] and one lab; **or** take Science 101 [SCI] and Science 102 [SCI] with two labs (8 crs.).

III. Required Information in Course Proposal Submissions

1.   A UCORE Course Proposal form with chair and dean's signatures.

PLEASE NOTE: These are specially streamlined versions:

Major Curricular Change Form **(Link)**

Capstone Curricular Change Form **(Link)**

2.   A supporting document of 150-250 words that contains a rationale for the request. The rationale should include how this course meets requirements for a UCORE designator, as specified below in Sections V and VI of this document.

Please note: Capstones have additional required elements

3.   A *detailed* course syllabus, which must include:

a.   Details specified in the "Guidelines for Syllabus Creation at WSU" (Appendix B) including the UCORE Category designator [see p. 5 above for designators].

b.   Detailed prompts for key graded assignments, especially writing assignments.
e.g., For each major paper students must write, the contents and purpose of the paper will be specified in detail.

c.   Statement of which learning goals — university learning goals, course-specific, and (if applicable) program-specific learning goals — the course will advance. To "advance" a student toward a learning goal means that by the end of the course, each student (who passes the course) will have a greater ability, as specified by the goal, than the student had when beginning the course.

Note: Do not choose too many learning goals for your course, or else the course may be spread too thinly. You must choose those learning goals assigned to the course (see below in Section VI for Required Contents for Specific Categories of UCORE courses), and you may choose some beyond that, but do not attempt all of them. Also make sure that the learning goals in the syllabus are consistent with the rationale, and that the UCORE learning goals are integrated into the activities of the course as listed in the syllabus, and not just cut and pasted into the syllabus.

Proposals are to be submitted online as pdf files to
 https://sharepoint.ir.wsu.edu/sites/ir/UCORE/default.aspx

Note: If any of the above items are missing, the Registrar will return the proposal to the associate dean for revision before having the UCORE committee review the proposal.

IV. A. Course Submission Checklist– All courses <u>except</u> capstones

❑ A Completed UCORE Course Proposal form

    o   Has department chair's electronic signature via approval status in SharePoint

    o   Has associate dean's electronic signature via approval status in SharePoint

❑ Rationale for Request, which includes:

    o   How the course advances students toward the Learning Goals

    o   How the course includes the required content and activities, as described in Sections V and VI.

❑ Copy of Course Syllabus, with required detail.

    o   Statement of student learning outcomes

    o   Prompts for key graded assignments, especially writing assignments

❑ Upload pdf. to https://sharepoint.ir.wsu.edu/sites/ir/UCORE/default.aspx

IV. B. Capstone Course Submission Checklist

❑ Department has determined CAPS policy for majors (see page 22)

❑ A Completed UCORE CAPS Course Proposal form – note this is a custom CAPS Form

   o Has department chair's electronic signature via approval status in SharePoint

   o Has associate dean's electronic signature via approval status in SharePoint

❑ Rationale for Request, which includes:

   o How the course advances students toward the Learning Goals of:

      ▪ Critical and Creative Thinking
      ▪ Communication
      ▪ Depth, Breadth and Integration of Learning
      ▪ Information Literacy

   o How the course includes the required content and activities, as described in Sections V and VI.

   o Large course? See Page 23

❑ Copy of Course Syllabus, with required detail.

   o Highlight assignments and prompts in yellow for university assessment (see page 24)

   o Include rubric or rating criteria

❑ Upload pdf. to https://sharepoint.ir.wsu.edu/sites/ir/UCORE/default.aspx

V. Required Content for *All* UCORE Courses

A. Writing

Writing is an effective tool for learning and therefore should pervade the UCORE curriculum to reinforce and extend abilities fostered in composition courses. As is the case in the GER system (*2011-12 Catalog*, p. 36), 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 many 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 including 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 will 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 (rough page-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 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.

B. Information Literacy Learning Goal

Every UCORE course advances students 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, every UCORE course must at least have students practice Information Literacy, and the Roots and Inquiry UCORE courses must offer instruction in Information Literacy as well as have students make use of library resources (see p. 15 for more detail). WSU library faculty can partner with departmental faculty to assist students in achieving the goal of information literacy. Note that university reaccreditation will require that students receive instruction in these library-use skills, and that UCORE's design ensures that students receive instruction on these skills by including them as a requirement for inquiry courses. Therefore, note that some courses must make use of WSU library resources (i.e., Roots and Inquiry courses — see p. 12 and p. 16).

C. Evidence of Student Progress toward Learning Goals

For each learning goal the course seeks to advance, the syllabus must indicate how student progress (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 which learning goals.

For instance, the syllabus could include a grid like this one below:

	At the end of this course, students should be able to: Start LG with a verb	Course topics (& dates) that advance these learning goals are:	This objective will be evaluated primarily by [assignment or activity]:
LG1	Demonstrate…		
LG2	Complete…		
LG3	Assess…		

Note that "evaluate" in this context means what it means in any classroom context: i.e., how does the instructor know — what evidence does the instructor have — that a student has acquired the knowledge or skills that the course teaches? What UCORE asks for here is that evaluation of progress toward university learning goals receive the same explicitness of evaluation as does evaluation of traditional course goals.

Evidence collected to support evaluation of student learning may later contribute to program-level assessment of UCORE's effectiveness. For instance, to aid UCORE program assessment, instructors may be asked for "artifacts" of some their students' work, or for summary data of students' mastery of learning. Nonetheless, the main purpose of instructors' evaluating student progress toward learning goals is for instructors and students to know the level of student progress.

