**Summit Questions**

Summit experiences provide advanced college students the opportunity to apply and integrate their knowledge and skills. Summit experiences can ask students to demonstrate their ability to write, speak, and otherwise communicate ideas, to use knowledge, to solve problems, and to apply a variety of skills/competencies, both general and discipline-specific. The Summit experience allows students to synthesize skill development at the culmination of their undergraduate education. They are experiences for majors near the end of their studies for the major.

1. Describe your department’s Summit experience below. In particular, please address how students are asked to use knowledge, to solve problems, and/or to apply a variety of skills/competencies, both general and discipline-specific in the course. Please include how the experience demonstrates summative learning in the discipline.
2. Summit experiences encourage general communication skills development, related to public speaking/presenting, interpersonal (one to one) and/or group communication, or digital, visual, and performance media. How are students asked to demonstrate their ability both to write and speak, and otherwise communicate their ideas?
3. All faculty teaching courses within the Compass Curriculum are expected to participate in the Compass assessment process by submitting work from their students as evidence of student learning. Student work can consist of papers, projects, tests, or other work produced by students. Both individual and group work are acceptable. When a faculty submits the student work, they should include all samples from the course they teach. After the student work has been submitted, the Compass assessment team will select a random sample to be assessed by a team of faculty raters. Rubrics for the Compass areas currently assessed can be found on our website at uccs.edu/compass. After reviewing the course learning objectives and available rubrics, please describe the assignment which will be submitted as evidence of student learning from this course for the Summit learning objectives.

**Navigate Questions**

Navigate courses play a special role in the Compass Curriculum, consolidating the skills and intellectual nimbleness students have developed in their Explore courses and extending them to gain greater autonomy as learners. We want these courses to be places where students are required to bring together insights from different academic disciplines and synthesize them into their own understanding. We expect that assignments will challenge them to solve problems that call for the consideration of what they may see as separate streams of knowledge. What we are asking you to do here is to explain how your course moves students forward on this developmental journey.

1. Please identify the major academic disciplines that will be used in this course. Note how these disciplines will be integrated in the course experience.
2. Explain in detail how this course is multidisciplinary or interdisciplinary in nature to your discipline and/or across disciplines. For example, can you identify how specific assignments allow students to synthesize the learning from multiple disciplines? How does course work to achieve "knowledge in action" (engagement in real world endeavors informed by academic knowledge)?
3. Explain how your course encourages the development of critical and creative thinking in students.
4. How does your course help students learn to work with people from diverse backgrounds?
5. All faculty teaching courses within the Compass Curriculum are expected to participate in the Compass assessment process by submitting work from their students as evidence of student learning. Student work can consist of papers, projects, tests, or other work produced by students. Both individual and group work are acceptable. When a faculty submits the student work, they should include all samples from the course they teach. After the student work has been submitted, the Compass assessment team will select a random sample to be assessed by a team of faculty raters. Rubrics for the Compass areas currently assessed can be found on our website at uccs.edu/compass. After reviewing the course learning objectives and available rubrics, please describe the assignment which will be submitted as evidence of student learning from this course for the Navigate learning objectives.

**Sustainability Questions**

The sustainability goal in the Compass Curriculum is meant to lead students to consideration of their impact on the world through the lens of the interaction between human activity and the natural environment, but we construe this very broadly to include not only environmental protection but also the social and economic consequences of that activity. We want students to see that sustainability is about both the ability of humans to continue to thrive in the future and the fairness of how resources are distributed and consumed today. We are looking for you to help us understand not only what students will learn about those relationships, but how they will be led to reflect on their own role in the world in terms of responsibility and engagement.

1. Sustainability requires understanding the interaction between human development and the natural environment. How does this course enable students to cultivate self-awareness and understanding of their impact on present and future generations in terms of economic, social or environmental sustainability?

Check all that apply and describe how it is addressed in the course, including a detailed description of assignments and projects.

