Deadline for Fall 2012 courses: October 15, 2011

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.


For courses taught Spring 2013 semester, any course submitted by February 15, 2012 is guaranteed review in time to make it through the Faculty Senate for approval; if submitted between February 15 and April 15 2012, 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.

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Appendix A — Course Approval Process (i.e., What happens after submission?)

Appendix B — Syllabus Guidelines

Appendix C— UCORE Proposal as approved by Faculty Senate, including university learning goals.
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.

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 2011 submission priorities (for Fall 2012 offerings):
  • High enrollment freshman courses
  • Other courses typically taken by entering freshmen

This will include many or most of the current W, C, and N courses as well as high-enrollment humanities, arts, social science and natural science courses.

Spring 2012 submission priorities (for Spring 2013 offerings):
  • High enrollment freshman courses offered in spring
  • Other courses typically taken by entering freshmen or transfers

This will pick up additional lower division courses of any category typically taken by freshmen and sophomores.

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

Spring 2013 submission priorities (for Spring 2014):
  • Additional Inquiry and Diversity courses
  • Beginning of 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 2012 courses need to be in the catalog for Fall 2012 advising, which occurs in March 2012. To meet this March deadline, a course proposal must enter the Faculty Senate docket no later than February 1, which requires that it clear three Senate subcommittees before winter break.
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 how about 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 (3cr.)
[HUM] Inquiry in the Humanities (3cr.)
[ARTS] Inquiry in the Creative and Professional Arts (3cr.)
[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.)

<table>
<thead>
<tr>
<th>Suggested Conversion of Current GER Courses into UCORE Courses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Courses with current GER codes, as illustrated in Schedule of Studies...</em></td>
<td><em>... may apply to become courses with these UCORE codes for Schedule of Studies</em></td>
</tr>
<tr>
<td>GenEd 110 and 111 [A]</td>
<td>HIST 105 or [ROOT]</td>
</tr>
<tr>
<td>Math [N]</td>
<td>Quantitative Reasoning [QUAN]</td>
</tr>
<tr>
<td>Engl 101 [W]</td>
<td>Written Communication [WRTG]</td>
</tr>
<tr>
<td>Communication Proficiency [C,W]</td>
<td>Communication [COMM]</td>
</tr>
<tr>
<td>Social Sciences [S,K]</td>
<td>Social Sciences [SSCI]</td>
</tr>
<tr>
<td>Arts &amp; Humanities [H,G]</td>
<td>Humanities [HUM] or Creative &amp; Professional Arts [ARTS]</td>
</tr>
<tr>
<td>Intercultural Studies, American Diversity [I,G,K,D]</td>
<td>Diversity [DIVR]</td>
</tr>
<tr>
<td>Biological Sciences [B]</td>
<td>Biological Science [BSCI]</td>
</tr>
<tr>
<td>Physical Sciences [P]</td>
<td>Physical Science [PSCI]</td>
</tr>
<tr>
<td>Tier III [T]</td>
<td>Integrated Capstone [CAPS]</td>
</tr>
</tbody>
</table>

* 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.).

Note: TOTAL: 11 courses or 34 credits. No more than 3 courses taken within the major.
III. Required Information in Course Proposal Submissions

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

   PLEASE NOTE: This is a specially streamlined version of the Major Curricular Change form. http://universitycollege.wsu.edu/genedrevise/UCOREimplementationfall2011/

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.

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 (except perhaps in the Integrative Capstone courses, where integration of all learning goals occurs). 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 syllabus, and not just added to the end of 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. Course Submission Checklist

- A Completed UCORE Course Proposal form
  - Has department chair’s electronic signature via approval status in SharePoint
  - Has associate dean’s electronic signature via approval status in SharePoint

- Copy of Course Syllabus, with required detail.

- Rationale for Request, which includes:
  - How the course advances students toward the Learning Goals
  - How the course includes the required content and activities, as described in Sections V and VI.