VI. Additional Required Contents for *Specific Categories* of UCORE Courses

A. Learning Goals

To assure full coverage of the seven university learning goals without putting too many learning goals into any one course, the following course categories are assigned the following primary learning goals. Note that courses in these categories may advance students toward more learning goals than just those listed as required. However, we caution instructors not to attempt all WSU learning goals (except perhaps in Integrative Capstone courses) because it may spread learning too thinly.

Category of Course	*Learning Goal(s)*
Roots of Contemporary Issues	Diversity Critical and Creative Thinking Information Literacy Communication Depth, Breadth and Integration of Learning
Quantitative Reasoning	Quantitative Reasoning Critical and Creative Thinking Information Literacy
Written Communication	Communication Information Literacy Diversity: i.e., adapting a message to one's particular audience
Communication	Communication Information Literacy Diversity: i.e., adapting a message to one's particular audience
Inquiry in the Social Sciences	Critical and Creative Thinking Quantitative Reasoning Information Literacy
Inquiry in the Humanities	Critical and Creative Thinking Information Literacy Communication
Inquiry in the Creative and Professional Arts	Critical and Creative Thinking Information Literacy Communication
Inquiry in the Natural Sciences	Scientific Literacy Critical and Creative Thinking Quantitative Reasoning Information Literacy
Diversity	Diversity Critical and Creative Thinking Information Literacy Communication
Integrative Capstone	Depth, Breadth and Integration of Learning Critical and Creative Thinking Communication Additional learning goals appropriate to the discipline

B. Content and Activities

1. Roots of Contemporary Issues [ROOTS]

The course on the Roots of Contemporary Issues must provide a strong intellectual foundation for college learning, upon which students can build for the rest of their careers. The course on the Roots of Contemporary Issues is among the first courses students will take at WSU. As such, it must introduce students to more learning goals than the other UCORE courses, with perhaps the exception of the Integrative Capstone course. In particular, the ROOTS course *must* address:

- *Depth, breadth, and integration of learning* through an interdisciplinary approach to the history of global issues that affect human life on the planet in the 21st century. Which global issues the course focuses on are up to the instructor or department. Examples of global issues include environmental change, war, globalization, inequality, and cultural diversity.

- *Information literacy* by introducing all students to the library and digital resources of the university, and by requiring them to complete an in-depth, assessed assignment that requires them to use those resources.

- *Critical and creative thinking* by giving writing assignments — including at least reading responses, essay exams, and short papers. These writing assignments must help students develop confidence in choosing, evaluating, and interpreting sources and in forming arguments about them.

- *Oral and written communication* through the practice of debate (in person or online) and through submission of written work evaluated for not just its analytical power but for its basic mastery of the English language.

- *Multiple cultural, political, and disciplinary perspectives* so that students fully engage with the diversity of the human experience, across both time and space.

Given its special position within the curriculum, the ROOTS course will carry a strong responsibility for baseline evidence of student learning.

Note: Roots of Contemporary Issues is a single course for all freshmen; at this time it is not a category with multiple courses. For reasons of disciplinary content, capacity, and prior experience teaching all entering freshmen, the course will be taught by History for the first UCORE cycle.

2. Quantitative Reasoning [QUAN]

Courses in quantitative reasoning must advance learning goals of quantitative reasoning, information literacy, and critical and creative thinking. 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.

Thus, QUAN courses *must*:

- Broaden students' understanding and appreciation for mathematical understanding while at the same time giving them a skill set *that will be of value to everyday life*, to think beyond what they normally do.

- Provide students with an ability to understand and evaluate information that is presented in mathematical or quantitative formats, such as charts, graphs, or tables.

- Present many opportunities to explore real-world examples.

- Help students to convert information into quantitative formats.

Also we *suggest** that QUAN courses:

- Help students identify methods of data evaluation common to all 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.

3. 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.

All WRTG courses *must*:

- 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.

Also, we *suggest** 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.

4. Communication [COMM]

COMM courses focus on non-written mediums, such as public speaking, conversational foreign language, interpersonal communication, visual literacy, multimedia authoring, and intercultural communication.

COMM Courses require students to develop and express ideas clearly, concisely, and effectively in media beyond purely written communication, in concert with the learning goals of Diversity and Information Literacy. This means creatively adapting content and conventions to diverse contexts, audiences, and purposes as envisioned in the Diversity learning goal, and skillfully using high-quality, credible, relevant sources to develop ideas that are appropriate for the presentation, 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 abilities will allow students to increase knowledge, foster understanding, or promote change in audiences' attitudes or behaviors.

All COMM courses *must*:

- Develop the student's understanding of the principles and elements of effective oral and/or mediated or multimodal communication.

- Provide extensive applied practice in composing, creating, or expressing in two or more communication modes.

- Have students self-evaluate and revise their work.

Also, we suggest* that COMM 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 COMM courses, but will not be criteria in the approval process.

5. Inquiry Courses

In completing the series of Inquiry courses, students will 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 will 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 the creative and professional arts[1] — ensures that students will experience a wide variety of methods of scholarly inquiry (e.g., rhetorical analysis, aesthetic analysis, ethnography, historical, scientific method and qualitative methods). This variety enables students to draw conclusions and make decisions based on multi-faceted frames of reference. Thus, Inquiry courses develop students' critical thinking, communication and information literacy skills in the belief that the ability to engage in critical inquiry and challenge pre-existing assumptions is an essential skill in the evaluation and creation of knowledge. In post-graduation contexts, these translate to the foundational skills for innovation: divergent thinking, risk taking, and the capacity to locate, integrate, and synthesize information from a variety of sources and using a variety of methods.

Courses that fulfill the Inquiry requirements *must*:

- Teach the methods of inquiry and communication within the disciplinary context.

