Magis Common Core Curriculum Plan

Creighton University Common Undergraduate Core Curriculum Task Force

Proposed April 9, 2013
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CHAPTER 1. OVERVIEW

1.1 Preamble

The Magis Common Core serves as the cornerstone of Creighton University education, laying a shared foundation for all undergraduate students in order to shape responsible citizens of the global community. In the Jesuit tradition, Magis is “the more”, aspiring toward excellence. As Catholic, the Magis Common Core provides a framework to challenge students to pursue truth in all forms through the living tradition of the Catholic Church. As Jesuit, the Magis Common Core is deeply rooted in Ignatian values and the Jesuit intellectual tradition, engaging students through intimate learning communities in critical dialogue about the ultimate questions of life. The components that constitute the Magis Common Core are intentionally selected to provide a congruous liberal educational experience for all undergraduate students. Students across all colleges and schools interact, challenge ideas, and gain a deeper appreciation for diverse perspectives and experiences, thus promoting a culture of inquiry and mutual respect. A variety of course delivery methods, including distance education, are designed to foster student engagement. The Magis Common Core promotes students’ ethical reasoning and critical thinking, and prepares students to respond to life’s challenges with discerning intelligence and thoughtful reflection. Committed to the inherent worth and dignity of each person, students gain an appreciation of ethnic and cultural diversity in all its forms, and develop a commitment to exploration of transcendent values and the promotion of justice.
1.2 Framework

1.2.a Development of the Magis Common Core Curriculum

Prior to 2012, Creighton University did not require all of its undergraduate students to complete a common Core Curriculum. Each of the colleges and schools that offered undergraduate degrees, namely, the College of Arts & Sciences, the College of Business Administration, the School of Nursing, the School of Pharmacy & Health Professions, and University College, established its own Core Curriculum requirements for the students enrolled in its undergraduate degree programs. Each of the colleges and schools other than the College of Arts & Sciences would select some components of the College of Arts & Sciences Core Curriculum to serve as requirements of its own Core Curriculum, and this happened to result in a few components of the College of Arts & Sciences Core Curriculum being common to the requirements of all undergraduate degree programs offered by the university. This result was, however, the result of coincidence rather than purposive cooperation.

In Oct. 2010, the College of Arts & Sciences Faculty Senate struck a College of Arts & Sciences Core Curriculum Revision Task Force that included faculty members, administrators, and students of the College of Arts & Sciences as well as one representative each from the College of Business Administration, the School of Nursing, and University College. The charge of this task force was not to develop a common undergraduate Core Curriculum, but to revise the existing College of Arts & Sciences Core Curriculum in a way that would take the needs of students in the other undergraduate colleges and schools into account. In Jan. 2011, university president-designate Rev. Timothy Lannon, S.J., met with Dean of Arts & Sciences and the co-chairs of the College of Arts & Sciences Core Curriculum Revision Task Force and encouraged them to consider the possibility of collaborating with the other undergraduate colleges and schools to define and win approval for a true common undergraduate Core Curriculum that would help define the undergraduate educational mission of Creighton University.

The College of Arts & Sciences Faculty Senate approved a set of College of Arts & Sciences Core Curriculum learning objectives in Oct. 2011. In Nov. 2011, the Dean of Arts & Sciences, the Dean of Business Administration, and the Dean of Nursing charged a subcommittee of the College of Arts & Sciences Core Curriculum Revision Task Force including representatives of the College of Arts & Sciences, the College of Business Administration, and the School of Nursing to identify a subset of the College of Arts & Sciences Core Curriculum learning objectives that could form the basis for a common undergraduate Core Curriculum. The proposed Common Undergraduate Core Curriculum learning objectives were reviewed by the business administration faculty and the School of Nursing Curriculum Committee during Spring Semester 2012. The Dean of Arts & Sciences, the Dean of Business Administration, the Dean of Nursing, the Dean of Pharmacy & Health Professions, and the Dean of University College then struck a Common Undergraduate Core Curriculum Task Force in Sept. 2012 and charged it to develop a plan for a new Common Undergraduate Core Curriculum that would be based on the plan for the revised College of Arts & Sciences Core Curriculum and that would deliver the proposed Common Undergraduate Core Curriculum Learning Objectives. The College of Arts & Sciences Faculty
Senate reviewed and approved the plan for the Magis College of Arts & Sciences Core Curriculum (on which the present plan is based) in Apr. 2013. The Common Undergraduate Core Curriculum Task Force subsequently proposed the plan for the Magis Common Core Curriculum for review and approval by the relevant governing bodies of the College of Business Administration, the School of Nursing, the School of Pharmacy & Health Professions, and University College in Apr. 2013.
1.2.b Three-Tier Structure of the Magis Common Core Curriculum

In designing this new Core Curriculum, we have kept the broad principles of Jesuit education outlined in the preamble to this plan always in view. We have also kept in view the needs of students, asking what specifically they need by the time of their graduation, that is, what skills, what knowledge, and what values. At every level we have sought a careful balance, on the one hand, providing students the essentials -- knowledge, skills, and values -- and, on the other, providing a measure of freedom and flexibility so that student may explore widely. In constructing this Core Curriculum, we have plotted out a three-tier pathway: foundations, explorations, and integrations.