* Environmental Protection
* Social Equity
* Economic Development
* Other: Please Describe

1. All faculty teaching courses within the Compass Curriculum are expected to participate in the Compass assessment process by submitting work from their students as evidence of student learning. Student work can consist of papers, projects, tests, or other work produced by students. Both individual and group work are acceptable. When a faculty submits the student work, they should include all samples from the course they teach. After the student work has been submitted, the Compass assessment team will select a random sample to be assessed by a team of faculty raters. Rubrics for the Compass areas currently assessed can be found on our website at uccs.edu/compass. After reviewing the course learning objectives and available rubrics, please describe the assignment which will be submitted as evidence of student learning from this course for the Sustainability learning objectives.

**Writing Intensive Questions**

All Writing Intensive courses must require students to complete at least 3000 words of writing, as well as peer or faculty review and revision, for approval. This is approximately 12 pages over multiple assignments and/or multiple submissions (revisions) of specific assignments (both formal and informal). Note that word count accrues across multiple submissions of an assignment. Assignments can be revised multiple times, with each revision contributing to the total word count.

1. Explain how the course accomplishes this goal and include a discussion of the assignments and how they are structured.
2. Explain how students are provided with feedback about their writing, including instructor and peer review. Please describe how students are given an opportunity to revise after receiving feedback.
3. Have you attended any professional development offered by UCCS Writing Across the Curriculum (WAC)?

* Yes /No

1. Would you like to be contacted about future WAC seminars and opportunities?

* Yes/No

**Explore Questions**

1. Explain what students will learn in this course. Be sure to indicate how the disciplinary focus of the course relates to broader interdisciplinary perspectives, as well as how the course will teach core ethical principles and responsible work within the discipline.
2. Explain how students in the course will practice foundational skills within an applied context such as: Writing, Oral Communication, Qualitative Reasoning, Quantitative Reasoning or Other

**Inclusiveness Questions**

UCCS is committed to being a leading educational institution where all who attend, work, and benefit from the campus are valued and respected. We value inclusive diversity as a foundation for teaching and scholarship that prepares students, faculty, staff and community members for both local and global multicultural engagement. Creating a culture of inclusion requires the active, intentional, and ongoing engagement with diversity in which all members of the UCCS community feel an authentic sense of belonging.

To this end, we require all students to take one course (3 credits) that discusses inclusiveness. Inclusiveness courses help students develop competencies for cultural responsiveness across social differences in contexts ranging from local to global.

In Fall 2023 Compass collaborated with the Council on Undergraduate Education to create four new categories of Compass Inclusiveness courses within the registrar/degree audit. Currently, courses in all four categories would meet the Inclusiveness Requirement in any college. In the future, colleges could choose to require their students to complete specific types of Inclusiveness courses or allow their students to complete any type of Inclusiveness course. In Fall 2024 Department Chairs identified which category their existing Inclusiveness course fit best. As new courses are proposed and existing courses are renewed (every 5 years), proposing faculty should submit an application specific to the category of Inclusiveness that best matches their course. The four types of Inclusiveness courses are listed below. For colleges maintaining their Compass Inclusiveness current requirements, courses with any of these designations would count as Inclusiveness credit. Detailed descriptions of each requirement are included below.

Proposing faculty members and their departments must select *one* of the following categories.

1. Inclusiveness A: Intercultural Communication in US/Local Contexts
2. Inclusiveness B: Intercultural Communication in Global/Indigenous Contexts
3. Inclusiveness C: Diversity and Power Dynamics in US/Local Contexts
4. Inclusiveness D: Diversity and Power Dynamics in Global/Indigenous Contexts

**Inclusiveness A: Intercultural Communication in US Contexts**

Students will learn the necessary competencies for effectively working directly with people across cultural and social differences within a US/local context. Cultural and social differences can include race/ethnicity, national origin, sexual identity and gender identity, religion/spirituality, age, disability, socio-economic stratification, ideological/political identity, or other areas of cultural and social difference.

We acknowledge that boundaries between culture, identity, and nationhood are trans-national and extend beyond geographic borders and involve complex issues of colonialism and genocide. We encourage faculty to make their own determination of where their course best fits and support this decision through their application.

