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| **Course Submitted****(Subject/Number/Title)** |  |
| **Submitted by****(Name/Department)** |  |
| **Department/Unit Oversight Note** | It is the responsibility of the department or unit (1) to keep a copy of this finalized worksheet together with the approved sample syllabus and/or syllabus template and (2) to pass along all relevant documents to additional instructors who will teach the course in the future.☐Check here if you, as an instructor within a department or unit, understand and have confirmed that your supervisor is aware of this Core request stated above. |

| **Collaborative Inquiry** | **Core Requirement** |
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| **Core component title** | Collaborative Inquiry: [topics vary] |
| **Minimum credit hours** | 2 |
| **Core-specific pre- and co-requisites / requirements** | Pre-requisites: Ignite Seminar and Cura Personalis 1: Self in CommunityRequirement: Students may enroll in Collaborative Inquiry after they have earned 60 credits, including 21 credits from the University Core |
| **Core component summary** | Courses that satisfy the Collaborative Inquiry requirement ask students to work with their peers to apply concepts, methodologies, and ways of thinking from earlier Core and other coursework in order to explore complex questions without straightforward answers. These courses might focus on contemporary societal problems like climate change or racial inequality, or they might engage enduring questions about the nature of beauty, effective leadership, or the transcendent. |
| **Notes** | * Course may be taught by a single instructor or team-taught. In either case, instructors must be prepared to moderate the various perspectives and sources of knowledge that students bring from their Core and program coursework and to lead students in a consideration of evidence gained through these multiple modes of inquiry
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**All courses approved to count for University Core requirements must include both course-level and Core-level student learning outcomes on their syllabi. Please follow this link for mandatory syllabus material to be incorporated into your syllabus:**

[**Mandatory Syllabus Material for University Core Courses/Experiences**](https://drive.google.com/file/d/1V0IW0TgmeMFUqL0NnXQ2PItwJteVJIJG/view)

The Saint Louis University Core is an academic program intentionally structured to facilitate student achievement of both holistic and component-level student learning outcomes (SLOs). [SLU’s Course Syllabus Policy](https://www.slu.edu/provost/policies/academic-and-course/policy-course-syllabus.pdf) requires that learning outcomes appear on all syllabi. Below, you will find a table with the University Core and Core Component SLOs indicated. Please copy the boilerplate below and insert it into the syllabus you upload to CourseLeaf for review by the University Undergraduate Core Committee (UUCC).

\*\*Please note: If this course meets more than one Core Component Area requirement, please modify accordingly

**Collaborative Inquiry**

This course is part of the Saint Louis University Core, an integrated intellectual experience completed by all baccalaureate students, regardless of major, program, college, school or campus. The Core offers all SLU students the same unified approach to Jesuit education guided by SLU’s institutional mission and identity and our nine undergraduate [Core Student Learning Outcomes](https://www.slu.edu/core/faculty-resources/core-student-learning-outcomes.php) (SLOs).

| **Collaborative Inquiry** is one of 19 Core Components. The University Core SLO(s) that this component is designed to intentionally advance are listed below: |
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| **University Core Student Learning Outcomes**The Core SLO(s) that this component is intentionally designed to advance are:  |
| SLO 2: Integrate knowledge from multiple disciplines to address complex questions |
| SLO 3: Assess evidence and draw reasoned conclusions  |
| SLO 8: Collaborate with others toward a common goal  |

| Additionally, the Core Component-level Student Learning Outcomes are listed below: |
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| **Component-level Student Learning Outcomes**Students who complete this course will be able to: |
| * Draw conclusions by combining examples, facts or theories from more than one field of study
 |
| * Apply knowledge and approaches from their major field and Core classes to the study of a complex question
 |
| * Suggest innovative solutions or creative answers to complex questions
 |
| * Collaborate effectively with others on a team project
 |

Finally, all students enrolled in this course will also be enrolled in CORE 4000-01, Collaborative Inquiry for the purpose of completing a required final reflection.

| **Core Component Learning Outcomes** |  |
| --- | --- |
| ***Below, you will find listed the 4 course-level student learning outcomes associated with this Core component area.***  | ***In the space provided, please provide short answers to the questions in the boxes. Please include examples of readings, assignments, and/or activities that demonstrate how this course is designed to facilitate student achievement of these outcomes.***  |
| * Draw conclusions by combining examples, facts or theories from more than one field of study

☐Check here if submitting UUCC requested revisions  | What is the multidimensional question without a straightforward, technical answer that is at the center of the class? (if the question is very general/broad, providing specific examples is often helpful).What are the fields of study that are anticipated students will use to explore the multidimensional question? |
| * Apply knowledge and approaches from their major field and Core classes to the study of a complex question

☐Check here if submitting UUCC requested revisions  | How will students draw on previously developed knowledge and skills to understand the nature of the multidimensional question? |
| * Suggest innovative solutions or creative answers to complex questions

☐Check here if submitting UUCC requested revisions | Describe the culminating signature project that students will produce (examples are not required but are often helpful). |
| * Collaborate effectively with others on a team project

☐Check here if submitting UUCC requested revisions  | There are multiple ways to promote effective team collaboration. Please discuss how through some combination of assignment structure, assessment methods, and/or sharing information this will be achieved. The following is a non-exhaustive list of how this could be achieved: intentional group formation, peer assignment of roles, peer feedback, team contracts, course readings, lectures, and/or coaching meetings |

| **Core SLO(s) (**[**Click here for more information on Core SLOs**](https://drive.google.com/file/d/15qtYvj1085Y8OHJ8GRkxzRW2w-H_t6FU/view)**)** |  |
| --- | --- |
| ***This course/experience is part of an integrated university-wide Core curriculum designed to facilitate student achievement of SLU’s nine University Core SLOs. Below, you will find listed the 3 University Core-level student learning outcomes associated with this Core component area.***  | ***In the space provided, please provide examples of readings, assignments, and/or activities that demonstrate how this course is designed to facilitate student achievement of these outcomes at the levels indicated in parentheses.*** |
| **SLO 2: Integrate knowledge from multiple disciplines to address complex questions (Develop, Achieve)**☐Check here if submitting UUCC requested revisions |  |
| **SLO 3: Assess evidence and draw reasoned conclusions (Develop, Achieve)**☐Check here if submitting UUCC requested revisions |  |
| **SLO 8: Collaborate with others towards a common goal (Develop, Achieve)**☐Check here if submitting UUCC requested revisions |  |