- Teach — not just have students practice — basic information literacy skills applicable to the discipline. Information literacy entails learning: a) information search strategies to find valid information from within an ever expanding sea of unfiltered information; and, b) using such information effectively — not only in the discipline under study, as a professional of this discipline would, but also as a citizen making personal decisions and participating in public discourse.

- 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 reaccreditation will require evidence that students receive instruction in these skills.

- Have students communicate in written or non-written form.

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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.

Also, we suggest* 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. Examples of such contemporary and enduring questions or themes include Science and Society, Cultures and Values, Global Interdependence, the Changing Economy, and Human Dignity and Freedom. Many other approaches are possible.

- 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 in the approval process.

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

5.A. 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.

All SSCI Courses *must*:

- Help students become familiar with methods of inquiry appropriate to the discipline.

- Introduce key concepts or major critical paradigms in the social sciences.

- Have students identify and understand relevant source material, such as demographic, polling, or census material.

- Help students learn how to evaluate empirical research and conceptual theories.

Also, we suggest that SSCI Courses:

- Analyze current issues through the lens of social science discipline(s).

5.B. <u>Inquiry in the Humanities [HUM]</u>

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.

All HUM Courses *must*:

- 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.

Also, we suggest 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.

5.C. <u>Inquiry in the Creative and Professional Arts [ARTS]</u>

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.

All Creative and Professional Arts [ARTS] courses *must* have students do one, but not necessarily both, of these two sets of activities:

a. 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.

      OR

b. 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, we suggest 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.

5.D. <u>Inquiry in the Natural Sciences [BSCI, PSCI, SCI]</u>

Science is an approach to asking and answering questions about the natural world. It 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.

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 critically evaluating 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, we suggest that Inquiry in the Natural Sciences Courses:

- Use interactive, student-centered activities focused on questioning, exploring, and posing explanations.

- Stress that the scientific process is an open-ended exploration rather than a search for provable facts.

6. **Diversity [DIVR]**

Diversity courses introduce students to cultural differences and similarities by exploring the multiplicity of individual and group experiences in various historical periods, societies, and cultures. This exploration assists cross-cultural and trans-national communication, understanding, and personal growth, helping students interact with individuals from other backgrounds using knowledge, understanding and flexibility. It may also promote curiosity on the part of students to ask complex questions about other cultural groups, cultures, and societies, and to seek out answers that reflect multiple cultural perspectives.

All DIVR Courses *must*:

- Help students engage with and analyze the realities and stereotypes created by cultural systems and socio-economic differences in the US and/or globally.

- Help students analyze how both culture/society and cultural differences are influenced by factors such as history, politics, power and privilege, communication styles, economics, institutionalized discrimination and inequality, or cultural values, beliefs, and practices.

- Provide comparisons of two or more cultures by explicit examination and study of those cultures.

- Help students achieve an understanding of cultural/social positioning and cultural differences by way of theoretical and disciplinary scholarship, moving beyond their prior knowledge, individual experiences and perception-based comparisons and analysis.

7. **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, and information literacy skills will typically be practiced explicitly in capstone courses.

Given their special position within the curriculum, the CAPS courses will carry a strong responsibility for culminating evidence of student achievement of the learning goals of the baccalaureate.

All CAPS Courses *must*:

- Require students to draw on the skills needed to develop their own research or creative questions, and to initiate investigations and explorations of open-ended issues and problems.

- Be at the 400 (senior) level.

- Have at least junior-level standing as a general prerequisite (senior-level standing is a preferred prerequisite).

- Require students to demonstrate Critical and Creative Thinking skills and Communication skills.

- Require students to demonstrate Depth, Breadth and Integration of 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 understanding how the methods and concepts of the chosen discipline relate to those of other disciplines and by possessing the ability to engage in cross-disciplinary activities.

Departmental CAPS Policies

Before submitting a CAPS course, a department must determine its CAPS policy for its majors. Students may be required to take a CAPS course inside the major, outside the major, or as the student pleases. Once a department has decided its educational policy on CAPS courses for its majors, it must then decide whether non-majors may enroll in a specific departmental CAPS course. Please note that GER Tier 3 courses recently approved for within majors have not and will not be automatically granted CAPS status; rather, any course seeking CAPS designation must meet the UCORE criteria detailed in this document.

CAPS Assessment

CAPS courses will provide evidence to internal and external stakeholders that students are meeting the learning outcomes of the UCORE general education program and of the Goals of the Baccalaureate. In designing and submitting a CAPS course, careful thought must be given to the student work products that will demonstrate achievement of the course's outcomes. The university-level assessment process looks for proficiency or mastery levels of achievement (depending on the rating scheme) for this culminating aspect of the undergraduate academic experience.

All CAPS proposals must identify a specific assignment that can be sampled for assessment of the UCORE curriculum. The proposal must indicate for which specific outcomes the student work provides the best evidence [what outcomes should be assessed using this student work; primary, secondary?]. If a rubric or rating scale or other evaluative tool already exists for this assignment, please include it.

If a CAPS course is a large-enrollment course — though, ideally, CAPS courses should keep enrollments to less than 50 students — indicate how the evaluation of assignments will be structured to meet the learning outcomes and to deal with the realities of faculty time.

For greater detail on assessment and CAPS courses, please see section VII of this document.

VII. Assessing Capstone Work

For department chairs and assessment leads:

When a department submits a course for a CAPS designation, 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. Clearly, no individual course assumes total responsibility for showing evidence of the culmination of students' learning. However, evidence from each CAPS course contributes to an overall understanding of how well students are being served by the current curriculum.