Level I: Foundations.
The foundations are laid in the first year of study. We expect that students will normally complete the following six components (15 hours) during the first two years of undergraduate study, and that all but Mathematical Reasoning will normally be completed within the first year:

- Contemporary Composition (3 hours)
- Critical Issues in Human Inquiry (3 hours)
- Oral Communication (1 hour)
- Mathematical Reasoning (2 hours)
- Philosophical Ideas (3 hours)
- The Christian Tradition (3 hours)

These components are foundational in several ways. First, they insure that students have foundational skills in self-expression, that is, in writing and in speaking. Central to Jesuit education from the beginning has been the goal of eloquentia – that students possess skills of self-expression that are foundational to becoming a leader. These writing and speaking skills are, of course, fundamental to their later education and will be continued to be refined as their education continues. Second, students are introduced to three domains of critical thinking that have, from the beginning of the Jesuit educational tradition, been seen as foundational: (a) thinking critically about human experience through the study of history and literature; (b) thinking critically about religion; and (c) thinking critically about thinking itself. These, too, will continue to be expanded and refined as their education continues.

Level II: Explorations.
The life of the mind requires exploring, and at this level, students are asked to begin exploring widely. The genius of the university is its wide-ranging and enormously sophisticated array of disciplines. In this phase of study, students begin to explore that array, its vast and varied approaches to the profound reaches of human knowledge. This “Explorations” level of the Magis Common Core Curriculum has six components (17 hours):

- Ethics (3 hours)
- Global Perspectives in History (3 hours)
- Literature (3 hours)
- The Biblical Tradition (3 hours)
• Understanding Natural Science (2 hours)
• Understanding Social Science (3 hours)

We recognize that students will often take introductory courses to satisfy these components of the Magis Common Core Curriculum. So, in some sense, these components, too, are foundational to students’ explorations of these disciplines. But here the concern is exploring and savoring the breadth of human knowledge and experience. All students have certain intellectual strengths that feel natural to them. All too often, students can be reluctant to explore more widely, to move outside their comfort zones. This level of exploration will push students to discover new domains and to uncover their own often hidden capabilities. Each of these domains has been central to the Jesuit tradition of the liberal arts and sciences in varied ways through the centuries. Each is central to being a liberally educated person in the contemporary world. We expect that most of these components will be completed during students’ second and third years.

**Level III. Integration.**
As students approach completion of their undergraduate education, they need to begin to integrate what they have learned about themselves and their world. At this stage of undergraduate study, students’ programs of study will have diverged into various specialized fields of study in the various colleges and schools of the university. Different forms of integrative study will be appropriate depending upon whether a student is enrolled in the College of Arts & Sciences, the College of Business Administration, the School of Nursing, the School of Pharmacy & Health Professions, or University College. Nonetheless, students need to engage in a crucial, culminating engagement with the Ignatian values that form the heart of the university, in one component (3 hours):

• Intersections (3 hours)

“Intersections” helps students see, quite concretely, how the individual disciplines they have studied intersect – how, by integrating disciplines in new ways, new insights become possible. This component also requires students to wrestle with the question of how these disciplines can speak to issues of social justice in the context of a diverse society. We expect that most students will complete this component during their third or fourth year of study.
1.2.c Magis Common Core Curriculum Requirements (13 components, 5 designated courses, 35 hours)

The following table displays the requirements of the Magis Common Core Curriculum along with the learning objectives that the requirements are designed to fulfill. For instance, learning objective 2.R.1 is the first learning objective that supports University Learning Outcome 2 at the Reinforcement level. For a complete list of the learning objectives of the Magis Common Core Curriculum and the University Learning Outcomes that they support, please consult Section 4.1 of this plan.

<table>
<thead>
<tr>
<th>Foundations (6 components, 15 credit hours)</th>
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<tbody>
<tr>
<td>Contemporary Composition (First-Year Experience): 3 credit hours</td>
</tr>
<tr>
<td>4.I.1 Students will construct and effectively deliver well-structured and supported arguments in written [form].</td>
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<tr>
<td>4.R.1 Students will research, choose, and use appropriate technologies to communicate effectively.</td>
</tr>
<tr>
<td>2.I.2 Students will describe basic components of an argument and recognize some common fallacies of arguments and misrepresentations of facts.</td>
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<tr>
<th>Critical Issues in Human Inquiry (First-Year Experience): 3 credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.I.1 Students will develop the basic skills of information literacy, including searching for information, critically evaluating information from sources, and appropriately using and citing information.</td>
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<tr>
<td>2.R.1 Students will demonstrate self-knowledge, including knowledge of their own biases and perspectives, and be able to evaluate the strengths and weaknesses of varying points of view.</td>
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<tr>
<td>3.E.I.1 Students will explain the concepts of “service” and “social justice” as they are understood within the Catholic and Jesuit traditions.</td>
</tr>
<tr>
<td>3.E.R.2 Students will explain how one or more disciplines identify social ideals and analyze actual societal conditions in terms of social justice.</td>
</tr>
<tr>
<td>6.I.1 Students will describe the range and types of human identities and cultures in contemporary or historical terms and identify what constitutes “difference” (or what has constituted “difference”) within the United States and throughout the global community.</td>
</tr>
<tr>
<td>6.I.2 Students will state the meaning of “human dignity” as articulated within the Catholic, Jesuit, and other intellectual traditions and how “human dignity” is influenced by systems of social differentiation and by relative power and privilege.</td>
</tr>
<tr>
<td>6.R.1 Students will identify their own social locations and analyze a controversial issue by articulating their own values and perspectives and those of an unfamiliar community.</td>
</tr>
<tr>
<td>6.R.2 Students will evaluate and critique ideologies of social differentiation and the way systems of relative power and privilege are (or have been) reinforced.</td>
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<tr>
<th>Mathematical Reasoning: 2 credit hours</th>
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<tr>
<td>2.R.3 Students will interpret and present quantitative information verbally, mathematically, ... and graphically.</td>
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<tr>
<td>4.I.1 Students will construct and effectively deliver well-structured and supported arguments in ... mathematical [form].</td>
</tr>
<tr>
<td>4.P.2 Students will effectively use ... mathematical ... language appropriate to the audience, occasion, and context.</td>
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</tbody>
</table>
**Oral Communication (First-Year Experience): 1 credit hour**
4.I.1 Students will construct and effectively deliver well-structured and supported arguments in oral form.
4.R.1 Students will research, choose, and use appropriate technologies to communicate effectively.
2.I.2 Students will describe basic components of an argument and recognize some common fallacies of arguments and misrepresentations of facts.

