

# **DRAFT** Inquiry & Analysis Course Proposal Template

This template is not final. If a GenEd model is approved in Spring 2021, official templates will be released to all faculty in mid-summer. We are circulating this draft in order to collect faculty feedback on the template's clarity and feasibility.

To request approval of a course to satisfy a general education Inquiry & Analysis requirement, please complete and submit this form with a sample course syllabus. The submitted syllabus should include course learning outcomes and assignments that address the Inquiry & Analysis Capacity as primary. Along with the syllabus, faculty are invited to submit any supplementary materials they believe will support review and approval of this course.

## **Inquiry & Analysis Capacity Requirements**

The Inquiry and Analysis capacity prepares students to ask meaningful questions, to gather, analyze, evaluate, and synthesize information, and to 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 meaningful research questions, propose hypotheses, and/or assert claims.*
2. *Understand information gathering processes.*
3. *Analyze and evaluate information.*
4. *Form reasoned conclusions from information.*
5. *Relate conclusions to larger cultural, social, and historical contexts.*

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

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

**All Inquiry & Analysis courses** must include assigned activities that result in significant artifacts that students will include and reflect upon in their Purpose ePortfolio as evidence of their developing capacity.

### **Examples of ePortfolio artifacts 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, video essays, articles, reports, presentations, podcasts, and other recorded performances, etc.

**All lower-division courses approved for the Inquiry & Analysis 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 Inquiry & Analysis capacity will also be mapped to the H, I, or J strand of University Studies for backward compatibility, but this is not a requirement.**

## **Course Application & Approval Procedures**

The Task Force anticipates that the final course templates will be made available as online forms. Faculty will fill-out the form, upload any required and optional supporting documents, and submit. Review of submitted applications will begin in Fall 2021 and continue through Winter 2022. An exact deadline for submissions has not been set but will likely occur in early Winter 2022 for classes to count in Fall 2022.

## **Inquiry & Analysis Capacity Application**

**Please provide the course number and title of your course.**

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**Please provide the catalog description of your course.**

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**Please identify your course learning outcomes (Inquiry Analysis learning proficiencies must be embedded in these outcomes).**

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Has this course previously been approved for any University Studies strand? If so, please identify the approved strand(s).

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If this course has not previously been approved for University Studies, please check which of the following strands best fits the course material (required for lower division courses; optional for upper-division):

**OPTIONS FOR LOWER-DIVISION**

- ☐ **Strand E: Humanities** — *Recognize human accomplishments in the arts and humanities and understand their role in clarifying individual and social values. (SOU defines study in the arts and humanities as focusing on intellectual and cultural expression approached through historical, cultural, and aesthetic investigations and interpretations.)*
- ☐ **Strand F: Social Science** — *Understand fundamental concepts of social science and the inter-connections among social institutions, values, individuals, and groups. (Social Science are disciplines that examine how individuals, groups, institutions, and societies behave and interact with one another and their environments. They provide students with the tools to analyze social, political, or economic institutions [such as families, communities, or governments], and to examine society issues and problems at individual, cultural, national, or global levels.)*
- ☐ **Strand G: Sciences [Physical, Biological, and Computer]** — *Understand the fundamental concepts, methods, and applications of the sciences and their impacts on human experience. (SOU defines the sciences as those disciplines that focus on a systematized body of knowledge derived through objective methodologies involving repeatable experimentation, observation, verification, and study. A lab class will include a practical laboratory component that accompanies lecture and course material. We define a lab as a controlled setting where scientific experiments are performed.)*

**OPTIONS FOR UPPER-DIVISION**

- ☐ **Strand H: Science, Technology & Society** — *Understanding the interactions of science, technology, and human affairs.*
- ☐ **Strand I: Citizenship and Social Responsibility** — *Understanding and applying moral standards to individual conduct and citizenship through ethical inquiry, social awareness, and civic engagement.*
- ☐ **Strand J: Diversity, Equity, and Inclusion** — *Prepare learners of various backgrounds, identities, and positions to contribute to our diverse world, making it more equitable and inclusive.*

Please describe the substantial opportunities students will have in this course to practice application of the following proficiencies: 1. Asking meaningful research questions, proposing hypotheses, and/or asserting claims (all courses); 2. Understanding the information gathering process (all courses); 3. Analyzing and evaluating information (all courses); 4. Forming reasoned conclusions from information (all courses); and 5. Relating information to larger cultural, social, and historical contexts (required for upper-division courses only):

**Please describe the assigned activities from this course that will result in significant ePortfolio artifacts (alternatively, you may append to your application the transparent assignment guidelines for this activity):**

**If you believe there is anything else we should know about this course that is relevant for its consideration, please add it here:**

## **Course Materials**

**Please attach:**

- a)** a full syllabus for the proposed course. Your syllabus should include:
  - a complete list of learning outcomes centered on the Inquiry & Analysis Capacity.
  - a complete list of activities or assignments used to teach and assess the learning outcomes.
  - an overview of the course structure, including a full course schedule.
- b)** If available, transparent assignment guidelines for any activities that will produce ePortfolio artifacts.

# **Inquiry & Analysis Capacity Notes**

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

**Proficiency 1. Ask meaningful research questions, propose hypotheses, and/or assert claims.**

**Students will be able to:**

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

**Proficiency 2. Understand the information gathering process.**

**Students will be able to:**

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

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

**Students will be able to:**

- *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.*

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

**Students will be able to:**

- *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.*

**Proficiency 5. Relate information to larger cultural, social, and historical contexts.**

**Students will be able to:**

- *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.*