Evidence for the outcomes of CAPS courses will be collected in two ways:
- Annual one page report on evidence for strengths, weaknesses, and planned changes in CAPS courses (indirect measure). It is likely that this can be folded into the annual departmental assessment report.
- Periodic sampling of identified student work to be rated by an all-university group.

For faculty teaching CAPS courses:

The submission process asks you to identify a major student work product (presentation, paper, creative artifact, team project) of the course, and to indicate how this artifact demonstrates achievement of CAPS outcomes. The submission process also asks you to include the means by which the product will be evaluated to determine proficiency or mastery levels of achievement. The reason for this is that these assignments will be logged, and an all-university group of faculty (similar to the writing portfolio raters) will periodically examine samplings of these assignments for evidence that students are achieving intended outcomes across the UCORE curriculum.

Some departments already have well-developed rating schemes for capstone level work. Others are in the process of developing them. Others may be entering the capstone arena for the first time in this submission cycle. To assist with developing evaluation criteria, selections from the VALUE Rubrics developed by the American Association of Colleges and Universities (http://www.aacu.org/value/abouttherubrics.cfm) are included in Appendix C. These selections are:

- Integrative Learning
- Information Literacy
- Creative Thinking
- Critical Thinking
- Quantitative Literacy (Reasoning)
- **Not included here but available on the website: Oral Communication, Teamwork, Lifelong Learning, Ethical Reasoning, and more.**

Rubrics excerpted with permission from *Assessing Outcomes and Improving Achievement: Tips and Tools for Using Rubrics*, edited by Terrel L. Rhodes. Copyright 2010 by the Association of American Colleges and Universities.

VIII. NOTIFICATION OF APPROVAL OR REQUEST FOR REVISION

Once your course is submitted online, it goes through several Faculty Senate committees for approval (See Appendix A for a diagram of the process). As it proceeds through this process, you will be notified automatically as it passes each step. However, if your course does not pass a review, then you must revise it and resubmit it, presuming you still desire it to be a UCORE course. To revise, please follow these six steps:

1. Read the notes from the committee. These notes will appear in the "View Entries" category of SharePoint. These notes will also be e-mailed directly to the contact person listed in the UCORE proposal form. If for some reason several weeks transpire and it seems like you should have been notified but have not, log into SharePoint and check the status of your course to see if it has been reviewed, but somehow you missed the notification.

2. If the notes are unclear on what revisions are requested, please contact the person who wrote the notes, which should be the same person who made the notes in SharePoint and sent the e-mail notification.

3. Revise the course to comply with every single revision request. After revising, double-check that the course still meets all other requirements stated in this document.

4. In the rationale statement and syllabus, highlight all revisions in yellow.

5. Submit the revised documents via email to Jeannie Holt (jmholt@wsu.edu), indicating in the subject line the course number and that this is a revision. She will upload the document into SharePoint.

6. Look for notification of approval or request for revision, and repeat these steps if needed.

IX. FIVE-YEAR UCORE REVIEW CYCLE

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.

Initial approval begins a five-year review cycle that will be conducted by either the UCORE Committee or a new subcommittee thereof. Departments will be notified of the upcoming review during the prior academic year. Thus, for courses approved in AY 2011-12, notification of review will be given in 2015-16 for a review in 2016-17.

The overall system of requirements will be subject to the usual five-year review cycle of the Faculty Senate.