**Philosophical Ideas (First-Year Experience): 3 credit hours**
3B.I.1 Students will identify and define the theories and concepts that philosophers of the Western tradition have used to attempt to grasp the truth about the ultimate nature of reality, the scope of human knowledge, and the nature of a good human life.
3B.R.1 Students will analyze and evaluate arguments and concepts of philosophers of the Western tradition that attempt to grasp the truth about the ultimate nature of reality, the scope of human knowledge, and the nature of a good human life.
3B.P.1 Students will formulate and defend conclusions of their own about at least one of the following topics: the ultimate nature of reality, the scope of human knowledge, and the nature of a good human life.

**The Christian Tradition (First-Year Experience): 3 credit hours**
3A.I.1 Students will identify and discuss the fundamental teachings, history, and practices of Christianity.
3A.I.2 Students will identify and discuss the distinctive teachings, history, and practices of Catholicism.
3A.I.3 Students will identify and describe the key elements of the Jesuit intellectual tradition in its more specific religious sense, its historical foundation and its spirituality.
3A.R.1 Students will identify and discuss particular challenges facing Christianity (in general) and the Catholic Church (more specifically) in the contemporary world.

**Explorations (6 components, 17 credit hours)**

**Ethics: 3 credit hours**
5.I.1 Students will identify and define terms and concepts that are crucial to fundamental theories of morality.
5.I.2 Students will identify and define key principles of fundamental moral theories.
5.R.1 Students will analyze and evaluate fundamental theories about the sources of moral obligation, moral virtue, justice, wisdom, and a good human life.
5.R.2 Students will distinguish the morally relevant features of complex practical situations and use fundamental moral theories to form well-reasoned judgments about how to act in those situations.
5.R.3 Students will evaluate critically their own ethical presuppositions.

**Global Perspectives in History: 3 credit hours**
3C.I.2 Students will identify key historical developments that have significantly shaped human societies and cultures.
3C.R.2 Students will analyze and explain how key historical developments have significantly shaped human societies and cultures.
3C.P.2 Students will evaluate the relative significance of a variety of historical developments in shaping human societies and cultures.
<table>
<thead>
<tr>
<th><strong>Literature: 3 credit hours</strong></th>
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<tbody>
<tr>
<td>3C.I.1 Students will identify how literary texts represent human experience in its individual, social, and cultural dimensions.</td>
</tr>
<tr>
<td>3C.R.1 Students will interpret and analyze how literary texts represent human experience in its individual, social, and cultural dimensions.</td>
</tr>
<tr>
<td>3C.P.1 Students will evaluate the vision of the human experience in its individual, social, and cultural aspects, as expressed by several significant literary texts.</td>
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<tr>
<th><strong>The Biblical Tradition: 3 credit hours</strong></th>
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<tbody>
<tr>
<td>3A.I.4 Students will examine the contents of the Bible.</td>
</tr>
<tr>
<td>3A.R.2 Students will demonstrate an understanding the world of the Bible.</td>
</tr>
<tr>
<td>3A.R.3 Students will examine how the Bible was composed and transmitted.</td>
</tr>
<tr>
<td>3A.R.4 Students will critically interpret the literary and thematic traditions of the Bible.</td>
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</tbody>
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<tr>
<th><strong>Understanding Natural Science: 2 credit hours</strong></th>
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<tbody>
<tr>
<td>2.P.1 Students will recognize appropriate applications, as well as limitations, of scientific, mathematical and statistical approaches and how they interact with other ways of knowing.</td>
</tr>
<tr>
<td>3D.I.1 Students will identify the fundamental principles and concepts of at least one area of the natural sciences.</td>
</tr>
<tr>
<td>3D.I.4 Students will identify ways in which mathematics and technology contribute to our knowledge of the natural world.</td>
</tr>
<tr>
<td>3D.P.1 Students will be able to articulate the strengths and limits of experimental methods and distinguish between the concepts of causation and correlation.</td>
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<tr>
<th><strong>Understanding Social Science: 3 credit hours</strong></th>
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<tbody>
<tr>
<td>2.I.3 Students will recognize and describe defining elements of the scientific method for an existing study.</td>
</tr>
<tr>
<td>3D.I.2 Students will identify the fundamental concepts, analytical methods, and unifying theories in at least one area of the social sciences.</td>
</tr>
<tr>
<td>3D.I.3 Students will participate in a direct experience of scientific inquiry in the social sciences.</td>
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### Integration
*(1 component, 3 credit hours)*

**Intersections: 3 credit hours**

2.R.4 Students will apply critically the fundamental paradigms, and different ways of knowing and thinking from different disciplines.

