**What is a “Core” module?**

The “Core” module is the section(s) of the originally proposed, full-scale, module that is deemed most critical for students’ learning of integrated biological and quantitative concepts. In other words, the “Core” can be considered the foundational and required portion(s) of the module. For the purpose of the research study, the “Core” is also the module portion(s) that we wish to keep highly consistent across all implementations.

**Rationale for “Core” module**

Different institutions have different needs for module format and, to some degree, module content. For a given course:

* Different institutions may have different math prerequisites
* Different institutions may have different instructional times
* Different institutions may have different delivery formats

However, in order to have a valid assessment of student learning across the broader community, we need to maintain some degree of consistency.

The designation of “Core” module components optimizes our need for both 1) instructional flexibility and 2) measurement validity.

CAC’s & MDT’s will determine what the “Core” component of a module is.

* In order to develop a valid assessment it is recommended that:
	+ The Core module has as limited number (i.e., 1- 3) of core qc’s. These will align with the qc’s addressed on the student learning assessment.
	+ The student learning assessment will contain multiple questions for each Core qc in order to enhance the validity of assessing student mastery of each Core qc’s. For example, if a Core module promotes learning of two QC’s, then the assessment might include a total of four questions; two unique questions per QC.
* The enacted module may extend beyond the “Core” module component(s) and additional qc’s will not need to be assessed as part of the research project.