**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**

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**

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?
2. 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.

**Inclusiveness Questions**

The Compass Curriculum defines Inclusiveness in two ways. Inclusiveness designated courses must address ONE of the following criteria: (checkbox with only one box allowed)

* Option A:
  + Students will learn the necessary competencies for effectively working directly with people across cultural and social differences, such as in the context of professional interaction with clients, patients, colleagues or partners.
* Option B:
  + Students will learn social, cultural, political, economic, geographic, spiritual, or other diverse perspectives so they can cultivate self-awareness and understanding of their impact—locally, nationally, and/or globally. These courses will explicitly address dynamics of power and the consequences of exclusion and inclusion.

1. Please list and describe the course objectives (or learning outcomes) of this course that are related to inclusiveness described in either Option A or Option B.
2. Please list and explain how students demonstrate their learning of these inclusiveness-related objectives/outcomes in the course:
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 Inclusiveness 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