**TEXT TO INCLUDE IN COURSE SYLLABUS: USING E-CURE**

[enter your course identifier] will be using an approach to student assessment called E-CURE. E-CURE is an abbreviation for **E**valuate **C**lassroom **U**ndergraduate **R**esearch **E**xperiences. Courses that include a research component are often referred to as CUREs and this course is classified as a CURE because it provides a research experience for all its students.

E-CURE is designed to help both you and your instructor assess how well you are doing on a wide range of skills that you should have in order to thrive in advanced academic work and/or employment. More than that, it is designed to help your instructor give you targeted guidance on how to achieve desirable skill levels.

About E-CURE

E-CURE assessments of your work will focus on a set of student outcome categories. Each outcome category is defined by several more specific components that explain and illustrate what the category means.

E-CURE asks **both** the instructor and the student to complete these assessments. You will then be able to compare your self-assessments with your instructor’s assessments and discuss the reasons for any differences in your perceptions. These discussions lie at the heart of the E-CURE design. They are aimed at helping you to understand your academic strengths and weaknesses and become more awareof what learning strategies you have been pursuing and why, so that you can make adjustments as necessary. The first time you complete the E-CURE assessment will be at the beginning of the semester. You will also complete the assessment at other points in the research project [for example, near the middle of your research project and close to the end of the project.] The initial assessment will be scored only by you. The other assessments will be scored both by you and, independently, by [insert your name], [or “by me”] using a five-point scale that denotes the frequency of the behavior described by each component of a given outcome. The scale indicates that a student *Always (5)*, *Usually (4)*, *Often (3)*, *Seldom (2)* or *Not Yet (1)* displays the action described in the respective outcome component. Your instructor [or “I”] will be assessing your work using the same scores, but may also score an individual component as **‘No Opportunity to Observe’.** This score would indicate that your instructor does [or “I do”] not feel like they have had sufficient opportunity at this point in the research project to observe how frequently you demonstrate this behavior or skill.  It does not imply anything about your performance and abilities.  If you have questions or concerns about this rating or any of the other ratings, your instructor invites you to contact them [or “I invite you to contact me”] and start a conversation.

Keep in mind that E-CURE is not used to determine your grade in the course, so you should not worry about the scores you assign yourself. An accurate appraisal will be far more useful to you than higher scores on the assessments.

How it Works

E-CURE is implemented online. After your name is entered into the system, you will receive an automated email message instructing you to set up a password-protected account. It is essential that you check your email frequently and follow the instructions included in automated emails generated by the E-CURE server. There are a number of steps involved in E-CURE, outlined below.

E-CURE Steps for [enter course number and name]

The steps in E-CURE are outlined below:

1. Introduction – 1st week of semester: Learn about E-CURE
2. Complete Initial Assessment and the Pre-Research Open-ended Questions
3. Early/Mid-Research Assessment – Completed first by the course instructor for all members of the CURE. After this is completed, students are provided with access to the assessment. Following their completion and submission of the assessment, the students will receive an email with a link to their score report. The CURE instructor will have a score report summarizing class data.
4. Class/group/individual conversation – as determined by CURE instructor. Score reports should provide the basis for a class discussion that addresses the particular strengths and weaknesses of the class as revealed by the assessment outcomes. The instructor may also initiate conversations about the assessment scores with individuals and/or research groups.
5. End-of-Research Assessment followed by Open-ended Questions – During the last week of the semester the CURE instructor completes the end-of-research assessment for all students. Following this, the students complete the assessment and the open-ended questions (same as #3 above). This is followed by a class/group/individual conversation as a way to sum up the research experience.

Note: For 2 semester CUREs, the instructor has the option of completing additional assessments (at least one additional time is highly recommended so that students can reflect on their strengths and weaknesses as well as obtain feedback about their progress).