General Studies Gold Request Form

Consult the General Studies Request FAQ for more information and quick answers.

New permanent numbered courses must be submitted to the workflow in Kuali CM before a General Studies request is submitted here. The General Studies Council will not review requests ahead of a new course proposal being sent to the Senate.

Submission Information

College/School	Department/School
The College of Liberal Arts and Sciences (CLA)	Dean, The College of Liberal Arts and Sciences (CLADN)

Submission Type

New Request

Requested Effective Date

Fall 2025

ASU Request

Is this request for a permanent course or a topic?

Permanent Course

Subject Code	Course Number	Units/Credit Hours
IPI	296	3

Course Information
Enter the course catalog information, found in the web course catalog or Kuali CM.

Course Title

Interplanetary Inquiry

Course Catalog Description

To be most effective in work and life, we need to learn how to recognize and solve problems and to work in teams. Students work together to reach understanding on a large goal associated with human society and space exploration. An example from a previous class is, 'What will the Moon be like after human settlement?' As a class, uses a weekly inquiry cycle to step toward the goal: read some content, ask a 'natural next question' that takes us one step further toward the goal, seek content to help answer that question and repeat. Students learn how to understand a complex problem through multiple steps, to approach challenging primary content, to productively critique each other's work and to think critically. Students meet for 2 hours per week but work extensively outside of class.

Enrollment Requirements (Prerequisites, Corequisites, and/or Antirequisites)

Prerequisite(s): ENG 101, 105, or 107 with C or better OR Visiting University Student

Is this a crosslisted course?

No

Is this course offered by (shared with) another academic unit?

No

If this course or topic already carries a different General Studies Gold (not Maroon) designation than the one being requested, please check this box.

General Studies Gold Designation Request

Requested Designation

Governance and Civic Engagement (CIVI)

Attach a representative syllabus for the course, including course learning outcomes and descriptions of assignments and assessments.

IPI 296 Syllabus.docx

Governance and Civic Engagement (CIVI)
Courses in the Governance and Civic Engagement category explore ways in which humans confront the dilemmas and opportunities of community life and/or develop skills of civic communication.

Governance and Civic Engagement courses will analyze principles and practices of decision-making in historical and/or contemporary contexts and will explore ways in which people have defined and pursued justice and the common good. Courses in the Governance and Civic Engagement knowledge area broaden students' understanding of how collective decisions are made, how they impact communities positively or negatively, and how various groups are included, or excluded, from the decision-making process. Students will have the opportunity to explore dynamics between governance and civic engagement, which can include perceived inequality or marginalization related to a variety of factors including race, class, citizenship, gender, disability, etc. This knowledge area also develops students' skills in civic communication, including listening, deliberation, negotiation, consensus building, and productive use of conflict, which are essential to participating more fully in their communities. Courses in this category may be entirely focused on developing skills in civic communication.

Upon completion of a course in Governance and Civic Engagement, students will be able to complete all outcomes in one of the two following groups.

Group 1:
1. Analyze the context and consequences of one or more collective decision-making theories or practices.

2. Define an element of the common good and propose a way to pursue it within a specific contemporary context.
3. Communicate coherent arguments using evidence drawn from qualitative or quantitative sources.

Group 2:
1. Articulate diverse perspectives on the common or collective good.
2. Demonstrate the ability to collaborate effectively in the presence of dissenting opinions and experiences.
3. Communicate arguments, narratives, or information using qualitative or quantitative evidence.

Choose the appropriate group of CIVI learning outcomes for this course.

Group 2

Most of the course content should align with the Gold category learning outcomes.

Instructions: In the fields below, state the assignment, project, or assessment that will measure each learning outcome, and provide a description. The description should provide enough detail to show how it measures the learning outcome. If needed, more than one can be identified.

The proposal does not need to include all course assessments that measure a given learning outcome. The provided assessment should include sufficient detail to allow the subcommittee to make their evaluation. When appropriate, the same assessment can be listed for more than one learning outcome (e.g., a culminating project).

You may provide links to a document (Google Drive or Dropbox) that includes the relevant details for the assessment. **Do not provide links to Canvas shells.**

CIVI Learning Outcome 1 (Group 2): Articulate diverse perspectives on the common or collective good.

Students complete weekly research summaries of peer-reviewed primary sources, focusing on topics related to the semester's "Big Goal Question" (e.g., "What is the purpose of space exploration in humanity's long-term future, and how does that guide our actions today?"). This process requires analyzing diverse cultural, ethical, and geopolitical perspectives and articulating their relevance to the collective good. Over the semester, students analyze perspectives across multiple sources, identifying connections, contrasts, and evolving themes to build a comprehensive understanding of how these viewpoints inform solutions to complex challenges. These summaries are graded on criteria including source quality, succinctness, evidence-based support, and relevance to the inquiry process. Twice during the semester, students create distillation infographics summarizing their knowledge gained to date. These infographics, graded on clarity, completeness, and success in identifying larger patterns and conclusions, reflect the integration of diverse perspectives and highlight their relevance to humanity's shared interplanetary future.

