Inquiry & Analysis

GenEd Course Proposal Guide

Inquiry & Analysis Capacity Requirements

A student's capacity for Inquiry & Analysis prepares them to ask meaningful questions, to gather, analyze, evaluate, and synthesize information. They can also articulate how the process by which information is understood, consumed, and produced contributes to an understanding of the world and shapes decisions, conclusions, and actions.

Students who have developed their capacity for Inquiry & Analysis will:

(Please see notes at the end of this document for detailed examples of proficiency skills.**)**

1. *Ask research questions, propose hypotheses, and/or make claims that are appropriate to a discipline.*
2. *Utilize a discipline-appropriate method to collect and organize pertinent information.*
3. *Analyze and evaluate information.*
4. *Form reasoned conclusions from information.*
5. *Relate knowledge to a larger context.*

All lower-division courses approved for the Inquiry & Analysis capacity must provide substantial opportunities for students to practice and apply proficiencies 1 through 4.

All upper-division courses approved for the Inquiry & Analysis capacity must provide substantial opportunities for students to practice and apply proficiencies 1 through 5.

All Inquiry & Analysis courses must include a signature assignment in which students exhibit evidence of their developing capacity.

Examples of signature assignments may include but are not limited to:

- **Process artifacts**, *such as lab journals, field diaries, literature reviews, recorded observations, sketches, drafts, mockups, and prototypes, etc.*
- **Culminating artifacts**, *such as papers, essays, videos, articles, reports, presentations, podcasts, designs, programs, exhibitions, demonstrations, other performances, and various media, etc.*

All lower-division courses approved for the Communication & Expression capacity will also be mapped to the E, F, and/or G strand of University Studies for backward compatibility (no additional application is required).

Wherever possible, upper-division courses approved for the Communication & Expression capacity will also be mapped to the H, I, or J strand of University Studies for backward compatibility, *but this is not a requirement*.

Required Materials to Submit with Application

The Capacity Course Application can be found here and is due Friday, April 1, 2022.

While completing your application, you will need to upload the following deliverables:

a) a complete **course design map** (see: **template** & **instructions**) that demonstrates how each capacity proficiency will be taught and assessed in your course.

b) a complete **syllabus** for the proposed course (we encourage you to use **this template** if it is helpful; see **template instructions here**). Whatever format you choose, your syllabus must include:

- these **GE Syllabus Common Elements**;
- a list of course learning outcomes that clearly align with required capacity proficiencies;
- a clear list of assignments used to assess all capacity proficiencies.

Course Review Process

Each Capacity Course Application will be reviewed and evaluated by Capacity Mentors using a copy of **this checklist**. Applications that clearly meet the outlined requirements above will move forward to the University Studies Committee, then Faculty Senate, with a recommendation to approve provisionally for 2 or 3 years. This determination must be unanimous among reviewing mentors.

Applications that do not clearly meet the requirements will be returned to course developers with feedback for further clarification or revision.

If Capacity Mentors cannot reach a consensus recommendation, the application will be elevated for a full review by the entire University Studies Committee, which will have the final say.

Course Development Support

PLEASE NOTE THE FOLLOWING ELIGIBILITY GUIDELINES:

- **Support for Courses That Exist in AY 21-22 Catalog:** $1,500 stipend per approved application of an existing course (limit 1 stipend per capacity, capped at 2 stipends per faculty member).
- **Support for New Courses Proposed for the AY 22-23 Catalog:** $2,000 stipend per approved application of a newly created course (limit 1 stipend per capacity, capped at 2 stipends per faculty member, subject to Undergraduate Curriculum approval of new course).
- **Aggregate limit:** faculty may receive up to four stipends between the existing and new course categories, but no more than 1 stipend in any capacity.
- **Course Release Option:** Faculty may request 2 ELU release per approved application in place of stipend, up to 4 ELU of release.

Inquiry & Analysis Capacity Notes

Below we outline the kinds of skills students should exhibit in each proficiency in greater detail.

Students who have developed their capacity for Inquiry & Analysis will:

1. ***Ask research questions, propose hypotheses, and/or make claims that are appropriate to a discipline.***

   Example skills:

   - ❖ Ask research questions that are focused, interesting, and feasible in scope.
   - ❖ Present sufficient background information and context relevant to an inquiry.
   - ❖ Propose hypotheses that are testable or offer claims that are arguable.

2. ***Utilize a discipline-appropriate method to collect and organize pertinent information.***

   Example skills:

   - ❖ Recognize the ways information is gathered, and which kinds of inquiry require certain methods.
   - ❖ Utilize an information-gathering method effectively and efficiently.
   - ❖ Articulate the method and the reliability, strengths, and weaknesses of the method.

3. ***Analyze and evaluate information.***

   Example skills:

   - ❖ Evaluate information using multiple perspectives as warranted by the inquiry.
   - ❖ Assess information for credibility using criteria appropriate to the inquiry.
   - ❖ Determine relevance of information for the purposes of the inquiry.
   - ❖ Explain how knowledge is produced and consumed within disciplines.

4. ***Form reasoned conclusions from information.***

   Example skills:

   - ❖ Draw conclusions that rely on diverse sources of information, including opposing viewpoints.
   - ❖ Identify the consequences and implications of a conclusion or an analysis.
   - ❖ Link evidence to claims and conclusions with valid, well-reasoned inferences.
   - ❖ Objectively reflect on one's own and others' claims and conclusions.

5. ***Relate knowledge to a larger context.***

   Example skills:

   - ❖ Understand how knowledge exists in broad cultural, social and historical contexts.
   - ❖ Connect knowledge formation and acquisition to broader contexts.
   - ❖ Synthesize primary or secondary analysis with discoveries in previous inquiry, analysis and scholarship.
   - ❖ Acknowledge shifts in human understanding based on knowledge developments within contexts.
   - ❖ Situate knowledge findings in a nuanced way within larger contexts.