2.P.2 Students will demonstrate an ability to think in a logical and systematic manner by becoming engaged in a problem, exploring its complexity through critical reading and research, analyzing and evaluating alternative solutions, and justifying a chosen solution with a reasoned argument.

2.P.3 Students will demonstrate an ability to think imaginatively, creatively, and holistically.

3E.I.2 Students will describe personal involvement in work related to service and social justice.

3E.R.1 Students will interpret a meaningful exposure to the consequences of injustices on individuals who are directly affected by them.

3E.P.1 Students will integrate learning from various courses and experiences to articulate their vision of justice, of serving the common good, and of working as agents of social justice as community leaders, global citizens and professionals within their chosen disciplinary or career field.

3E.P.2 Students will apply analytical tools, content knowledge, and ethical principles to contextualize social conditions, understand social justice implications of government policies, and identify opportunities to promote social justice.

6.P.1 Students will explain the relationship between culture, social experience, and the creation or use of different systems of knowledge or power.

6.P.2 Students will connect their understanding of diverse human identities and cultures to the theories or practices of more than one of the disciplines represented in the Core curriculum.

### Designated Courses
*(5 designated courses, 0 additional credit hours)*

#### Designated Ethics

5.P.1 Students will distinguish the morally relevant features of complex practical situations in the context of a chosen academic discipline, profession, or sphere of ethical responsibility.

5.P.2 Students will use fundamental moral theories to form well-reasoned judgments about how to conduct themselves ethically in the context of a chosen academic discipline, profession, or sphere of ethical responsibility.

5.P.3 Students will evaluate critically the relationship between their ethical presuppositions, their responsibilities to society, and the values of their chosen academic discipline, profession, or sphere of ethical responsibility.

#### Designated Oral Communication

4.P.1 Students will adapt the content and style of communication to a variety of rhetorical and aesthetic situations.

4.P.2 (o) Students will effectively use oral ... and/or non-verbal language appropriate to the audience, occasion, and context.

#### Designated Statistical Reasoning

2.R.3 Students will interpret and present quantitative information verbally, mathematically, statistically, and graphically.

3D.R.1 Students will apply appropriate technology, quantitative tools and logical modes of thinking to analyze and synthesize information in problem solving situations.
### Designated Written Communication

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
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<tbody>
<tr>
<td>4.R.2</td>
<td>Students will review their own work critically, employing creative thinking and problem solving in the process of revision and editing.</td>
</tr>
<tr>
<td>4.P.1</td>
<td>Students will adapt the content and style of communication to a variety of rhetorical and aesthetic situations.</td>
</tr>
<tr>
<td>4.P.2 (w)</td>
<td>Students will effectively use written language appropriate to the audience, occasion, and context.</td>
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### Designated Technology

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
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<tbody>
<tr>
<td>2.R.2</td>
<td>Students will use technology effectively for research, analysis, communication, and collaborative work.</td>
</tr>
<tr>
<td>2.P.4</td>
<td>Students will recognize that technology and the digitization of knowledge are powerful tools and will identify potential dangers concerning reliability, privacy, security, and equity.</td>
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</table>
1.3 Oversight

Oversight of the Magis Common Core Curriculum will be the responsibility of the University Core Curriculum Committee, which will report to the University Provost. The purpose of the University Core Curriculum Committee is to maintain ongoing evaluation and assessment of the Magis Common Core Curriculum. These duties include evaluation of the learning objectives appropriate to the Core Curriculum, decisions about courses appropriate to the Core Curriculum, and assessment of the learning objectives. The committee will make reports and recommendations to the Provost concerning these learning objectives, courses, and assessment.

The committee will have faculty representation from each college and school that offers undergraduate degree programs. The committee will have four faculty members from the College of Arts & Sciences, one faculty member from the College of Business Administration, one faculty member from the School of Nursing, one faculty member from the School of Pharmacy & Health Professions, and one representative from University College. In addition, the Associate Vice-President for Academic Excellence and Assessment will be a member of the Committee, ex officio.

The members of the committee will be appointed by the Provost based on recommendations made by the Deans of the colleges and schools that offer undergraduate degree programs. Members will serve staggered two-year terms, with a maximum of two consecutive terms. All members shall be voting members. The committee will elect a chair each year from its faculty membership.

The committee shall meet at least once per semester on the call of the Provost or the chair of the committee. Agendas for the meetings will be distributed to the members of the committee and the Deans of the undergraduate colleges and schools at least five working days prior to the meeting.

