

Should I put Core Learning Outcomes in my Syllabus?

(the answer is, Yes!)

All courses satisfying USD's core curriculum must contain two things in their syllabi:

1. A short sentence stating which area of the core the course satisfies; and
2. The learning outcomes specific to that area of the core.

Example Statement

This course satisfies the Social and Behavioral Inquiry (ESBI) exploratory area of the core curriculum.

The four-letter core attribute codes can be found [here](#).

Where do I find the Core Learning Outcomes?

The ratified core learning outcomes for each core requirement can be found on the core website: <https://www.sandiego.edu/core/four-areas-of-the-core/> Click on the specific core requirement to see the learning outcomes for that requirement.

Can I copy and paste the Core Learning Outcomes or can I tailor them to my course?

You can do either! We do ask that if you blend the core learning outcomes with your own course outcomes to please include a link to the core learning outcomes website so that students can see how your course connects to the larger umbrella of their overall core curriculum and liberal arts experience.

Do you have any Examples?

We sure do! The examples on the following pages show variations on how instructors have included core learning outcomes in their syllabi. Your Core Area Representative (CAR) will give you feedback on yours if you choose to blend and customize rather than do a straight copy and paste.

The reason for including this information on syllabi is to help students to be able to see a “big picture” view of what they are learning in their core curriculum, given the unique, customized collection of core classes that each student takes.

Examples begin on next page

Key:

- *Purple = Examples of ways to indicate how the course fulfills a given core requirement.*
- *Blue = Portions that contain same wording as core curriculum learning outcomes.*

Example 1: EOSC 123: Organisms and Ecosystems (Satisfies ESTI core)

In this example, the core learning outcomes were slightly tweaked and blended with the course learning outcomes. Since the exact wording for the core outcomes was used, it is not necessary to reference the core site.

This course satisfies the core requirement for Explorations in Scientific & Technological Inquiry (ESTI).

Course Learning Outcomes and Explorations in Scientific & Technological Inquiry (ESTI) core learning outcomes:

By the end of the course, students will be able to:

1. Design and conduct an experimental and/or observational investigation to generate scientific knowledge relevant to ecology and organismal adaptations.
2. Analyze data using methods appropriate to ecology to make valid and reliable interpretations.
3. Explain the basic scientific concepts and theories relevant to ecology.
4. Identify and use appropriate and sufficient scientific evidence to evaluate claims and explanations about the natural world.
5. Identify and describe organisms from major taxonomic groups, and understand how their adaptations relate to their natural history and ecology.
6. Describe major terrestrial and aquatic habitats in terms of their physical and biological components

Example 2: ITMG 294 Quantitative Reasoning with Spreadsheet Analysis (Satisfies CQR Core)

This course was specially designed to meet the CQR learning outcomes thus the course learning outcomes are exactly the same as the core learning outcomes. Since the exact wording for the core outcomes was used, it is not necessary to reference the core site.

This course satisfies the core requirement for Competency in Quantitative Reasoning (CQR).

Student Learning Objectives for the Course

Recognition: Recognize and select quantitative information that is relevant to the argument (e.g., extract necessary data from larger datasets that may also contain non-relevant information).

Calculation and Organization: Perform any necessary calculations (e.g., converting units, standardizing rates, applying formulas, solving equations), and put data into comparable forms (e.g. graphs, diagrams, tables, words).

Interpretation: Interpret and explain data in mathematical forms, such as analyzing trends in graphs and making reasonable predictions about what the data suggest about future events.

Evaluate Assumptions: Make and evaluate important assumptions in estimating, modeling, and analysis of quantitative data.

Communication (Justification): Express quantitative evidence to support arguments and communicate carefully qualified conclusions.

Limitations: Recognize limitations of quantitative data and analyses used to construct an argument.

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Example 3: SOC 313: Sexualities (Satisfies CINT core)

In this example, the course and core learning outcomes are displayed under their own separate headings. Since the exact wording of the advanced integration core learning outcomes are used, it is not necessary to reference the core site.

This course is part of a cluster of courses, satisfying the advanced integration requirement for the Core curriculum (CINT).