UCORE Course Approvals

8/30/2011

College

Registrar's Office

UCORE Committee

Catalog Sub-Committee

Associate Dean

Log all status internally

Bulletin Summary

Department Chair

Academic Affairs Committee

Course Proposal

After all approve

Enters Catalog

DARS, Registration systems reprogrammed

Faculty Senate
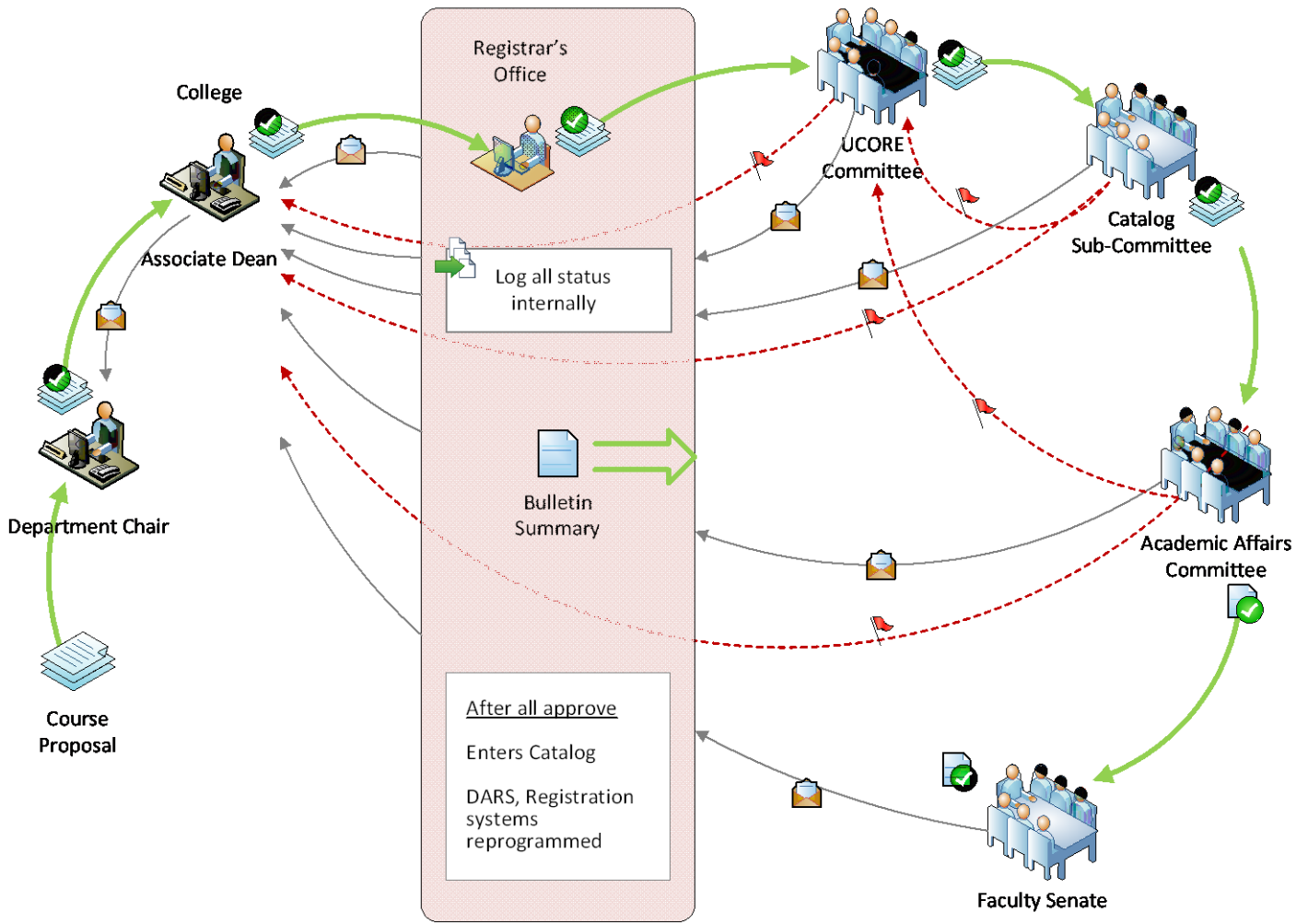
APPENDIX B

SYLLABUS GUIDELINES

All instructors are required to distribute a syllabus to enrolled students during the first week of class that includes the following:

- Instructor(s) contact information (office location, telephone #, and email address) and office hours; TA contact information and office hours;

- Course prefix and number, title, number of credits, UCORE category and pre-requisites;

- Meeting schedule with times and building(s)/room(s) (if known);

- List of required and recommended course materials and how to obtain/purchase;

- Course objectives and student learning outcomes;

- Week-to-week course outline including dates of additional activities (*e.g.,* field trips, competitions, or other commitments);

- Descriptions of required assignments;

- Grading policies including (a) relative weighting of required assignments (b) points/effort required to earn specific grades, and (c) late assignments;

- Attendance policy

- WSU Reasonable Accommodation Statement: http://accesscenter.wsu.edu/default.asp?PageID=5407

- WSU Academic Integrity Statement: See the website of the Dean of Students: http://academicintegrity.wsu.edu/Default.asp

- WSU Safety Statement: http://provost.wsu.edu/safety.html
.

It is recommended that the syllabus also include:

- Method of course delivery (lecture, discussion, field trips etc.)

For a fuller discussion of syllabus topics and course design, see
http://dev.ugr.wsu.edu/faculty/syllabustemplate.html

CAPSTONE ASSESSMENT RESOURCES

These beginning and end points of proficiency scales have been extracted from the VALUE rubrics of AAC&U. See their website for further information about the full rating scales at www.aacu.org/value/abouttherubrics.cfm

Integrative Learning
Integrative learning is an understanding and a disposition that a student builds across the curriculum and cocurriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.

	Capstone (mastery or proficiency) Level 4	**Benchmark (i.e., beginning)** Level 1
Connections to Experience *Connects relevant experience and academic knowledge*	Meaningfully **synthesizes** connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to **deepen understanding** of fields of study and to broaden own points of view.	**Identifies** connections between life experiences and those academic texts and ideas **perceived as similar and related** to own interests.
Connections to Discipline *Sees (makes) connections across disciplines, perspectives*	Independently creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective.	When prompted, presents examples, facts, or theories from more than one field of study or perspective.
Transfer *Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations*	Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations **to solve difficult problems or explore complex issues in original ways.**	Uses, in a basic way, skills, abilities, theories, or methodologies gained in one situation **in a new situation.**
Integrated Communication	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) **in ways that enhance meaning**, making clear the interdependence of language and meaning, thought, and expression.	Fulfills the assignment(s) (i.e. to produce an essay, a poster, a video, a PowerPoint presentation, etc.) **in an appropriate form**.

| **Reflection and Self-Assessment** *Demonstrates a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts (may be evident in self-assessment, reflective, or creative work)* | Envisions a future self (and possibly makes plans that build on past experiences that have occurred across multiple and diverse contexts). | Describes own performances with general descriptors of success and failure. |

Information Literacy
The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand. - The National Forum on Information Literacy

	Capstone (mastery or proficiency) Level 4	**Benchmark (i.e., beginning)** Level 1
Determine the Extent of Information Needed	Effectively defines the scope of the research question or thesis. Effectively determines key concepts. Types of information (sources) selected directly relate to concepts or answer research question.	Has difficulty defining the scope of the research question or thesis. Has difficulty determining key concepts. Types of information (sources) selected do not relate to concepts or answer research question.
Access the Needed Information	Accesses information using effective, well-designed search strategies and most appropriate information sources.	Accesses information randomly, retrieves information that lacks relevance and quality.
Evaluate Information and its Sources Critically	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
Use Information Effectively to Accomplish a Specific Purpose	Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth	Communicates information from sources. The information is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.), so the intended purpose is not achieved.
Access and Use Information Ethically and Legally	Students use correctly all of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly one of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.

