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| **Course Submitted**  **(Subject/Number)** |  |
| **Submitted by** |  |

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| **Ignite Seminar** | | | **Core Requirement** |
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| **Core component title** | Ignite Seminar [Core 1000: topics vary. May be cross-listed with department code] | | |
| **Minimum credit hours** | 2 | | |
| **Core-specific pre- and co-requisites / requirements** | Requirement: Must be completed during a student’s first 36 credit hours at SLU | | |
| **Core component summary** | Courses that satisfy the Ignite Seminar requirement engageeachinstructor’s distinct area of expertise as the lens through which students practice the Ignatian learning process—an integrative and personal approach to inquiry rooted in context, experience, reflection, action, and evaluation. By focusing on how scholarly commitments are forged in dialogue with the personal and social worlds we inhabit, Ignite seminars showcase the rich interplay of intellect and identity, wonder and certainly, rigor and play that characterizes academic inquiry rooted in the Ignatian ideal of care for the whole person (*cura personalis*). Ignite Seminar leaders also guide students as they identify and explore the questions that ignite their own sense of wonder and urgency. | | |
| **Notes** | * All Ignite Seminars have the option of adding Cura Personalis 1: Self in Community to course as a lab section * Ignite Seminars are NOT eligible to carry any additional Core attributes | | |

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| **Core Component Learning Outcomes** | |  |
|  | ***Below, you will find listed the 5 course-level student learning outcomes associated with this Core component area. In the space provided, please discuss how your course is designed to facilitate student achievement of these outcomes*** | |
| * Recognize that both personal and social **context** shapes all learning |  | |
| * Characterize how the **experience** of learning through a distinct disciplinary or interdisciplinary mode of inquiry shapes knowledge of ourselves, or communities, and our world |  | |
| * **Reflect** on learning experiences to arrive at a deeper understanding of who they are as scholars and citizens |  | |
| * **Evaluate** the ways in which new knowledge illuminates routes towards future **action**, and identify possible actions one might take in the service of humanity |  | |
| * Identify, evaluate, and utilize a variety of SLU library source materials to complete a course assignment |  | |

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| **Core SLO(s) (**[**Click here for more information on Core SLO’s**](https://drive.google.com/file/d/15qtYvj1085Y8OHJ8GRkxzRW2w-H_t6FU/view?usp=sharing)**)** | |  |
|  | ***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 4 University Core-level student learning outcomes associated with this Core component area. In the space provided, please discuss how your course is designed to facilitate student achievement of these 4 outcomes at the levels indicated.*** | |
| **SLO 1: Examine their actions and vocations in dialogue with the Catholic, Jesuit tradition** |  | |
| **SLO 2: Integrate knowledge from multiple disciplines to address complex questions** |  | |
| **SLO 3: Assess evidence and draw reasoned conclusions** |  | |
| **SLO 5: Analyze how diverse identities influence their lives and the lives of others** |  | |

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| **Course Essential Criteria** | |  |
|  | ***Below, you will find listed the 4 Essential Criteria for this Core component. In the fields below, please note these Essential Criteria (what all instructors must do/teach/assign/require to ensure the integrity of each section University-wide) and in the spaces provided, outline how your course will incorporate these Essential Criteria.*** | |
| * Introduce and employ the Ignatian pedagogical paradigm in the design and delivery of course |  | |
| * Introduce students to how one distinct disciplinary or interdisciplinary mode of inquiry shapes knowledge |  | |
| * To ensure that students have the fundamental skills of information literacy they will need to navigate these interests moving forward, all Ignite Seminars partner with SLU Libraries on a research assignment connected to the seminar topic |  | |
| * Require students to produce an artifact in which they reflect on how their own diverse backgrounds and experiences have shaped their intellectual interests, curiosities, and commitments |  | |

**Mandatory Syllabus Material for University Core Courses/Experiences**

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_12-12-18.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 your course meets more than one Core Component Area requirement, please modify accordingly

**Ignite First Year Seminar**

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/provost/university-undergraduate-core/core-student-learning-outcomes.php) (SLOs).

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| **The Ignite First-Year Seminar** 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: Examine their actions and vocations in dialogue with the Catholic, Jesuit tradition |
| SLO 2: Integrate knowledge from multiple disciplines to address complex questions |
| SLO 3: Assess evidence and draw reasoned conclusions |
| SLO 5: Analyze how diverse identities influence their lives and the lives of others |

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| Additionally, the Core Component-level Student Learning Outcomes are listed below: |
| **Component-level Student Learning Outcomes**  Students who complete this course will be able to: |
| * Recognize that both personal and social **context** shapes all learning |
| * Characterize how the **experience** of learning through a distinct disciplinary or interdisciplinary mode of inquiry shapes knowledge of ourselves, or communities, and our world |
| * **Reflect** on learning experiences to arrive at a deeper understanding of who they are as scholars and citizens |
| * **Evaluate** the ways in which new knowledge illuminates routes towards future **action**, and identify possible actions one might take in the service of humanity |
| * Identify, evaluate, and utilize a variety of SLU library source materials to complete a course assignment |