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

Inquiry Launch Requirements

- Meet *any* set of OT-36 learning outcomes
- Develop and assess all four Inquiry Launch learning outcomes
- Incorporate mandatory Inquiry Launch activities and other course design requirements
- Develop and assess the core competency of *collaboration*

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, a completed OT-36 Submission Preparation Template, 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

Inquiry Launch courses may be designed to meet *any* set of OT-36 learning outcomes. To complete the OT-36 outcome mapping, you should do the following:

- Visit the [OT-36 Learning Outcomes](#) page, which provides "Course Equivalency Management System (CEMS) Submission Preparation Template" documents for the various categories.
- Download the appropriate Submission Preparation Template, complete it, and attach it to your proposal in curriculog.

The OT-36 categories are:

- English Composition, with distinct requirements for "First Writing" and "Second Writing"
- Oral Communication
- Mathematics, Statistics, & Logic, with distinct requirements based on the specific focus of the course
- Arts & Humanities
- Social and Behavioral Sciences
- Natural Sciences
- Diversity, Equity, and Inclusion

Inquiry Launch Outcomes & Course Design Requirements

All inquiry launch courses are required to embed, develop, and assess the four Inquiry Launch learning outcomes listed below. At a higher level, all Inquiry Launch courses must be designed to achieve the following goals:

- Promote student belonging through introducing students to university resources (LO1, LO3)
- Develop students' academic skills through deliberate and regular practice (LO2, LO3)
- Spark student curiosity by engaging them in exploring a problem, question, or issue of interest that the methodologies of the discipline can speak to (LO4)
- Engage students in the production of knowledge through collaborative inquiry (LO4)

Indicate below how each learning outcome is incorporated into the course. Be specific with the types of activities and assignments you will use. Visit the Inquiry Launch page of the handbook for more detail about each outcome and recommended activities for achieving each outcome.

Upon successful completion of an Inquiry Launch course, students will be able to...

LO1. Identify themselves as members of the CSU Community

LO2. Engage in personal and academic goal setting

LO3. Strategically deploy effective college success strategies and utilize university resources
• Engagement with the university library and a librarian is mandatory

LO4. Engage effectively with diverse others to investigate complex issues and propose a way forward

Inquiry Orientation

Inquiry Launch courses are partly aimed at actively introducing students to intellectual inquiry. To do this, Inquiry Launch courses must:

- Be explicitly and fully organized around the exploration of a question or problem that is likely to spark student curiosity and motivate class engagement;
- Actively engage students in the process of inquiry, with an emphasis on collaborative inquiry

[Learn more about designing for inquiry](#)

Sparking Curiosity: What is the fundamental question or problem that frames the course inquiry? What makes it of particular interest and importance to first year undergraduate students?

Engaging in Inquiry: What project or set of activities will students be engaged in to develop their inquiry abilities? Be sure to describe both the project/activities and how it relates to inquiry

Core Competency Mapping

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

(a) Indicate which <u>two</u> 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: Collaboration	
Core Competency Learning Outcome	Associated Course Learning Outcome *and/or* description of how the outcome is embedded in the course

Signature Assignments

A central goal of the Inquiry Launch course is for students to come to understand both how new knowledge is created and how they can contribute to that collective endeavor. The Signature Assignment for Inquiry Launch courses should reflect this goal as well as speak to the Core Competency of Collaboration.

You are strongly encouraged to consider engaging students in collaborative projects and making the signature assignment their collective product, combined with individual reflection on the project process. For Inquiry Launch courses, the individual reflection is even more important as a means of guiding students to embracing their identity as a CSU student and ability to succeed in the rest of their CSU career.

[Learn more about Signature Assignments](#)

Briefly describe the nature of the authentic assessment component of the Signature Assignment

Briefly describe the nature of the individual reflection component of the Signature Assignment

How will the Signature Assignment assess the two Collaboration learning outcomes you previously identified?

Inquiry Pathway

Core Curricular courses may be included in one or more established <u>Inquiry Pathways</u>. 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?
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How will the course meaningfully and substantively contribute to the pathway theme?