Creative Thinking
Creative thinking is both the capacity to combine or synthesize existing ideas, images, or expertise in original ways and the experience of thinking, reacting, and working in an imaginative way characterized by a high degree of innovation, divergent thinking, and risk taking.

	Capstone (mastery or proficiency) Level 4	**Benchmark (i.e., beginning)** Level 1
Acquiring Competencies *This step refers to acquiring strategies and skills within a particular domain.*	Reflect: Evaluates creative process and product using domain-appropriate criteria.	Model: Successfully reproduces an appropriate exemplar.
Taking Risks *May include personal risk (fear of embarrassment or rejection) or risk of failure in successfully completing assignment, i.e. going beyond original parameters of assignment, introducing new materials and forms, tackling controversial topics, advocating unpopular ideas or solutions.*	Actively seeks out and follows through on untested and potentially risky directions or approaches to the assignment in the final product.	Stays strictly within the guidelines of the assignment.
Solving Problems	Not only develops a logical, consistent plan to solve problem, but recognizes consequences of solution and can articulate reason for choosing solution.	Only a single approach is considered and is used to solve the problem.
Embracing Contradictions	Integrates alternate, divergent, or contradictory perspectives or ideas fully.	Acknowledges (mentions in passing) alternate, divergent, or contradictory perspectives or ideas.
Innovative Thinking *Novelty or uniqueness (of idea, claim, question, form, etc.)*	Extends a novel or unique idea, question, format, or product to create new knowledge or knowledge that crosses boundaries.	Reformulates a collection of available ideas.
Connecting, Synthesizing, Transforming	Transforms ideas or solutions into entirely new forms.	Recognizes existing connections among ideas or solutions.

Critical Thinking
Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

	Capstone (mastery or proficiency) Level 4	**Benchmark (i.e., beginning)** Level 1
Explanation of issues	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/problem to be considered critically is stated without clarification or description.
Evidence *Selecting and using information to investigate a point of view or conclusion*	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.
Influence of context and assumptions	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
Student's position (perspective, thesis/hypothesis)	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.
Conclusions and related outcomes (implications and consequences)	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

Quantitative Literacy (Reasoning)
Quantitative Literacy (QL) – also known as Numeracy or Quantitative Reasoning (QR) – is a "habit of mind," competency, and comfort in working with numerical data. Individuals with strong QL 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 sophisticated arguments supported by quantitative evidence and they can clearly communicate those arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate).

	Capstone (mastery or proficiency) Level 4	**Benchmark (i.e., beginning)** Level 1
Interpretation *Ability to explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words)*	Provides accurate explanations of information presented in mathematical forms. Makes appropriate inferences based on that information. *For example, accurately explains the trend data shown in a graph and makes reasonable predictions regarding what the data suggest about future events.*	Attempts to explain information presented in mathematical forms, but draws incorrect conclusions about what the information means. *For example, attempts to explain the trend data shown in a graph, but will frequently misinterpret the nature of that trend, perhaps by confusing positive and negative trends.*
Representation *Ability to convert relevant information into various mathematical forms (e.g., equations, graphs, diagrams, tables, words)*	Skillfully converts relevant information into an insightful mathematical portrayal in a way that contributes to a further or deeper understanding.	Completes conversion of information but resulting mathematical portrayal is inappropriate or inaccurate.
Calculation	Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem. Calculations are also presented elegantly (clearly, concisely, etc.)	Calculations are attempted but are both unsuccessful and are not comprehensive.
Application / Analysis *Ability to make judgments and draw appropriate conclusions based on the quantitative analysis of data, while recognizing the limits of this analysis*	Uses the quantitative analysis of data as the basis for deep and thoughtful judgments, drawing insightful, carefully qualified conclusions from this work.	Uses the quantitative analysis of data as the basis for tentative, basic judgments, although is hesitant or uncertain about drawing conclusions from this work.
Assumptions *Ability to make and*	Explicitly describes assumptions and provides compelling rationale for why	Attempts to describe assumptions.

evaluate important assumptions in estimation, modeling, and data analysis	each assumption is appropriate. Shows awareness that confidence in final conclusions is limited by the accuracy of the assumptions.	
Communication *Expressing quantitative evidence in support of the argument or purpose of the work (in terms of what evidence is used and how it is formatted, presented, and contextualized)*	Uses quantitative information in connection with the argument or purpose of the work, presents it in an effective format, and explicates it with consistently high quality.	Presents an argument for which quantitative evidence is pertinent, but does not provide adequate explicit numerical support. (May use quasi-quantitative words such as "many," "few," "increasing," "small," and the like in place of actual quantities.)

A PROPOSAL FOR UNIVERSITY COMMON REQUIREMENTS
4-14-11 Faculty Senate Approved Version

GEVC VISION: *WSU fosters educational outcomes that include knowledge of human cultures, of the arts, and of the natural and physical world. Students develop their intellectual and practical skills through integrated learning experiences that prepare them to be responsible local and global citizens and leaders. They reach this through a broad liberal education, specialization in a major, and community and field‒based experiences that explore the world's major questions.*

The following **University Common Requirements** assist students in meeting that vision while also adhering to the set of design principles recommended by the General Education Visioning Committee, including that they be: based on learning goals; simple, yet flexible enough to work for all students (including transfer students), all majors, and on all campuses; integrated with the major and vertically throughout the undergraduate experience; provide for a coherent first year experience and culminate in a meaningful integrative and applied "capstone" experience; and assessable. Detailed descriptions of these requirements are provided on the following pages.

