

Inquiry Core: Global Human Perspectives

Submitting a course for inclusion in CSU's Inquiry Core Curriculum is an opportunity to think creatively about how you can spark students' curiosity and help them see the value of the knowledge and methods of your discipline.

Inquiry Core Curriculum Requirements

All courses in the CSU Inquiry Core Curriculum must be:

- Offered at the 100- or 200-level;
- Accessible and inviting to first-year non-major students;
- Adopt an Inquiry Orientation to design and delivery; and
- Include one or more Signature Assignments

Global Human Perspectives Requirements

All courses fulfilling the "Global Human Perspectives" requirement must:

- Meet OT-36 *Arts & Humanities* Learning Outcomes
- Develop and assess the Core Competencies of *Critical Thinking, Intercultural Knowledge & Competence, and Written or Oral Communication*
- Primarily focus on perspectives from one or more societies of Africa, Asia, Latin America, or the Middle East

Instructions for Completion

- Complete this document in Adobe Acrobat Reader. If you find that you cannot enter any additional text in a textbox, it is because you are using an incompatible PDF reader.
- Include the Core Curriculum Syllabus Statement in your syllabus
- Attach this completed document, your syllabus, and an overview of your signature assignment(s) in Curriculog.

[The CSU Core Curriculum Handbook](#)

Contact the Core Curriculum Director: corecurriculum@csuohio.edu

Course Code & Title

OT36 Outcome Mapping

For each OT36 learning outcome provided in the left column, indicate the following:

- (a) How the course embeds the outcome.
- (b) How student achievement of the outcome will be assessed.
- (c) Where in the syllabus, signature assignment overview, or other provided documentation the embedding and assessing of the outcome is evidenced.

OT36 Outcome	(a) Course Embed	(b) Assessment of Outcome	(c) Evidence of (a) and (b)
<p>Basic Knowledge. Employ principles, terminology, and methods from disciplines in the arts and humanities</p>			
<p>Textual Analysis. Analyze, interpret, and/or evaluate primary works that are products of the human imagination and critical thought.</p>			
<p>Contextual Examination. Reflect on the creative process of products of the human imagination and critical thought.</p>			

OT36 Outcome	(a) Course Embed	(b) Assessment of Outcome	(c) Evidence of (a) and (b)
Breadth. Explain relationships among cultural and/or historical contexts.			
Communication. Convey concepts and evidence related to humanistic endeavors clearly and effectively.			

Global Human Perspectives Emphasis

On what society or societies of Africa, Asia, Latin America, or the Middle East does the course focus?

How does the course provide students with a focus on the perspective(s) of the primary society/societies being studied?

Inquiry Orientation

Core Curricular courses are expected to take an inquiry orientation toward course design, organization, and instructional method. While complete “Inquiry Based Education” is not required, courses should include the following two components:

- Organize learning around the exploration and investigation of problems or questions that would be of interest to and engaging for first year students;
- Require students to engage, individually or collaboratively, in some of the stages of inquiry.

[Learn more about designing for inquiry](#)

Major Problems/Questions: What are the major problems and/or questions that frame your course?

Stages of Inquiry: How will students be engaged in the inquiry process in the course? What activities and/or assignments will be used to develop students’ ability to engage in inquiry?

Core Competency Mapping

The core competencies required are provided below. For each competency, do the following:

- (a) Indicate which two learning outcomes the course will especially focus on developing and assessing through one or more signature assignments. The available learning outcomes can be found on the [CSU Core Competencies](#) page of the [Core Curriculum Handbook](#).
- (b) Indicate how each identified learning outcome is embedded or understood in the course.

[CSU Core Competencies](#)

Core Competency 1: Critical Thinking	
Core Competency Learning Outcome	Associated Course Learning Outcome <i>and/or</i> description of how the outcome is embedded in the course
Core Competency 2: Intercultural Knowledge & Competence	
Core Competency Learning Outcome	Associated Course Learning Outcome <i>and/or</i> description of how the outcome is embedded in the course
Core Competency 3:	
Core Competency Learning Outcome	Associated Course Learning Outcome <i>and/or</i> description of how the outcome is embedded in the course

Signature Assignments

Each core curricular course is required to have at least one signature assignment and to assess all chosen core curriculum learning outcomes through signature assignments. All signature assignments include two parts: some form of authentic assessment (i.e., not an exam or quiz) and a personal reflection related to the assignment and/or course.

To complete this section, do the following:

- (a) Indicate the signature assignment(s) of the course, briefly describing it.
- (b) Indicate which core competency learning outcome(s) the signature assignment will assess and how it will do so.
- (c) Provide at least one of the reflection prompts you will provide students. You are welcome to provide students with options but need only provide one possibility here.

If you are using more than three signature assignments, include an additional attachment in Curriculog answering the same prompts as below for each additional signature assignment.

[Learn more about Signature Assignments](#)

Signature Assignment Name/Description	Core Competencies Assessed and how	Reflection Prompt

Inquiry Pathway

Core Curricular courses may be included in one or more established [Inquiry Pathways](#). Core courses are not required to be included in any pathway.

If you would like this course to be included in a pathway, answer the questions below.

Pathway:
How will the course meaningfully and substantively contribute to the pathway theme?
Pathway:
How will the course meaningfully and substantively contribute to the pathway theme?