

LA400 Senior Integrative Seminar

University Learning Objectives Worksheet

I. Communication and Problem Solving

Skill	Met	Partially Met	Not Met	Example of specific assignment or activity
Use the expressive arts as a mode of inquiry or expression	X			In SAR 109, Graphic Design I, we had an assignment to recreate a book cover for our favorite novel using Adobe Illustrator. I was able to take my own interpretation of the novel to recreate the cover, while keeping the main concept of the story overall.
Demonstrate leadership, negotiation, relational, and consensus skills	X			In SCS 374, Software Engineering for Mobile Systems, we were assigned a final project at the very beginning of the semester. This was a group project to design and create our own application from scratch. I inadvertently became the project manager – organizing tasks and figuring out which member would be the best for which task. I made it a point to communicate with my group members and see what could get done each week. I also made sure that they liked what they were doing – most of the time they volunteered for a certain task. Between me and another student, we shared responsibility of making sure things were done and we were on schedule.
Use technological skills to access information, organize knowledge, and communicate	X			In Seminar Thinking and Writing, our final project was a research paper. Mine was about owning your own business. Because my family owns their own small business, I had a source right there, but needed more information. I was able to log into Reeves Memorial Library and use their technological resources to help form my argument and communicate it better.
Propose new solutions to current issues	X			In SLA 400, Senior Integrative Seminar, the first few weeks we covered Catholic Social Teaching. Our assignments in that time were about addressing social issues according to CST. Although these may not be “new solutions,” it was a great way to see current issues in a new way - rather than how we negatively see them in the news. They were new solutions to us and seeing them in a way we could combat social issues as we go

				out into the world on our own after graduation.
Express arguments or main points clearly, in written and oral communication	X			In SCS 250, Programming Languages, we were to choose an app, research it, and decide what programming language was most likely used in its development. I was able to apply the different languages and how they worked to my chosen application. This twenty page paper examined and explained many points as to why and then was presented in Power Point form at the end of the semester.
Transfer knowledge and values into sound decision-making	X			In SBU 200, Marketing, each group had to go through a marketing simulation. Each “quarter,” or week in the simulation, we had to make decisions for our firm and how to succeed in our market – athletic shoes. Based on our decisions of the previous quarter, and information presented in class by Dr. Giunta, we had to make these decisions for the next quarter. We made some bad choices, but learned from them and became one of the top firms in our class.

II. Historical, Cultural, and Global Awareness

Skill	Met	Partially Met	Not Met	Example of specific assignment or activity
Communicate in a second language at the introductory college level	X			In SSP 105, Elementary Spanish Language and Culture, we learned the basics of the Spanish Language. In chapter 6, I learned the difference between the different uses of the verb “to know” and how they are used in different contexts, along with the correct articles to use with different nouns. I can now say I am conversant in Spanish.
Analyze the impact of history, geography, and socio-cultural dynamics on global interactions from a variety of disciplinary perspectives	X			In SPS 392, Global Political Economy, we had a book review assignment. The book I chose, <i>Creating a World Without Poverty</i> , was about a man from India using Social Business to end poverty. It made me realize that there are many different aspects of poverty and also different kinds of poverty around the world. Poverty is not the own person’s fault, but can also be a result of their culture and place they live. It is not their own responsibility to help them succeed, but businesses and others who have been more fortunate than them to help them.
Analyze current and historical events through the lens of spirituality and faith	X			In SRT 250, Liturgy and Sacrament, we were able to learn the significance of the aspects of liturgy through the eyes of history. Specifically the meaning and significance of water and baptism. We were tested on why the people about in the Old Testament and then the New Testament hold this to such a high standard and why we still practice these traditions today.
Assess privilege and oppression from the perspective of culture, race, class, and gender	X			In SLA 201, Western Cultural Traditions II, we had an assignment called “Reacting to the Past,” where we were each given a role in a real-life situation that happened in the past. Our task was to act as this person, based on their opinions, even if they are not your own. In this situation, I was an educated young woman from London, sent to an American college that taught women that they have “the same right as man to intellectual culture and development” but did not want to reform society for women to have equal rights. It was hard putting myself in that position because I do believe that women are equal with men, but putting myself in that time period and these opinions, I could not express that. I realized how hard life

				was in past time periods and cultures. This is also happening now with the pay gap. We need to fight for equality.
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III. Multiple Modes of Inquiry