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

FOUNDATIONAL COMPETENCIES: 9 semester credit hours
Quantitative Reasoning (3 cr.)
Communication (3 cr.)
Written Communication (3 cr.)

WAYS OF KNOWING: 16 semester credit hours
Inquiry in the Social Sciences (3 cr.)
Inquiry in the Humanities (3 cr.)
Inquiry in the Creative and Professional Arts (3 cr.)
Inquiry in the Natural Sciences (7 cr.)

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

TOTAL REQUIRED SEMESTER CREDIT HOURS: 34 cr.*
* Only three, 3-credit courses may be taken within the major; all other courses must be taken outside one's major.

FIRST-YEAR EXPERIENCE

ROOTS OF CONTEMPORARY ISSUES (3 credits)[2]
The three-credit Roots of Contemporary Issues will be required of all students entering as freshmen; all others are encouraged to enroll in this course during their first semester after transferring into WSU. This course will explore various contemporary global problems from an historical perspective, discovering the historical roots of these issues. It will provide a foundation for local and global intercultural understanding and engagement. This course also will introduce all entering students to the WSU Undergraduate Learning Goals.

FOUNDATIONAL COMPETENCIES

QUANTITATIVE REASONING (3 credits)
The Quantitative Reasoning course requires students not only to solve quantitative problems, but also to move beyond numerical calculations and memorization of equations and formulas. Thus, WSU graduates also must know how to interpret, evaluate, and critique the results of such analyses, and to identify limitations of models and quantitative results.

COMMUNICATION (6 credits)
Communication courses require students to develop and express ideas in writing and in other mediums. This includes adapting content and conventions to context, audience, and purpose. 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.

One three-credit communication course focuses on the written medium. The other three-credit communication course can focus on written or non-written mediums, such as public speaking, conversational foreign language, interpersonal communication, visual literacy, multimedia authoring and intercultural communication.

WAYS OF KNOWING

INQUIRIES IN THE DISCIPLINES (16 credits)
The ability to engage in critical inquiry and challenge pre-existing assumptions is an essential skill in the evaluation and creation of knowledge. Innovation requires divergent thinking, risk taking, and the capacity to locate, integrate and synthesize information from a variety of sources and using a variety of methods. In completing the series of Inquiry courses, students will 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 will 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 the creative and professional arts[3] — ensures that students will experience a wide variety of modes of scholarly inquiry, thus equipping students to draw conclusions and make decisions based on multi-faceted frames of reference, thereby enhancing students' critical thinking and information literacy skills.

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[2] Unlike the other course categories, this course category will have only one course, "Roots of Contemporary Issues," taught by the history department.
[3] 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.

Natural Sciences. The scientific approach is our fundamental way of understanding matter and the universe, as well as past and current life on Earth. It is also the basis of most new technological and medical developments. Familiarity with the sciences encourages adoption of views about the world that are subject to revision on the basis of additional information. To understand science as a way of knowing, students must recognize certain hallmarks of scientific endeavor, e.g., making valid observations, distinguishing between testable and non-testable ideas, and the critical role of independent corroboration by peers. Courses in the physical and biological sciences provide students with an understanding of fundamental scientific terms, methods, concepts, and theories, and introduce them to recent scientific and technological developments and their implications. Also, students in science lab courses learn ways of taking measurements, gathering data, and organizing information. University Common Requirement science courses require students to think critically; to assess the validity of sources, findings and conclusions; and to use quantitative principles to solve problems. In addition, University Common Requirement science courses will advance scientific literacy by making explicit the connections between science and contemporary issues in society.

To ensure that students receive sufficient breadth, students will take one science course in the biological sciences, and one course in the physical sciences, with at least one laboratory component. These courses must provide a fundamental understanding of key scientific principles. Alternatively, students may take the Science 101 and 102 sequence, which explores both biological and physical sciences throughout the sequence. Besides breadth, University Common Requirement science courses will focus on application of basic scientific concepts to personal decision-making and evaluation of science and health-related issues in the popular media.

Social Sciences. The Social Sciences apply scientific principles and methods to understand individual and collective human behavior. These disciplines cover a broad range of subjects, from psychology to sociology and political science, to history and anthropology and economics. Generally speaking, the social sciences examine mental processes, culture, and behavior; study the structures of society and how individuals, groups, institutions, and societies interact with each other and with their environments; and reconstruct how societies functioned in the past. The Social Sciences employ diverse methods and approaches, both qualitative and quantitative, as well as a variety of explanatory theories and models. In acquiring knowledge about themselves and society, students will learn to think critically, to use quantitative methods to assess validity, and to construct knowledge through a variety of scholarly methods and approaches. Social Science courses also assist students to expand their communication skills in self-directed learning projects.

Humanities. The humanities disciplines—philosophy, literature, history, and the study of language—offer multiple methods of interpretation and analysis. These disciplines also engage students in the history of ideas, acquaint them with significant cultural traditions, and give them direct experience of important cultural achievements. Study in the humanities encourages students to explore their own cultural traditions and enables them to participate more fully in their own or other cultures.

Creative and Professional Arts. The production of art, creative expression, and the use of symbol systems and conventions to explore value and meaning are fundamental human activities. Similarly, interpretation of such systems or products is also an essential human skill—and one of our primary ways of making sense of experience. Music, architecture, visual arts, graphic arts, and the kinetic arts offer direct participation in these activities while providing contexts and perspectives by which the arts acquire meaning.

Generally, students who engage in arts and humanities disciplines learn to use various modes of rational inquiry to understand complex human artifacts and, ultimately, to raise questions about the nature of rational inquiry itself. Thus, study in these disciplines develops students' communication abilities and interpretive and critical thinking skills.

