Simpson Core Curriculum
Syllabus Grids

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| **Inquiry: Scientific Inquiry (SI)** |
| Courses with a Scientific Inquiry designation will |
| **Course Characteristics** | **Class activities directly****relating to this course characteristic** | **Student work that could be uploaded for Synthesis**  |
| focus on content that is based on empirical evidence about the natural world |  |  |
| encourage students to use critical thinking and scientific problem solving in context throughout the course |  |
| 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 |  |

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| **Inquiry: Human Behavior and Society (HBS)** |
| Courses with a Human Behavior and Society designation will |
| **Course Characteristics** | **Class activities directly****relating to this course characteristic** | **Student work that could be uploaded for Synthesis**  |
| focus on content that is based on empirical evidence about individual human behaviors, groups, or systems |  |  |
| teach students to critically evaluate theories and empirical evidence |  |

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| **Inquiry: Arts & Creative Expression (ACE)** |
| Courses with an Arts and Creative Expression designation will |
| **Course Characteristics** | **Class activities directly****relating to this course characteristic** | **Student work that could be uploaded for Synthesis**  |
| provide an opportunity for students to experience artistic expression through “hands-on” activity |  |  |
| promote an understanding of the value of creative thinking and the creative process |  |
| investigate and assess creative works based on aesthetics, established principles within a given discipline, originality, material application, etc. |  |
| demonstrate the value and necessity of the arts and arts institutions in human society (e.g., musical concerts, theatre productions, literary publications) |  |

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| **Inquiry: Cultural and Textual Inquiry (CTI)** |
| Courses with a Cultural and Textual Inquiry designation will |
| **Course Characteristics** | **Class activities directly****relating to this course characteristic** | **Student work that could be uploaded for Synthesis**  |
| use at least one interpretive method to critically examine products and/or practices of human cultures |  |  |
| provide multiple opportunities to critically examine products and/or practices of human cultures within their contexts |  |
| have students reflect upon their own socio-economic, political, and historical positionality while studying the products and/or practices of human cultures |  |

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| **Inquiry: Historical Inquiry (HI)** |
| Courses with a Historical Inquiry designation will |
| **Course Characteristics** | **Class activities directly****relating to this course characteristic** | **Student work that could be uploaded for Synthesis**  |
| examine the influences of social, intellectual, political, and cultural movements of past human societies on the past and the present |  |  |
| examine the implications of historical construction |  |
| interpret, discuss, and critique primary sources and ideas of past human societies |  |
| analyze different historical and scholarly interpretations in terms of their evidence and arguments |  |

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| **Inquiry: Data Analysis (DA)** |
| Courses with a Data Analysis designation will |
| **Course Characteristics** | **Class activities directly****relating to this course characteristic** | **Student work that could be uploaded for Synthesis**  |
| offer explicit instruction on data analysis skills, including, but not limited to, data wrangling, statistical analysis, and communication |  |  |
| include several opportunities for students to engage in data analysis with real-world data sets connected to authentic problems |  |
| provide feedback that is designed to help students evaluate and improve data analysis skills |  |

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| **Mission: Local Studies (LS)** |
| Courses with a Local Studies designation will |
| **Course Characteristics** | **Class activities directly****relating to this course characteristic** | **Student work that could be uploaded for Synthesis**  |
| provide students with opportunities to explore and critically evaluate consequential issues in the United States from multiple perspectives |  |  |
| investigate issues in the context of civic engagement and diversity, equity, and inclusion |  |
| explore and evaluate issues in the context of the societies being studied |  |

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| **Mission: Global Studies (GS)** |
| Courses with a Global Studies designation will |
| **Course Characteristics** | **Class activities directly****relating to this course characteristic** | **Student work that could be uploaded for Synthesis**  |
| provide students with opportunities to explore and critically evaluate consequential issues outside of the United States |  |  |
| investigate global issues in the context of civic engagement and diversity, equity, and inclusion |  |
| explore and evaluate such issues in the context of the societies being studied |  |

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| **Mission: Ethical Decision-Making (EDM)** |
| Courses with an Ethical Decision-Making designation will |
| **Course Characteristics** | **Class activities directly****relating to this course characteristic** | **Student work that could be uploaded for Synthesis**  |
| introduce a disciplinary or general theoretical framework for ethical decision-making |  |  |
| apply the framework to ethical issues to explore our moral responsibilities to ourselves and others |  |
| address one or more of the key issues discussed in the Foundations courses: civic engagement; well-being; or diversity, equity, inclusion, and justice |  |

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| **Experiential Learning (EL)** |
| Courses with an Arts and Creative Expression designation will |
| **Course Characteristics** | **Class activities directly****relating to this course characteristic** | **Student work that could be uploaded for Synthesis**  |
| require a minimum of 35 hours of engaged experiential learning, including the time for reflection |  |  |
| require students to reflect on how education, work, and/or service promote the college’s core values (Discovery, Access, Citizenship, Belonging, Justice, and/or Integrity) |  |