1. **Inclusiveness Focus Question**

Courses approved for Inclusiveness should have the inclusiveness learning objectives as a core element of the class rather than an isolated unit. As a guideline, we request that 25% or more of the course content, work, and time be focused on issues related to inclusiveness. Faculty may interpret this as a proportion of student effort, a proportion of course content, or a proportion of class time.

I confirm that this course focuses at least 25% on issues relevant to the inclusiveness learning objectives.

1. **Intercultural Communication Questions**

Intercultural Communication Courses prepare students to communicate effectively across a wide range of contexts with clients, patients, colleagues, or partners who embody cross-cultural and social differences. Inclusiveness courses also enhance cultural understanding to ensure UCCS graduates are prepared to build respectful and professional relationships in work settings where all individuals feel they can belong and can thrive.

1. ***Intercultural Communication Question One:***

Please describe how at least two specific cultural or social identities or areas of difference are addressed in the course:

* Race/ethnicity
* National Origin
* Sexual Identity and Gender Identity
* Religion/Spirituality
* Age
* Disability  
  g) Socio-Economic Stratification
* Ideological/Political Identity
* Other – Please Describe

1. ***Intercultural Communication Question Two:***

Please describe the way the course uses at least two of the following approaches to help students gain intercultural competence:

* Informing students about cultural or social differences or practices
* Direct instruction in communication strategies
* Practice in intercultural communication skills, for instance practice with language learning or writing/speaking tasks with an explicitly cross-cultural audience
* Exposure to intercultural communication in action for instance through guest speakers, study abroad, community-based learning, or examination of case studies
* Asking students to reflect explicitly on how their course learning can be applied in authentic contexts such as intercultural communication in the workplace, community, classroom, etc.
* Other – Please Describe

1. **US Context Questions**

Inclusiveness courses focused on US contexts discuss focus on populations or social issues in the US or local communities.

1. ***US Context Question One***

Inclusiveness courses focused on US contexts consider issues of diversity within the US, state of Colorado, or Colorado Springs communities. Please describe how your course helps students develop understanding of diverse perspectives or communities at the local or national level. Please be specific in explaining the relevance to US or local contexts.

1. ***US Context Question Two***

Inclusiveness courses focused on US contexts engage students in learning about the diverse populations, perspectives, and issues in the contemporary US and local communities. Courses may have a historical focus, but they should ask students to connect to contemporary or ongoing issues or analyze past events using a modern critical perspective. Please explain how your course asks students to connect their learning to contemporary and ongoing issues of diversity and inclusion in a US or local context.

**Inclusiveness B: Intercultural Communication in Global/Indigenous Contexts**

Students will learn the necessary competencies for effectively communicating directly with people from Global/Indigenous backgrounds across cultural and linguistic differences. Cultural and social differences can include race/ethnicity, national origin, sexual identity and gender identity, religion/spirituality, age, disability, socio-economic stratification, ideological/political identity, or other areas of cultural and social difference.

We acknowledge that boundaries between culture, identity, and nationhood are trans-national and extend beyond geographic borders and involve complex issues of colonialism and genocide. We encourage faculty to make their own determination of where their course best fits and support this decision through their application.

1. **Inclusiveness Focus Question**

Courses approved for Inclusiveness should have the inclusiveness learning objectives as a core element of the class rather than an isolated unit. As a guideline, we request that 25% or more of the course content, work, and time be focused on issues related to inclusiveness. Faculty may interpret this as a proportion of student effort, a proportion of course content, or a proportion of class time.

I confirm that this course focuses at least 25% on issues relevant to the inclusiveness learning objectives.

1. **Intercultural Communication Questions (A/B)**

Intercultural Communication Courses prepare students to communicate effectively across a wide range of contexts with clients, patients, colleagues, or partners who embody cross-cultural and social differences. Inclusiveness courses also enhance cultural understanding to ensure UCCS graduates are prepared to build respectful and professional relationships in work settings where all individuals feel they can belong and can thrive.