The committee will review proposed changes in learning objectives for the Magis Common Core Curriculum. They will review proposed courses to be included in the Magis Common Core Curriculum. They will propose an assessment plan for the Magis Common Core Curriculum in cooperation with the College of Arts & Sciences Core Curriculum Committee, examine assessment results, and issue an annual assessment report for the Magis Common Core Curriculum. They will also develop guidelines for colleges and schools to use in determining what courses taken elsewhere should count as satisfying specific requirements of the Magis Common Core Curriculum (see Subsection 1.5.a). Based on these reviews and examinations, the committee will make recommendations to the Provost concerning these matters.
1.4 Assessment Plan

1.4.a Assessment and the Mission of Jesuit Higher Education.
The Magis Common Core Curriculum is designed to help students fulfill specific learning objectives. This approach builds upon a long-standing tradition in Jesuit education. Ignatius of Loyola and the earliest Jesuits received their education at the University of Paris and in the course of their curriculum mastered what was known as *modus parisienis*, or “Parisian style,” with its penchant for orderly, step-by-step learning, so as to break the vast and many-sided enterprise of education into smaller, more achievable and more measurable steps. When the Jesuits founded their own schools in the 1540s, they transformed the great humanist curriculum of Renaissance Italy by introducing this *modus parisienis* as a way that students could successfully master their educational goals. This penchant for order and articulated, measurable goals gave rise to the most famous document in the Jesuit educational tradition, the *Ratio Studiorum*, or “Order of Studies.”

This new core seeks to establish, in a sense, a new *ratio studiorum*, a new orderly sequence of learning objectives for the undergraduate curricula of the colleges and schools of Creighton University. It gives it structure to the learning of students and provides a mechanism for accountability of the teaching of faculty members. Each component within the Magis Common Core Curriculum will fulfill (on average) three to four learning objectives. This ensures that by the time our students have completed the Magis Common Core Curriculum, they will have all been asked to grapple with all of the essentials of a Jesuit liberal education – except for those uniquely achieved within the students’ major programs of study. The learning objectives of the Magis Common Core Curriculum allow us to demonstrate both to ourselves and to others that we are delivering the education that we claim to offer our students. This is certainly important for our ongoing accreditation by external agencies such as the Association to Advance Collegiate Schools of Business, the Commission on Collegiate Nursing Education, and the Higher Learning Commission of the North Central Association. It insures, in other words, that we can demonstrate to a broader public that we are fulfilling our educational mission. It also allows us to measure our successes, to see where we are strong and where we need improvement, and to diagnose precisely where we need to make improvements in what we teach and what we demand of students.
1.4.b The Nature and Purpose of Assessment.

Creighton University has adopted six learning outcomes that each graduate of the university is meant to fulfill:

1. Disciplinary competence and/or professional proficiency;
2. Critical thinking skills;
3. Ignatian values, to include but not limited to a commitment to an exploration of faith and the promotion of justice;
4. The ability to communicate clearly and effectively;
5. Deliberative reflection for personal and professional formation; and
6. The ability to work effectively across race, ethnicity, culture, gender, religion, and sexual orientation.

The Magis Common Core Curriculum is designed to enable a student who successfully completes both the Core Curriculum and the requirements of one of the undergraduate degree programs offered by one of the colleges and schools of the university to fulfill each of these six learning outcomes. Specifically, courses that satisfy Magis Common Core Curriculum requirements will enable students to fulfill University Learning Outcomes 2 through 6, while the requirements of students’ specific undergraduate degree programs will enable them to fulfill University Learning Outcome 1.

Responsibility for helping students to fulfill these University Learning Outcomes is divided among the various requirements of the Magis Common Core Curriculum. Each Core Curriculum requirement is assigned to help students fulfill one or more learning objectives of the Magis Common Core Curriculum. Each of these learning objectives supports one or more of the six University Learning Outcomes by introducing, reinforcing, or establishing proficiency in the outcome in question. If the University Learning Outcomes express the promise of the university to its students about what the students can expect to learn during their programs of study, then the learning objectives of the Magis Common Core Curriculum express the detailed plan of the university about how to help its undergraduate students to progress step-by-step toward fulfillment of each University Learning Outcome.

The assessment of student learning is the practice of gathering and analyzing evidence about how well students are fulfilling certain learning objectives as the result of a certain learning experience, such as taking an individual course or completing a program of study. The university faculty assesses student learning in the Magis Common Core Curriculum in order to determine whether it is keeping its educational promises to its students. Assessment is often confused with evaluation of student learning. Assessment examines student work in order to determine how effective a course or a program of study has been in helping students to fulfill certain learning objectives or learning outcomes. Evaluation examines student work in order to determine how fully a student has met the performance standards established by a course or a program of study. Assessment focuses on the performance of a course or program of study, whereas evaluation focuses on the performance of a student. The two are closely related, but distinct.

The university faculty assesses student learning in the Magis Common Core Curriculum with respect to the Core Curriculum learning objectives for two main reasons. First, the faculty seeks to discover what
students are learning in the Magis Common Core Curriculum and to communicate what they discover to current students and faculty members of the college, prospective students and their parents, potential donors to the university, university administrators, the board of trustees, and the accrediting agencies that periodically review the performance of the university. Second, the faculty seeks to improve student learning in the Magis Common Core Curriculum by ongoing revision of the Core Curriculum requirements, the Core Curriculum learning objectives, and the courses that satisfy specific Core Curriculum requirements. The faculty seeks to achieve these goals through two different types of assessment activity, namely, course assessment of each course that satisfies a Magis Common Core Curriculum requirement and program assessment of the Magis Common Core Curriculum taken as a whole. These two types of assessment will be discussed in turn.
1.4.c Course Assessment.