CIVI Learning Outcome 2 (Group 2): Demonstrate the ability to collaborate effectively in the presence of dissenting opinions and experiences.

Students engage in weekly discussions based on their research summaries, focusing on critiquing each other's "natural next questions" (NNQs) and addressing biases that might affect their research. These discussions include analyzing how individual research aligns or conflicts with that of their peers, fostering critical dialogue even when opinions differ. In both in-person and online sections of the course, students are graded on their participation and ability to engage productively with differing viewpoints, with the goal of improving the quality and focus of their NNQs and collective inquiry.

CIVI Learning Outcome 3 (Group 2): Communicate arguments, narratives, or information using qualitative or quantitative evidence.

Students complete weekly research summaries of peer-reviewed primary sources. These assignments are graded on criteria including source quality, succinctness of the summary, evidence-based support of conclusions, and relevance to their "natural next question" (NNQ). Each summary requires students to analyze and communicate key qualitative and quantitative findings, building their ability to construct evidence-based arguments. Twice during the semester, students create distillation infographics that summarize the knowledge gained to date. These infographics are graded on clarity, completeness of information, and success in identifying larger patterns and conclusions, demonstrating students' ability to synthesize and visually communicate qualitative and quantitative evidence. For the final presentation, students integrate their semester-long research to provide a comprehensive summary of findings, highlight key challenges and successes in the research process, and reflect on the learning achieved. This presentation further demonstrates their ability to effectively combine qualitative and quantitative evidence and present arguments in a clear, compelling manner.

List all course-specific learning outcomes. Where appropriate, identify the associated CIVI learning outcome(s) in brackets (see below for example). Note: It is expected that a majority of course-specific learning outcomes will be associated with a CIVI learning outcome.

At the completion of this course, students will be able to:
1. **Apply the steps of the Inquiry Framework in solving global, interplanetary problems [CIVI LO 1 & 3; Group 2]**
2. **Assess the value and productivity of research questions and improve your question-asking abilities [CIVI LO 2 & 3; Group 2]**
3. **Distinguish primary and secondary sources of existing knowledge relevant to one's research [CIVI LO 1 & 3; Group 2]**
4. **Evaluate peer-reviewed materials for relevance and limitations, including biases [CIVI LO 1 & 3; Group 2]**
5. **Apply best practices for giving and receiving feedback and using feedback to improve your research and question-asking skills [CIVI LO 2; Group 2]**
6. **Demonstrate effective communication skills in written reports, discussions, and distillations [CIVI LO 2 & 3; Group 2]**

Backmapped Maroon Approval

No Response

Form Submission - Proposer

Submitted for Approval | Proposer

Cassandra Threadgill - February 3, 2025 at 9:53 AM (America/Phoenix)

Department Approval

Approved

Amanda Smith - February 14, 2025 at 4:38 PM (America/Phoenix)

Jenny Smith

GSC Coordinator Review

Sent Back

TJ Robedeau - February 17, 2025 at 8:54 AM (America/Phoenix)

Please include in the syllabus the GS Gold Syllabus Statements exactly and with no changes made, "This course fulfills...". The GS Gold Syllabus Statements can be found at the following website: https://docs.google.com/document/d/1JrFD2qKryUpvc0wvj4C2N8i0lqoQKY4XRmFOgkNnyF0/edit?tab=t.0. Thank you!

April Randall

Form Submission - Proposer

Submitted for Approval | Proposer

Cassandra Threadgill - February 24, 2025 at 10:44 AM (America/Phoenix)

Department Approval

Approved

Amanda Smith - February 25, 2025 at 11:45 AM (America/Phoenix)

It appears as though the syllabus includes the correct GS LO's for CIVI (option 2).

Jenny Smith

GSC Coordinator Review

Approved

TJ Robedeau - February 25, 2025 at 1:47 PM (America/Phoenix)

April Randall

Assistant Vice Provost Review

Approved

Tamiko Azuma - February 25, 2025 at 2:38 PM (America/Phoenix)

All required components confirmed.

Pre-GSC Meeting

Approved

TJ Robedeau - February 28, 2025 at 3:45 PM (America/Phoenix)

April Randall

Governance and Civic Engagement (CIVI) Subcommittee

Acknowledgement Requested

Celeste Sepessy

Tamara Rounds

Michelle Saint

Megan Foutz - March 21, 2025 at 10:11 AM (America/Phoenix)

Revise and resubmit. The committee would like more information on the materials students are being asked to analyze.

General Studies Council Meeting

Waiting for Approval

TJ Robedeau

April Randall

Registrar Notification

Notification

Courses Implementation

Implementation

Approval

Rebecca Flores

Lauren Bates

Alisha Von Kampen

Proposer Notification

Notification

Cassandra Threadgill

College Notification

Notification

Amanda Smith

Jenny Smith

ATCS Notification - ASU Course

Notification

Bryan Tinlin

Jessica Burns

Michele Devine

DARS Notification

Notification

Leticia Mayer

Peggy Boivin

EdPlus Notification

Notification

Sarah Shipp

Bronson Cudgel