1. ***Intercultural Communication Question One:***

Please describe how at least two specific cultural or social identities or areas of difference are addressed in the course:

* Race/ethnicity
* National Origin
* Sexual Identity and Gender Identity
* Religion/Spirituality
* Age
* Disability  
  g) Socio-Economic Stratification
* Ideological/Political Identity
* Other – Please Describe

1. ***Intercultural Communication Question Two:***

Please describe the way the course uses at least two of the following approaches to help students gain intercultural competence:

* Informing students about cultural or social differences or practices
* Direct instruction in communication strategies
* Practice in intercultural communication skills, for instance practice with language learning or writing/speaking tasks with an explicitly cross-cultural audience
* Exposure to intercultural communication in action for instance through guest speakers, study abroad, community-based learning, or examination of case studies
* Asking students to reflect explicitly on how their course learning can be applied in authentic contexts such as intercultural communication in the workplace, community, classroom, etc.
* Other – Please Describe

1. **Global/Indigenous Contexts Questions**
2. ***Global Indigenous Contexts Question One***

Inclusiveness courses focused on Global/Indigenous contextsconsider issues and perspectives from beyond the US. Please describe how your class engages students in at least two of these considerations:

* + Comparison between global perspective and US perspective
  + Subjects that help develop understandings of global interconnectedness
  + Topics on global economies, justice, law and/or human rights
  + Direct engagement with topics outside of the United States/Western framework such as issues of colonialism or Indigenous communities within US geographic boundaries
  + Other – Pleas Describe

1. ***Global Indigenous Contexts Question One***

Inclusiveness courses focused on Global/Indigenous contextsengage students in learning about the diverse populations, perspectives, and issues on contemporary global communities. Courses may have a historical focus, but they should ask students to connect to contemporary or ongoing issues or analyze past events using a modern critical perspective. Please explain how your course asks students to connect their learning to contemporary and ongoing issues of diversity and inclusion in a global/indigenous context.

**Inclusiveness C: Diversity and Power Dynamics in US Contexts**

Students will learn about diverse perspectives so they can cultivate self-awareness and understanding of their impact within a US/local context. These courses will explicitly address dynamics of power and the consequences of exclusion and inclusion. Diverse perspectives can include race/ethnicity, national origin, sexual identity and gender identity, religion/spirituality, age, disability, socio-economic stratification, ideological/political identity, or other areas of cultural and social difference.

We acknowledge that boundaries between culture, identity, and nationhood are trans-national and extend beyond geographic borders and involve complex issues of colonialism and genocide. We encourage faculty to make their own determination of where their course best fits and support this decision through their application.

1. **Inclusiveness Focus Question**

Courses approved for Inclusiveness should have the inclusiveness learning objectives as a core element of the class rather than an isolated unit. As a guideline, we request that 25% or more of the course content, work, and time be focused on issues related to inclusiveness. Faculty may interpret this as a proportion of student effort, a proportion of course content, or a proportion of class time.

I confirm that this course focuses at least 25% on issues relevant to the inclusiveness learning objectives.

1. **Diversity and Power Dynamics Questions (C/D)**

In Inclusiveness courses focused on Diversity and Power Dynamics, students will learn social, cultural, political, economic, geographic, spiritual, or other diverse perspectives so they can cultivate self-awareness and understanding of their own impact. These courses will explicitly address dynamics of power and the consequences of exclusion and inclusion.

1. ***Diversity and Power Dynamics Question One:***

Inclusiveness courses focused on Cultural Diversity and Power Dynamics includes considering a wide range of perspectives and power relationships. Please describe how your class discusses perspectives from or intersections between at least two of these cultural and social identities or another area of cultural and social identity.

* Race/ethnicity
* National Origin
* Sexual Identity and Gender Identity
* Religion/Spirituality
* Age
* Disability  
  g) Socio-Economic Stratification
* Ideological/Political Identity
* Other – Please Describe

1. ***Diversity and Power Dynamics Question Two:***

Inclusiveness courses focused on Cultural Diversity and Power Dynamics courses include an explicit focus on issues of power, privilege, inclusion/exclusion, in the relationships between social groups and across social differences. Please describe how your course addresses these issues of power and privilege.