Skill	Met	Partially Met	Not Met	Example of specific assignment or activity
Generate and analyze numerical and scientific data	X			In SNT 160, Nutrition for Life, we were studying the different age groups and what they need. Our group was tasked with Children. We analyzed the data we were given, like them needing an active lifestyle and high obesity rates, and recommended solutions such as after school activities and a healthy diet.
Locate and analyze expressive media to gain information or comprehend the significance of an issue or an event	X			In SLA 200, Western Cultures and Traditions I, we learned about the ancient regions of Mesopotamia and Egypt. Egyptians, as we all know, built the pyramids as “rock hewn tombs” for those that passed away. We studied some things found in these tombs, and you could see the difference between the Old Kingdom and the New Kingdom by the way people were buried – namely King Tut. King Tut was part of the New Kingdom, so things in his tomb were very lavish, compared to the Old Kingdom where they were more simple.
Organize and manage resources in a creative way to achieve impact	X			In SBU 371, Training and Development, as a small group, we have to design our own training program. We had to use many resources including our own experience, Reeves Library Databases, in-class material, and examples of other training programs. Our final program followed a theory session and came together as one cohesive program using these sources.
Find, evaluate, and apply information	X			In SBU 220, Marketing, we were tasked with presenting our findings from our marketing simulation. In this presentation, we had to take information from lecture, as well as our textbook, and apply it as to why our simulation turned out the way it did – why we made the decisions we did during each “quarter” and what we could have done better based on information given in class.
Interpret quantitative and qualitative information to	X			In SCS 270, Computer Forensics, we studied disk partitions and how to find files on a computer disk. For one assignment we were given a partition and were tasked with finding what types of files were on the computer.

present a logical argument based on supporting data				Given a sort of key which files were which, we were able to create the argument as to why this file was a .jpeg, .gif, or other type of file. Not all of them were clear, and could be multiple types based on one's own interpretation.
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IV. Self Reflection and Assessment

Skill	Met	Partially Met	Not Met	Example of specific assignment or activity
Demonstrate ethical decision-making grounded in philosophical inquiry	X			In SPL 100, Introduction to Philosophy, we evaluated the Acts of Humans versus Human acts according to Thomas Aquinas. This means thinking about what people do because of free will. We need to study three things, the object, the end that the person wants to achieve, the intention, the purpose why the person is doing the act, and the circumstances, the consequences anticipated. In this way we can analyze our own decisions whether they are ethical or not.
Apply Catholic social teaching to the analysis of contemporary social issues	X			In SLA 400, Senior Seminar, our first assignments were studying Catholic Social Teaching and applying them to current social issues. My presentation was about why being pro-life is more than just being about abortion. If we want to consider ourselves pro-life, we need to respect the dignity of the human person in all aspects of life. So, this means speaking up for all of those who don't have a voice, not just unborn babies, but speaking up against racism and bullying and a better life for our veterans.
Recognize the value of diverse spiritual and religious perspectives	X			In SLA 150, Faith Religion and Society, we visited a mosque in Oakland. It was a new experience for me I did not want to miss out on. Being born and raised Roman Catholic, it opened my eyes to other religions, particularly Islam. We are all worshipping the same God, just in different ways and different practices. It was nice seeing and visiting these people with such a strong faith.
Integrate the practice of charity with the skill of justice	X			Since my junior year of high school, I traveled to Frenchville, PA, for a mission trip with my home parish. I was able to go as a student until after my sophomore year of college. At this small retreat center that organizes helping the less fortunate in the area, they emphasize on Catholic Social Teaching as well and give you a different perspective of who the "poor" are. They define the poor as "someone who has a need that is not being met." So, someone could be living comfortably, but cannot do their own landscaping. Us on the mission trip will go out there and do their landscaping. Just because they are not

				homeless, does not mean they are not poor.
Exercise responsible freedom and civic engagement based on an informed value system	X			During the Spring of 2017, while taking SLA 201, Western Cultures II, Professor Kochanek encouraged us to attend the Equal Pay Rally in downtown Greensburg. This tied into information in the class because we studied western culture in a time period where women were treated as less than men with no rights and really to be seen and not be heard. In today's world, women are paid seventy-five cents for every dollar a man makes. We have come a long way since then, but in some aspects, women are still not considered equal to men. Attending the rally was a great way to fight against this and, being a woman, realizing the reality of my world going into the workforce.