**Table for Humanities and Culture: Artistic Practice (HCA)**

|  |  |  |
| --- | --- | --- |
| **ICC HCA Practice Student****Learning Outcome** | **Course Student****Learning Outcome** | **Course Work/****Assessment** |
| use appropriate terminology speciﬁc to the designated artistic area |  |  |
| consistently and effectively utilize techniques of artistic expression in the designated area |  |  |

**Table for Humanities and Culture: Artistic Survey (HCA)**

|  |  |  |
| --- | --- | --- |
| **ICC HCA Survey Student****Learning Outcome** | **Course Student****Learning Outcome** | **Course Work/****Assessment** |
| describe the importance of key artists and stylistic movements within the discipline studied |  |  |
| analyze the formal and contextual features of artistic works within the discipline studied |  |  |

**Table for Humanities and Culture: History (HCH)**

|  |  |  |
| --- | --- | --- |
| **ICC HCH Student****Learning Outcome** | **Course Student****Learning Outcome** | **Course Work/****Assessment** |
| identify key people, events, trends, and ideas that shaped the past |  |  |
| analyze the past through key concepts such as causation, historical and cultural contexts, and change over time |  |  |
| utilize primary and/or secondary source evidence to construct historical arguments that answer questions about the past |  |  |

**Table for Humanities and Culture: Interdisciplinary (HCI)**

There is no table for HCI. Instead, fill out the tables for the learning outcomes articulated in two of the five distinct Humanities and Culture areas (History, Literature, World Languages, Artistic Practice, and Artistic Survey) now included in the University's Ignatian Core Curriculum.

**Table for Humanities and Culture: Literature (HCL)**

|  |  |  |
| --- | --- | --- |
| **ICC HCL Student****Learning Outcome** | **Course Student****Learning Outcome** | **Course Work/****Assessment** |
| identify examples of critical terms and/or conventions used in texts |  |  |
| explain how critical terms and/or conventions are used in analyses of texts |  |  |
| apply historical and/or cultural contexts to enhance comprehension of texts |  |  |
| implement textual evidence from primary and/or secondary sources in argumentative analyses of texts |  |  |

**Table for Humanities and Culture: World Languages (HCW)**

|  |  |  |
| --- | --- | --- |
| **ICC HCW Student****Learning Outcome** | **Course Student****Learning Outcome** | **Course Work/****Assessment** |
| communicate orally, in writing, and/or by sign in languages other than English |  |  |
| interpret texts produced in languages other than English |  |  |
| describe diverse cultural practices, beliefs, and norms of societies where English is not the primary language |  |  |

**Table for Natural Sciences (NS)**

|  |  |  |
| --- | --- | --- |
| **ICC NS Student Learning Outcome** | **Course Student Learning Outcome** | **Course Work/Assessment**  |
| understand principles, theories, and laws that are fundamental to the natural sciences communicate scientific information using appropriate terminology within a natural science discipline |  |  |
| demonstrate an understanding of the data-centric nature of scientific discovery including making observations; asking questions; collecting, analyzing, and interpreting data using appropriate tools; and drawing conclusions |  |  |
| apply their understanding of natural science principles and concepts to topics that include social, ethical, or civic matters |  |  |

**Table for Mathematical Reasoning (QM)**

|  |  |  |
| --- | --- | --- |
| **ICC QM Student Learning Outcome** | **Course Student Learning Outcome** | **Course Work/Assessment**  |
| perform symbolic calculations through either* using properties of the real numbers, including factoring and distributing, rational functions, and exponentiation, to simplify algebraic expressions and solve equations for unknown variables

OR* using set and logical operations to establish set relations and truth values of logical expressions
 |  |  |
| use mathematics to communicate ideas (e.g., problem solving from assumptions, derivingtheorems from axioms, or supporting an argument using mathematical reasoning) |  |  |
| use a mathematical model for decision making (e.g., optimizing a quantity or constructinglogic tables) |  |  |