- 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 current GER system (2011 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. 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 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. 11 and p. 15).
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:

<table>
<thead>
<tr>
<th>At the end of this course, students should be able to:</th>
<th>Course topics (&amp; dates) that advance these learning goals are:</th>
<th>This objective will be evaluated primarily by [assignment or activity]:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start LG with a verb- See page 30 in document</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LG1 Demonstrate…</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LG2 Complete…</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LG3 Assess…</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Category of Course</th>
<th>Learning Goal(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roots of Contemporary Issues</td>
<td>Diversity, Critical and Creative Thinking, Information Literacy, Communication, Depth, Breadth and Integration of Learning</td>
</tr>
<tr>
<td>Quantitative Reasoning</td>
<td>Quantitative Reasoning, Critical and Creative Thinking, Information Literacy</td>
</tr>
<tr>
<td>Written Communication</td>
<td>Communication, Information Literacy, Diversity: i.e., adapting a message to one’s particular audience</td>
</tr>
<tr>
<td>Communication</td>
<td>Communication, Information Literacy, Diversity: i.e., adapting a message to one’s particular audience</td>
</tr>
<tr>
<td>Inquiry in the Social Sciences</td>
<td>Critical and Creative Thinking, Quantitative Reasoning, Information Literacy</td>
</tr>
<tr>
<td>Inquiry in the Humanities</td>
<td>Critical and Creative Thinking, Information Literacy, Communication</td>
</tr>
<tr>
<td>Inquiry in the Creative and Professional Arts</td>
<td>Critical and Creative Thinking, Information Literacy, Communication</td>
</tr>
<tr>
<td>Inquiry in the Natural Sciences</td>
<td>Scientific Literacy, Critical and Creative Thinking, Quantitative Reasoning, Information Literacy</td>
</tr>
<tr>
<td>Diversity</td>
<td>Diversity, Critical and Creative Thinking, Information Literacy, Communication</td>
</tr>
<tr>
<td>Integrative Capstone</td>
<td>All Learning Goals, especially Depth, Breadth and Integration of Learning</td>
</tr>
</tbody>
</table>
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 arts¹ — 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:

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

b. Teach — not just have students practice — basic information literacy skills applicable to the discipline. Information literacy should minimally entail an awareness of: a) conducting internet searches to find valid information; and, b) basic library resources, including document delivery services and the availability of general and specialized instructional/reference assistance. WSU library faculty 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 skills, and that UCORE’s design ensures that students receive instruction on these skills by including them as a requirement for inquiry courses.

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

Also, we suggest* that courses that fulfill the Inquiry requirements:

a. Incorporate active learning experiences (strongly recommended)

b. Develop inquiry skills using the discipline’s “Big Questions,” “Grand Challenges,” or similar large, open-ended frameworks of real-world significance. Examples of

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.
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.

c. 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. Inquiry in the Humanities [HUM]

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

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. Inquiry in the Creative and Professional Arts [ARTS]

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

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

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 accommodate ways of being through empathy and flexibility.

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 understand their cultural/social positioning.
- 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.

Also, we suggest that DIVR Courses:

- 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.

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 as a general prerequisite junior-level standing (senior-level recommended).
• Students must demonstrate integration of learning:

a. 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.

OR

b. By applying the concepts of the 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.

Also, we suggest that CAPS courses:

• Address a majority of the baccalaureate learning goals, or only a few; critical thinking, communication, and information literacy skills will be practiced explicitly.
VII. 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.
VIII. 5-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.
APPENDIX A
COURSE SUBMISSION PROCESS DIAGRAM

UCORE Course Approvals

8/30/2011
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 prerequisites;
- 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 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.)
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 (3cr.)
Inquiry in the Humanities (3cr.)
Inquiry in the Creative and Professional Arts (3cr.)
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, three-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)
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— 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.

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.
   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 2011-2012

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### EXTENDED CAMPUS

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