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| **Course/Program 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. |

| **Reflection-in-Action** | | | **Core Requirement** |
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| **Core component title** | Varies | | |
| **Minimum credit hours** | Non-credit bearing experience | | |
| **Core-specific pre- and co-requisites / requirements** | Pre-requisites: Ignite Seminar, Cura Personalis 1: Self in Community, and one other 3 credit hour Core class (totaling 7 credit hours of prerequisite Core classes) | | |
| **Core component summary** | Reflection-in-Action**\*** is a signature experience in Jesuit education. The curricular and co/extra-curricular experiences that satisfy the Reflection-in-Action requirement encourage students to experience meaningful learning opportunities beyond the university and to reflect upon ways that community engagement enhances their understanding of acting with and for others. | | |
| **Notes** | * The Reflection-in-Action Core requirement can only be fulfilled from a pre-approved list of engagement experiences, including but not limited to external engagement experiences embedded within credit-bearing courses * Because Reflection-in-Action requires that students use knowledge gained at SLU to engage beyond the university, students *may not transfer in credit for this attribute* * \*Mountin, S., & Nowacek, R. (2012). Reflection-in-Action: A Signature Ignatian Pedagogy for the 21st Century. In N.L. Chick, A. Haynie, & R. A. R. Gurung (Eds.), *Exploring More Signature Pedagogies: Approaches to Teaching Disciplinary Habits of Mind* (pp. 129-142). Sterling, Va.: Stylus Publishing | | |

**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/1SqjKgMnv403jdeUJs4xjjGEXZXJEL12K/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

**Reflection-in-Action**

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).

| **Reflection-in-Action** is one of 19 Core Components. The University Core SLO(s) that this component is designed to intentionally advance are listed below: |
| --- |
| **University Core Student Learning Outcomes**  The Core SLO(s) that this component is intentionally designed to advance are: |
| SLO 1: Students to examine their actions and vocations in dialogue with the Catholic, Jesuit tradition |
| SLO 9: Apply and acquire knowledge through engagement beyond the University |

| 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: |
| * Describe their understanding of new perspectives that they have experienced. |
| * Situate the meaning of their actions in broader social contexts |
| * Show how they apply ideas in the ‘real world’ |
| * Demonstrate fuller participation in community life |

Finally, all students enrolled in this course will also be enrolled in CORE 4500-01, Collaborative Inquiry for the purpose of completing a required final reflection.

| **Core Component Learning Outcomes** | |  |
| --- | --- | --- |
| **Below, you will find the 4 course-level student learning outcomes associated with this Core component areas** | ***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/program is designed to facilitate student achievement of these outcomes.*** | |
| * Students will be able to describe their understanding of new perspectives that they have experienced   ☐Check here if submitting UUCC requested revisions | How will students reflect on and/or articulate new perspectives, values, beliefs, etc. gained from their experience? | |
| * Students will be able to situate the meaning of their actions in broader social contexts   ☐Check here if submitting UUCC requested revisions | How will students connect their experience to larger social issues? | |
| * Students will be able to show how they apply ideas in the ‘real world’   ☐Check here if submitting UUCC requested revisions | In what ways will students be asked to consider the application of concepts learned through their education at SLU to their experience?  In what ways will students be asked to consider the application of concepts/ideas/etc. learned via their experience to future endeavors? | |
| * Students will be able to demonstrate fuller participation in community life   ☐Check here if submitting UUCC requested revisions | How will students be prompted to reflect on their understanding of what it means to act for and with others?  Approximately how many hours will students spend acquiring knowledge beyond the University? (Note: Minimum requirement is 15 hours.) | |

| **Core SLO(s) (**[**Click here for more information on Core SLO’s**](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 2 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/program is designed to facilitate student achievement of these outcomes at the levels indicated in parentheses.*** | |
| **SLO 1: Students will be able to examine their actions and vocations in dialogue with the Catholic, Jesuit tradition (Introduce, Develop)**  ☐ Check here if submitting UUCC requested revisions | Please be sure to explicitly include what readings, activities or other source materials you will use to engage the students in dialogue with the Catholic, Jesuit tradition. | |
| **SLO 9: Students will be able to apply and acquire knowledge through engagement beyond the University (Develop, Achieve)**  ☐ Check here if submitting UUCC requested revisions |  | |