Course assessment is the process by which each university faculty member who teaches a course that fulfills a specific Core Curriculum requirement seeks out and analyzes evidence about the success of the course in question in fulfilling each of the Magis Common Core Curriculum learning objectives assigned to the Core Curriculum requirement in question. The faculty member’s analysis of the evidence is intended to enable the faculty member to close the assessment loop by revising the course in question in order to make it more effective in helping students to fulfill the Core Curriculum learning objectives assigned to the Core Curriculum requirement in question.

Each application to allow a certain course to satisfy a specific Magis Common Core Curriculum requirement must include a detailed assessment plan that clearly identifies the following:

1. The Core Curriculum learning objectives assigned to the Magis Common Core Curriculum requirement in question.
2. The student assignments that the instructor will use to measure the extent to which each student has fulfilled each Core Curriculum learning objective.
3. The rows of the relevant Core Curriculum assessment rubrics that the instructor will use to assess student learning in the course with respect to each Core Curriculum learning objective (see Section 4.2).
4. Specific ways in which the instructor may use the analysis of the assessment data to close the assessment loop by revising the course in question.

Instructors who teach the course in question are responsible to ensure that the course addresses the assigned Core Curriculum learning objectives, to collect and analyze evidence of student learning with respect to each of the learning objectives, and to revise the course as needed in light of the analysis of the assessment data. The means by which instructors are held accountable to fulfill this responsibility are outlined in Section 1.5, below.
1.4.d Program Assessment.

Program assessment is the process by which the university faculty seeks out and analyzes evidence about the success of the Magis Common Core Curriculum as a whole and its several individual requirements in helping the students of the college to fulfill each of the Magis Common Core Curriculum learning objectives and ultimately each of the University Learning Outcomes. The analysis of the evidence by the university faculty is intended to enable the faculty to improve the Magis Common Core Curriculum as a whole by revising one or more of its requirements, revising one or more of its learning objectives, or requesting further, targeted assessment of one or more of its requirements.

Program assessment of the Magis Common Core Curriculum as a whole is a large task requiring the cooperation of many parties. First, instructors of courses that satisfy specific Core Curriculum requirements are responsible to identify in their Core Curriculum course approval applications and their course syllabi exactly which student assignments are intended to measure which Core Curriculum learning objectives. The instructors are also responsible to ensure that students in the courses that satisfy specific Core Curriculum requirements submit these assignments through the learning management system (e.g., BlueLine2) so that the assignments will be available to the university faculty for assessment purposes.

Second, members of the university faculty will participate in a one-day assessment session at the end of each academic year in May. The faculty members in question will learn to apply the Core Curriculum assessment rubrics and will use the rubrics to assess student learning in the Magis Common Core Curriculum with respect to specific Core Curriculum learning objectives (see Section 4.2).

Third, oversight of the program assessment of the Magis Common Core Curriculum will be exercised jointly by the University Core Curriculum Committee and the College of Arts & Sciences Core Curriculum Committee. The College of Arts & Sciences Core Curriculum Committee will be responsible for the collection and analysis of evidence of student learning in each component of the Magis Common Core Curriculum gathered by the college faculty in the one-day assessment session. The University Core Curriculum Committee will be responsible for the evaluation of evidence of student learning in the components and designated courses of the Magis Common Core Curriculum, and for making recommendations to the Provost about the revision and further assessment of the Magis Common Core Curriculum on that basis.

Program assessment of the Magis Common Core Curriculum as a whole will be conducted in three phases. First, a pilot assessment project in 2014 will test the Core Curriculum assessment rubrics by applying them to a very small sample of student assignments drawn from pilot offerings of courses designed to satisfy requirements of the new Magis Common Core Curriculum when it is implemented in 2014-2015. Based on the results, the University Core Curriculum Committee will recommend changes to the Core Curriculum assessment rubrics as needed.

Second, the College of Arts & Sciences Core Curriculum Committee and the University Core Curriculum Committee will conduct baseline assessment of the new Magis Common Core Curriculum in 2015-2016 by applying the Core Curriculum assessment rubrics to a small sample of student assignments drawn
from across the entire Magis Common Core Curriculum. Based on the results, the University Core Curriculum Committee may make recommendations to the Provost about the revision of specific Magis Common Core Curriculum components, revision of specific Magis Common Core Curriculum learning objectives, and priorities for focused assessment in the next phase of program assessment.

Third, the College of Arts & Sciences Core Curriculum Committee and the University Core Curriculum Committee will conduct focused assessment of the new Magis Common Core Curriculum beginning in 2017 and continuing indefinitely by applying the Core Curriculum assessment rubrics to a larger sample of student assignments drawn from Core Curriculum requirements that address Core Curriculum learning objectives that support either of two University Learning Outcomes that have been selected as priorities for focused program assessment in the year in question. Based on the results, the University Core Curriculum Committee may make recommendations to the Provost about the revision of specific Core Curriculum components, revision of specific Core Curriculum learning objectives, and targeted assessment of specific Core Curriculum requirements or courses.
1.4.e Assessment Standards.
The assessment rubrics that will be used to assess student learning in the Magis Common Core Curriculum with respect to the Core Curriculum learning objectives (see Section 4.2) are based on the Valid Assessment of Learning in Undergraduate Education (VALUE) rubrics developed by the Association of American Colleges & Universities (http://www.aacu.org/VALUE/rubrics/index_p.cfm). The VALUE rubrics were developed collaboratively by professors from colleges and universities across the United States. They have been widely tested and validated in a variety of different higher educational institutions. The method of adapting and employing the VALUE rubrics described in this plan was developed by members of the College of Arts & Sciences Core Curriculum Revision Task Force with the help of the faculty of the AAC&U Institute on General Education & Assessment held in Ellicott City, MD, in Jun. 2012.
1.5 Course Approval and Review