1. **US Context Questions**

Inclusiveness courses focused on US contexts discuss focus on populations or social issues in the US or local communities.

1. ***US Contexts Question One***

Inclusiveness courses focused on US contexts consider issues of diversity within the US, state of Colorado, or Colorado Springs communities. Please describe how your course helps students develop understanding of diverse perspectives or communities at the local or national level. Please be specific in explaining the relevance to US or local contexts.

1. ***US Contexts Question Two***

Inclusiveness courses focused on US contexts engage students in learning about the diverse populations, perspectives, and issues in the contemporary US and local communities. Courses may have a historical focus, but they should ask students to connect to contemporary or ongoing issues or analyze past events using a modern critical perspective. Please explain how your course asks students to connect their learning to contemporary and ongoing issues of diversity and inclusion in a US or local context.

Inclusiveness D: Diversity and Power Dynamics in Global/Indigenous Contexts

Students will learn about diverse perspectives so they can cultivate self-awareness and understanding of people from Global/Indigenous backgrounds. These courses will explicitly address dynamics of power and the consequences of exclusion and inclusion. Diverse perspectives can include race/ethnicity, national origin, sexual identity and gender identity, religion/spirituality, age, disability, socio-economic stratification, ideological/political identity, or other areas of cultural and social difference.

We acknowledge that boundaries between culture, identity, and nationhood are trans-national and extend beyond geographic borders and involve complex issues of colonialism and genocide. We encourage faculty to make their own determination of where their course best fits and support this decision through their application.

1. **Inclusiveness Focus Question**

Courses approved for Inclusiveness should have the inclusiveness learning objectives as a core element of the class rather than an isolated unit. As a guideline, we request that 25% or more of the course content, work, and time be focused on issues related to inclusiveness. Faculty may interpret this as a proportion of student effort, a proportion of course content, or a proportion of class time.

I confirm that this course focuses at least 25% on issues relevant to the inclusiveness learning objectives.

1. **Diversity and Power Dynamics Questions**

In Inclusiveness courses focused on Diversity and Power Dynamics, students will learn social, cultural, political, economic, geographic, spiritual, or other diverse perspectives so they can cultivate self-awareness and understanding of their own impact. These courses will explicitly address dynamics of power and the consequences of exclusion and inclusion.

1. ***Diversity and Power Dynamics Question One:***

Inclusiveness courses focused on Cultural Diversity and Power Dynamics includes considering a wide range of perspectives and power relationships. Please describe how your class discusses perspectives from or intersections between at least two of these cultural and social identities or another area of cultural and social identity.

* Race/ethnicity
* National Origin
* Sexual Identity and Gender Identity
* Religion/Spirituality
* Age
* Disability  
  g) Socio-Economic Stratification
* Ideological/Political Identity
* Other – Please Describe

1. ***Diversity and Power Dynamics Question Two:***

Inclusiveness courses focused on Cultural Diversity and Power Dynamics courses include an explicit focus on issues of power, privilege, inclusion/exclusion, in the relationships between social groups and across social differences. Please describe how your course addresses these issues of power and privilege.

1. **Global/Indigenous Contexts Questions**
2. ***Global Indigenous Contexts Question One***

Inclusiveness courses focused on Global/Indigenous contexts consider issues and perspectives from beyond the US. Please describe how your class engages students in at least two of these considerations:

* Comparative between global perspective and US perspective
* Subjects that help develop understandings of global interconnectedness
* Topics on global economies, justice, law and/or human rights
* Direct engagement with topics outside of the United States/Western framework such as issues of colonialism or Indigenous communities within US geographic boundaries
* Other – Please Describe

1. ***Global Indigenous Contexts Question One***

Inclusiveness courses focused on Global/Indigenous contextsengage students in learning about the diverse populations, perspectives, and issues on contemporary global communities. Courses may have a historical focus, but they should ask students to connect to contemporary or ongoing issues or analyze past events using a modern critical perspective. Please explain how your course asks students to connect their learning to contemporary and ongoing issues of diversity and inclusion in a global/indigenous context.