**Table for Statistical Reasoning (QS)**

|  |  |  |
| --- | --- | --- |
| **ICC QS Student Learning Outcome** | **Course Student Learning Outcome** | **Course Work/Assessment**  |
| analyze real-world datasets with basic descriptive statistics (e.g., mean, median, variance, and standard deviation) |  |  |
| interpret graphical data representations, such as histograms, box plots, and scatterplots |  |  |
| compute and interpret quantities related to the degree of confidence for a statistical statement (e.g., confidence intervals and p-values) |  |  |

**Table for Social/Behavioral Sciences (SBS)**

|  |  |  |
| --- | --- | --- |
| **ICC SBS Student Learning Outcome** | **Course Student Learning Outcome** | **Course Work/Assessment**  |
| explain the fundamental issues, concepts, and theories within the discipline of the course |  |  |
| identify different methodologies or theoretical perspectives in explaining individual and social behavior |  |  |
| apply discipline-specific methods of inquiry and analysis to explain individual and social behavior |  |  |
| interpret quantitative or qualitative data or information to make informed and responsible judgments about current individual and social issues |  |  |

**Table for Theological and Philosophical Inquiry (TPE)**

|  |  |  |
| --- | --- | --- |
| **ICC TPE Student****Learning Outcome** | **Course Student****Learning Outcome** | **Course Work/****Assessment** |
| examine concepts within the discipline of philosophy or theology/religious studies, expanding upon knowledge acquired in their foundational level philosophy and theology courses |  |  |
| employ key skills and methods characteristic of the disciplines of philosophy or theology/religious studies, such as interpreting consequential texts, constructing and evaluating arguments, and identifying points of agreement and disagreement between theological perspectives or philosophical perspectives |  |  |

**Table for Core Capstone (CC)[[1]](#footnote-1)**

|  |  |  |
| --- | --- | --- |
| **ICC CC Student Learning Outcome** | **Course Student Learning Outcome** | **Course Work/Assessment**  |
| articulate how their Jesuit education at The University of Scranton has broadened, deepened, and/or transformed their thinking |  |  |
| describe how their Jesuit education at The University of Scranton has helped or might help them discern their vocation |  |  |
| explain how their Jesuit education at The University of Scranton guides them as people for and with others in their personal, professional, and civic life |  |  |

**Table for Civic Engagement (CIV)**

|  |  |  |
| --- | --- | --- |
| **ICC CIV Student Learning Outcome** | **Course Student Learning Outcome** | **Course Work/Assessment**  |
| articulate how they can exercise civic agency to effect change in their communities through at least one of the following:* engagement with civic institutions and processes
* active response to a local, community-defined need
* attention to current environmental problems and their proposed solutions
 |  |  |
| express a meaningful understanding of their civic responsibility to work for the common good in relation to at least one issue of social, political, cultural, economic, and/or environmental significance in their communities |  |  |
| demonstrate knowledge of at least one issue of social, political, cultural, economic, and/or environmental significance in their communities in order to address it with civic competence |  |  |

**Table for Diversity and Culture (DC)**

|  |  |  |
| --- | --- | --- |
| **ICC DC Student Learning Outcome** | **Course Student Learning Outcome** | **Course Work/Assessment**  |
| describe differences in patterns of thought and behavior that contribute to the formation of a culture different from one’s own |  |  |
| explain how cultural differences can shape the lived experiences of individuals and/or communities |  |  |
| examine how cultural differences can inform historical, philosophical, theological, political, social, and/or linguistic perspectives from which to understand and engage the world |  |  |

**Table for Diversity and Justice (DJ)**

|  |  |  |
| --- | --- | --- |
| **ICC DJ Student Learning Outcome** | **Course Student Learning Outcome** | **Course Work/Assessment**  |
| describe the differences found within one or more of the following categories: ethnicity, religion, race, gender, class, ability, age, and/or geography |  |  |
| explain how differences found within one or more of the aforementioned categories can shape the lived experiences of individuals and/or communities |  |  |
| examine how issues of power and privilege arising from differences found within one or more of the aforementioned categories are part of experiences of injustice to be redressed |  |  |

**Table for Eloquentia Perfecta Writing (EPW)[[2]](#footnote-2)**

|  |  |  |
| --- | --- | --- |
| **ICC EPW Student Learning Outcome** | **Course Student Learning Outcome** | **Course Work/Assessment**  |
| execute rhetorical choices in their writing about the genres, conventions, and expectations of the discipline in various writing situations |  |  |
| employ writing as a process to fulfill intentional purposes, including planning, drafting, revising, and polishing writing |  |  |
| integrate knowledge of the discipline into original writing ethically and responsibly |  |  |