1.5.a Course Approval

Applications to allow a certain course to satisfy a specific Magis Common Core Curriculum requirement will be evaluated by the University Core Curriculum Committee. The University Core Curriculum Committee is expected to work collegially and collaboratively with the faculty members who propose courses for inclusion in the Magis Common Core Curriculum in order to help the course proposals win approval in a timely fashion. To this end, it is the responsibility of the University Core Curriculum Committee to establish clear, easily followed procedures for proposing courses for inclusion in the Magis Common Core Curriculum; to publicize these procedures well and update them as necessary; and to take all steps necessary to review and approve course proposals expeditiously.

Course approval applications must address each of the following concerns:

1. How the course fits the description of the Magis Common Core Curriculum requirement in question, including course prerequisites, if any;
2. How the course supports the aspect of the Jesuit and Catholic educational mission of the university that is described in the rationale for the Magis Common Core Curriculum requirement in question;
3. How the course addresses the Core Curriculum learning objectives assigned to the Magis Common Core Curriculum requirement in question;
4. Which course assignments are designed to measure the extent to which students have fulfilled the Core Curriculum learning objectives assigned to the Magis Common Core Curriculum requirement in question;
5. How the instructors plan to analyze evidence of student learning in the course assignments with respect to the assigned Core Curriculum learning objectives; and
6. How the instructors might close the assessment loop by revising the course in light of their analysis of the assessment data.

Some of these steps – especially those that concern mission and assessment – require faculty members to think about course proposals in new ways. The University Core Curriculum Committee, therefore, will provide resources and models to help faculty members develop their proposals. If the committee approves the proposal to permit a certain course to satisfy a certain requirement of the Magis Common Core Curriculum, then the instructors of the course will have five years or four offerings of the course, whichever comes first, to collect and analyze evidence of student learning in the course and to close the assessment loop by revising the course in question as needed, according to the assessment plan expressed in the original course proposal. If the committee finds the proposal inadequate in some way, then committee members will be proactive in working with the faculty members collegially and collaboratively in order to help them improve the proposal. The committee is certainly responsible to pinpoint areas in which the proposal needs improvement, but it is also responsible to encourage faculty members by suggesting models and resources to help bring the proposal along.

Students may satisfy requirements of the Magis Common Core Curriculum by taking courses elsewhere, including courses offered by other accredited colleges and universities, Advanced Placement courses, and
International Baccalaureate courses, subject to the limitations specified by the relevant policies outlined in the *Creighton University Undergraduate Bulletin*. In evaluating courses accepted for transfer credit to determine whether they satisfy specific Magis Common Core Curriculum requirements, the colleges and schools that offer undergraduate programs shall make their determinations based on whether the courses satisfy the relevant Core Curriculum learning objectives rather than on the basis of whether the courses are identical with specific Creighton University courses that satisfy the requirements in question.
1.5.b Course Review
After five years or four offerings, whichever comes first, of a course that has been approved to fulfill a requirement of the Magis Common Core Curriculum, members of the college faculty may apply to the University Core Curriculum Committee to renew the status of the course as satisfying the Magis Common Core Curriculum requirement in question. In the case of courses that may be offered in multiple sections in the same semester, it is the course that is being reviewed, not the sections or the instructors of the sections. The faculty members who are replying to renew the Magis Common Core Curriculum status of a course are responsible to show the University Core Curriculum Committee that:

1. they have offered the course in a way that conforms to the description of the Magis Common Core Curriculum requirement in question and supports the Jesuit and Catholic educational mission of the college in the way required; and
2. they have collected and analyzed evidence of student learning with respect to the assigned Core Curriculum learning objectives and the analysis has been used to revise the course in question as needed.

In reviewing applications for renewals of course approval, the University Core Curriculum Committee should aim to collaborate with their fellow faculty members in order to help the courses in question achieve the goals of the Magis Common Core Curriculum Committee as fully as possible. If the review of an application for renewal of course approval raises concerns for the committee, the committee should work with the applicants to address their concerns in a collegial spirit. Assuming that the committee is satisfied that the course continues to fulfill the requirement in question and that course assessment has been conducted satisfactorily and the instructors have closed the assessment loop, then the committee shall renew the Core Curriculum status of the course in question for an additional five years. In the unfortunate case where the review raises questions that cannot be addressed adequately by working cooperatively with the applicants, then the committee may place the course on a one-year probationary Core Curriculum status to give the applicants more time to collect and analyze evidence of student learning and to revise the course in question as needed.