INTEGRATIVE AND APPLIED LEARNING

Integrative and Applied Learning courses synthesize students' previous knowledge and skills and prepare them to engage actively in issues leading to meaningful change in the world, whether as professionals, citizens, or private individuals. The courses in this area are about making connections; they typically draw on foundational knowledge and the skills developed in Inquiry courses. Learning may be extended and applied as students address unscripted real-world problems that are sufficiently broad so as to require multiple areas of knowledge and multiple modes of inquiry. Integrative learning builds connections among courses, between theory and practice, or by connecting courses and experientially-based work. These connections may be generated through conventional research papers and projects, as well as through reflective and creative work, and students' self-assessment of their own learning.

DIVERSITY (3 credits)

The Diversity requirement challenges students to critically analyze cultural differences and systems of inequality by learning about the diversity of human values and experiences. This form of analysis assists cross-cultural (both within the United States and trans-national) communication and understanding, as well as personal development, by helping students to identify, analyze and propose alternatives to current systems of inequality and adapt empathically and flexibly to unfamiliar ways of being.

Specifically, Diversity courses should: (a) promote cultural self-awareness; (b) inform how culture is influenced by history, politics, power and privilege, communication styles, economics, institutionalized discrimination and inequality, and cultural values, beliefs and practices; (c) develop empathy skills that enable students to interpret intercultural experiences; (d) promote curiosity on the part of students to ask complex questions about other cultures and classes, and to seek out answers that reflect multiple cultural perspectives; or (e) encourage students to initiate and develop interactions with culturally different others.

INTEGRATIVE CAPSTONE (3 credits)

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. These courses require students to draw on the skills needed to develop their own research or creative questions, and to initiate investigations and explorations of open-ended issues and problems. They may address all of the baccalaureate learning goals, or only a few; typically, critical thinking, communication, and information literacy skills will be practiced extensively. These courses have as a general prerequisite junior-level standing (senior-level recommended).

WSU LEARNING GOALS & OUTCOMES

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

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

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.

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

COMMUNICATION
Graduates will write, speak and listen to achieve intended meaning and understanding among all participants.

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

DEPTH, BREADTH, AND INTEGRATION OF LEARNING
Graduates will develop depth, breadth, and integration of learning for the benefit of themselves, their communities, their employers, and for society at large.

WSU LEARNING GOALS WITH EXAMPLES OF OUTCOMES

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

For instance, graduates can demonstrate critical and creative thinking by their ability to:
1. Define, analyze, and solve problems.
2. Integrate and synthesize knowledge from multiple sources.
3. Assess the accuracy and validity of findings and conclusions.
4. Understand how one thinks, reasons, and makes value judgments, including ethical and aesthetical judgments.
5. Understand diverse viewpoints, including different philosophical and cultural perspectives.
6. Combine and synthesize existing ideas, images, or expertise in original ways.
7. Think, react, and work in an imaginative way characterized by a high degree of innovation, divergent thinking, and risk taking.

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

For instance, graduates can demonstrate quantitative and symbolic reasoning by their ability to:
1. Explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, and words).
2. Convert relevant information into various mathematical forms (e.g., equations, graphs, diagrams, tables, and words).
3. Understand and apply quantitative principles and methods in the solution of problems.
4. Make judgments and draw appropriate conclusions based on the quantitative analysis of data, while recognizing the limits of this analysis.
5. Identify and evaluate important assumptions in estimation, modeling, and data analysis.
6. Express 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.

For instance, graduates can demonstrate scientific literacy by their ability to:
1. Identify scientific issues underlying global, national, local and personal decisions and communicate positions that are scientifically and technologically informed.
2. Evaluate the quality of scientific and health-related information on the basis of its source and the methods used to generate it.
3. Pose and evaluate arguments based on evidence and apply conclusions from such arguments appropriately.
4. Recognize 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.

For instance, graduates can demonstrate information literacy by their ability to:
1. Determine the extent and type of information needed.
2. Implement well-designed search strategies.

3. Access information effectively and efficiently from multiple sources.
4. Assess credibility and applicability of information sources.
5. Use information to accomplish a specific purpose.
6. Access and use information ethically and legally.

COMMUNICATION
Graduates will write, speak and listen to achieve intended meaning and understanding among all participants.

For instance, graduates can demonstrate the ability to:
1. Recognize how circumstances, background, values, interests and needs shape communication sent and received.
2. Tailor message to the audience.
3. Express concepts propositions, and beliefs in coherent, concise and technically correct form.
4. Choose appropriate communication medium and technology.
5. Speak with comfort in front of groups.
6. Follow social norms for individual and small group interactions, which includes listening actively.

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

For instance, graduates can demonstrate their ability to:
1. Critically assess their own core values, cultural assumptions and biases in relation to those held by other individuals, cultures, and societies.
2. Analyze and critique social, economic and political inequality on regional, national and global levels, including identifying one's own position within systems.
3. Recognize how events and patterns in the present and past structure and affect human societies and world ecologies.
4. Critically assess the cultural and social underpinnings of knowledge claims about individuals and groups, and their relations to one another.
5. Actively seek opportunities to learn from diverse perspectives and to combat inequalities.

DEPTH, BREADTH, AND INTEGRATION OF LEARNING
Graduates will develop depth, breadth, and integration of learning for the benefit of themselves, their communities, their employers, and for society at large.

For instance, graduates can demonstrate depth, breadth, and integration of learning:
1. Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts.
2. By showing 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 relate to those of other disciplines and by possessing the ability to engage in cross-disciplinary activities.

UNIVERSITY COMMON REQUIREMENT COMMITTEE 2012-2013

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