**Table for First-Year Digital Literacies (FYDL)[[3]](#footnote-3)**

|  |  |  |
| --- | --- | --- |
| **ICC FYDL Student** **Learning Outcomes** | **Course Student** **Learning Outcome** | **Course Work/****Assessment** |
| use digital systems effectively and responsibly to gather information that is reliable and relevant to the context in which it will be used |  |  |
| employ digital technology to organize and present information in various media to create artifacts that accomplish their intended purpose |  |  |
| describe applications, ethical considerations, and impacts of artiﬁcial intelligence (AI) on our understanding of the world |  |  |
| utilize information and digital technology responsibly to contribute to the common good |  |  |

**Table for First-Year Public Speaking (FYPS)[[4]](#footnote-4)**

|  |  |  |
| --- | --- | --- |
| **ICC FYPS Student****Learning Outcome** | **Course Student****Learning Outcome** | **Course Work/****Assessment** |
| compose messages strategically according to purpose, audience, and situation, including active responses to audience feedback during message presentation |  |  |
| deliver informative and persuasive presentations using effective verbal and nonverbal techniques to support and enhance message comprehension, including the use of well- designed presentation aids |  |  |
| use rhetorical theory strategically to accomplish their intended purpose |  |  |
| apply effective and ethical communication practices to demonstrate rhetoricalcompetency to contribute to the common good |  |  |

**Table for First-Year Seminar (FYS)**

|  |  |  |
| --- | --- | --- |
| **ICC FYS Student** **Learning Outcome** | **Course Student** **Learning Outcome** | **Course Work/****Assessment** |
| engage intellectual questions through reading, critical thinking, and discussion |  |  |
| articulate components of the Ignatian identity and mission of the University of Scranton grounded in the life of St. Ignatius of Loyola and including education for justice to form people for and with other people |  |  |
| apply appropriate skills necessary to acclimate to the academic and intellectual life of the university |  |  |

**Table for First-Year Writing (FYW)**

|  |  |  |
| --- | --- | --- |
| **ICC FYW Student****Learning Outcome** | **Course Student****Learning Outcome** | **Course Work/****Assessment** |
| employ writing as a process by using ﬂexible strategies for generating, organizing, revising, and editing writing of varying lengths and rhetorical styles |  |  |
| write for different rhetorical situations by considering audience, purpose, context, expectations, and conventions |  |  |
| conduct research as a process of inquiry by responsibly ﬁnding, selecting, integrating, and documenting appropriate sources of information in their writing |  |  |
| reﬂect on how their developing writing skills contribute to their formation into people who communicate well for the beneﬁt of the common good |  |  |

1. In CC courses, students should produce an artifact such as a reflective essay (5 pp. or less) or an oral presentation that addresses one, two, or all three of the foci in the Core Capstone learning outcomes. For approval, the proposed syllabus must meet these requirements. [↑](#footnote-ref-1)
2. In EPW courses, students must (1) write a minimum of 5000 formal words over a minimum of three assignments throughout the semester, (2) work through a process of generating ideas, drafting and organizing, reflecting and revising for each of these formal assignments, and (3) receive written and/or oral feedback from the instructor and/or peers at different stages throughout the process prior to final delivery of one or more assignments. For approval, the proposed syllabus must meet these requirements. [↑](#footnote-ref-2)
3. FYDL courses must require a minimum of three digital products, and students must be prompted to engage in AI in some capacity. For approval, the proposed syllabus must meet these requirements. [↑](#footnote-ref-3)
4. In FYPS courses, students must: (1) receive instruction in speech communication theory and practice, including oral rhetoric in the Jesuit tradition, (2) receive written and oral feedback not only on the content of presentations, but also on the organization and presentation of content, and deliver at least three 5-minute presentations that are based on independent research, are accompanied by original presentation aids, demonstrate an understanding of communication theory, and include a Q&A period. For approval, the proposed syllabus must meet these requirements. [↑](#footnote-ref-4)