Course Learning Outcomes

At the end of this course students will:

1. Summarize and critically analyze key works and debates in the broad field of the sociology of sexualities;
2. Understand the historical and contemporary issues related to sexuality facing heterosexuals and especially LGBTQ communities as they strive for social, cultural, political, and legal recognition and challenge normative institutional arrangements like the nuclear family and the gender binary;
3. Develop a sophisticated vocabulary for discussing sexual diversity that expresses not only an understanding of differences, but also an awareness of the social marginalization and political disenfranchisement of sexual minorities;
4. Analyze in your writing the historical and social origins of diverse, contemporary sexualities and offer theoretically informed analyses of the issues facing both heterosexual and LGBTQ sexualities.
5. Reflect on the personal significance of sexuality in your life.

Advanced Integration Learning Outcomes

At the conclusion of this course, students will be able to:

1. Synthesize across the interdisciplinary perspectives, theories or methodologies implemented in Sexuality studies. (Integration SLO#3)
2. Apply knowledge from various disciplinary perspectives on sexuality. (Integration SLO#4)

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Example 4: ARTV 333: Interdisciplinary 2D Studio (Satisfies EARI core)

In this example, the wording of the learning outcomes is similar to the Explorations in Artistic Inquiry learning outcomes - the titles are the same but the wording within the paragraphs is customized to the class. Here it is helpful for students to be able to reference the learning outcomes on the core site to see how this course aligns with the larger umbrella of the core requirement.

LO1: Creative, Performative, or Receptive Practice

Students create individual art projects where they demonstrate engagement with a breadth of course materials applied to two-dimensional visual compositions. In-class exercises and assigned projects challenge students to experiment with a broad range of media and processes to engage the cross-disciplinary aesthetic concepts and strategies as seen in class materials and lectures. Projects are presented and discussed in critiques.

LO2: Engagement with Theoretical Principles

In image lectures and assigned texts, students familiarize themselves with a breadth of two-dimensional materials and processes in contemporary art. Students' individual projects reflect an awareness and consideration of the conceptual, material, and disciplinary boundaries within the two-dimensional field, and how their own aesthetic choices are calculated results of exploring this range. They discuss and hone those choices in regular class critiques.

LO3: Historic and Cultural Contextualization

Through assigned readings, discussions, presentations and projects, students develop a critical awareness of the two-dimensional field as it has been explored and challenged by contemporary visual artists. In presentations, writings, projects, and oral defenses, students situate their own use of materials and processes in these art historical contexts.

Students completing this course will fulfill the core requirement Explorations in Artistic Inquiry (EARI): <https://www.sandiego.edu/core/four-areas-of-the-core/explorations.php#content-artistic-inquiry>

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Example 5: THRS 231: Christian Changemakers (Satisfies FTRI lower-division and FDDI core)

*This example is wonderful for students because it includes **where** in the course they will learn, practice, and be assessed on each learning outcome. The instructor for this course has articulately blended **two** sets of core learning outcomes with their own course learning outcomes. Since some customization has taken place, the instructor has also referenced the original core learning outcomes on the core website.*

Learning Outcomes:

1. Students will demonstrate mastery of key theo-ethical concepts, including principles of Catholic social thought.	Core Alignment: FTRI LO 1	<ul style="list-style-type: none">• Introduced in Module 1• Practiced in Modules 2-6• Summative Assessment in Module 7
2. Students will demonstrate a critical understanding of theory and method in Christian theology, with special attention to critical interpretation of the Bible.	Core Alignment: FTRI LO 2	<ul style="list-style-type: none">• Introduced in Modules 1 and 2• Practiced in Modules 3-6• Summative Assessment in Module 7
3. Students will demonstrate critical understanding of social change and methods of addressing existing social problems.	Core Alignment: FDD1 LO2	<ul style="list-style-type: none">• Introduced in Module 3• Practiced in Modules 3-6• Summative Assessment in Module 7
4. Students will engage in critical self-reflection on identity, power, and privilege, using an intersectional lens in order to reflect on their own relation to the issues under discussion and their role within systems of oppression and/or liberation.	Core Alignment: FDD1 LO1 & LO3	<ul style="list-style-type: none">• Introduced in Module 3• Practiced in Modules 3-6• Summative Assessment in Module 7
5. Students will communicate effectively in written work and class discussions.		<ul style="list-style-type: none">• Practiced in Modules 1-6• Summative Assessment in Module 7

THRS 231 fulfills foundations, theological and religious inquiry (FTRI), lower division, as well as level one domestic diversity flag (FDD1) core learning outcomes. The specific learning outcomes for these core requirements can be found at:

- <https://www.sandiego.edu/core/four-areas-of-the-core/foundations.php#content-theological-and-religious-inquiry>
- <https://www.sandiego.edu/core/four-areas-of-the-core/foundations.php#content-disj-flag>

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