**General Education Curriculum Course Designation Proposal**

**Scientific Inquiry**

**Department**: Click here to enter department name.

**Date**: Click here to enter a date.

**Proposed by**: Click here to enter department chair’s name

 **Course Information**

|  |  |  |
| --- | --- | --- |
| Course prefix | Course number | Course title |
| Course catalog description |
| Current catalog course? (Select Yes or No) | Yes | How often will thecourse be offered? | Frequency of offerings |
| Number of credit hours\* | Credits | Designation to be effective: | Effective Semester | Effective Year |
| ***Inquiry:*** The purpose of Inquiry courses is to provide a diverse liberal arts experience. These courses will be offered at the 100-200 level and typically have no prerequisites. Each requirement draws from subdisciplines with recognized expertise in that area of study.***Policies:*** 1. Inquiry courses will devote a majority of coursework to the designation.
2. Inquiry courses will be offered at the 100- or 200-level and typically have no prerequisites.
* *Describe briefly how this course will align with the policies for an Inquiry course:*Click or tap here to enter text.

***Scientific Inquiry:*** These courses focus on empirical data as a means of exploring and answering questions about the natural world. They provide experiences for students to engage in the methods of science, such as hypothesis formation and testing, systematic observation, and analysis of data. |

**Definitions of Key Terms:**

* Empirical data is information collected by scientists using systematic observations.
	+ The natural world refers to both living and nonliving things. Empirical evidence about the natural world comes from both the physical sciences (e.g., physics, chemistry) and life sciences (e.g., biology, ecology).
	+ Scientific problem-solving is the process of identifying a problem, generating a hypothesis, designing a controlled study to test the hypothesis, and using the data collected to support or fail to support the hypothesis.
	+ An inquiry-based experience is one in which students learn by using the methods of science.
	+ Systematic observation “involves specification of the exact actions, attributes, or other variables that are to be recorded and precisely how they are to be recorded. The intent is to ensure that, under the same or similar circumstances, all observers will obtain the same results” (<https://dictionary.apa.org/systematic-observation>).

**Course Characteristics**: *Describe briefly how this course will meet the following course characteristics for Scientific Inquiry.*

A Scientific Inquiry course will…

|  |  |
| --- | --- |
| **Course Characteristics**:  | Examples of class activities and/or assignments |
| 1. …focus on content that is based on empirical evidence about the natural world.
 | Click or tap here to enter text. |
| 1. …encourage students to use critical thinking and scientific problem solving in context throughout the course.
 | Click or tap here to enter text. |
| 1. …provide students with at least one inquiry-based experience in which they address a scientific question by stating a hypothesis; designing or replicating an empirical study; and using data to draw a conclusion about the hypothesis or research question.
 | Click or tap here to enter text. |

**For administrative use only. Reviewed by**

Gen. Ed. Dir.: Click to enter Gen Ed Dir’s name Choose Approval. Choose date.

EPCC Chair: Click to enter EPCC Chair’s name Choose Approval. Choose date.