Before the expiration of the one-year probationary status period, members of the university faculty may apply to renew the status of the course as satisfying a specific Core Curriculum requirement on the basis that evidence of student learning has been collected and analyzed and the analysis has been used to revise the course in question as needed. Assuming that the relevant committee is satisfied that the course continues to fulfill the requirement in question and that course assessment has been conducted satisfactorily and the instructors have closed the assessment loop, then the committee shall renew the Core Curriculum status of the course in question for an additional five years. If the review of an application for renewal of course approval raises concerns for the committee, the committee should work with the applicants to address their concerns in a collegial spirit. In the unfortunate case where the review raises questions that cannot be addressed adequately by working cooperatively with the applicants, then the relevant committee shall withdraw the Core Curriculum status from the course in question.
At the end of each five-year approval period, university faculty members must apply for renewal of the Core Curriculum status of the course in question by showing that the course continues to fit the description and rationale of the Magis Common Core Curriculum requirement in question and that they have closed the assessment loop during the period in question. In this way, faculty members are responsible to improve their Core Curriculum course offerings continually on the basis of assessment evidence. Reciprocally, the University Core Curriculum Committee is responsible to work collegially and collaboratively with the faculty members in order to help them fulfill this responsibility.
CHAPTER 2. COMPONENTS.

2.1 Introduction

A component is the basic element of the Magis Common Core Curriculum. Normally a student may fulfill a component of the Core Curriculum by completing any of several courses that have been approved by the University Core Curriculum Committee as fulfilling the component in question. For more details about the course approval process, see Section 1.5. Each of the thirteen components of the Magis Common Core Curriculum is described in this chapter. The entry for each of the Core Curriculum components contains the following elements:

1. A title and detailed description of the component in question, including any prerequisites that students must complete in preparation for completing the component in question (apart from any course-specific prerequisites that may apply to some courses that satisfy the component, but not to others);
2. A list of Core Curriculum learning objectives addressed by the component in question;
3. A list of possible courses that could satisfy the component in question;
4. A rationale for addressing the assigned Core Curriculum learning objectives with a Core Curriculum component of this description, including an explanation of how the component in question advances the Jesuit and Catholic educational mission of the university; and
5. A discussion of logistical issues related to the component in question, including which departments of the university faculty will be responsible for teaching courses that fulfill the component.
2.2 Foundations (6 components, 15 hours)

2.2.a Contemporary Composition (3 hours)

Level: Foundations

Credit: 3 hours

Description: This component introduces students to the essentials of academic writing. While themed around specific topics (see examples below), all courses will present the theory and the practice of rhetoric and composition, teaching students how to construct well-organized and well-supported arguments. Successful academic writing is far more than piecing together correct sentences or finding a single “voice.” It requires that students become skilled rhetoricians – attuned to diverse audiences and capable of writing with clarity of purpose and precision of expression – so that they may effectively communicate their unique contributions to their respective fields. As the meaning of “learning to write” has changed dramatically in the 21st century across the disciplines, this component necessarily instructs students in effective, appropriate, and ethical uses of technology for writing in a digital age. This component will normally be completed in the first year of study. PREREQUISITES: None.

Learning objectives addressed by and assessed in this component:

Learning outcome 4, Introductory learning objective 1(w): Students will construct and effectively deliver well-structured and supported arguments in written [form].

Learning outcome 4, Reinforcement learning objective 1: Students will research, choose, and use appropriate technologies to communicate effectively.

Learning outcome 2, Introductory learning objective 2: Students will describe basic components of an argument and recognize some common fallacies of arguments and misrepresentations of facts.

Additional learning objectives to be addressed by this component:

Learning outcome 2, Introductory learning objective 1: Students will develop the basic skills of information literacy, including searching for information, critically evaluating information from sources, and appropriately using and citing information.

Learning outcome 2, Reinforcement learning objective 2: Students will use technology effectively for research, analysis, communication, and collaborative work.

Examples of courses that could fulfill this component:

- Composing in the 21st Century: Writing in various contemporary genres using a variety of contemporary and traditional technologies.
- Contemporary Academic Writing: A focus on traditional and new ways of writing for venues found in undergraduate and graduate studies.
- **Social Rhetoric**: Exploration of the ways that cultures and societies use rhetoric; composing texts to address diverse social issues.
- **Writing Contemporary Culture**: Exploration of modern Western and non-Western cultural issues using contemporary rhetorical tactics
- **Writing as Design**: Collaborative, user-oriented approaches to resolving issues for specific populations
- **Writing as Problem-Solving**: A case-study approach to composing texts that address specific and emergent problems.
- **Writing the Student Life**: Writing for and about issues that affect traditional and non-traditional students in the undergraduate experience.
- **Writing with New Media**: Composition of traditional and visual rhetoric with traditional and new media.
- **Technology, Ethics, and Culture**: Writing about and with new technologies to explore their effects on communication, thought, and social interaction.

**Rationale**

From its very beginnings, Jesuit education embraced Renaissance humanism and its ideal of *eloquentia perfecta*. The first Jesuits shared with Renaissance humanists the conviction that language is one of the defining characteristics of the human person. The well-educated person, they believed, was one capable of both precision of argument and elegance of self-expression -- talents seen as essential requirements of citizenship and civic leadership. Such skills and aspirations are no less essential in the contemporary world. In line with Creighton University’s commitments to forming liberally educated citizens, this component offers students essential writing skills, preparing them, in the long run, both for their careers and for their role as citizens. More immediately, it provides students the foundation for developing the complex array of skills they will need for upper-division courses: how to evaluate evidence, how to conduct research, how to attune themselves to their audiences, how to write publicly (for the web, for print, etc.), and how to advocate on behalf of a cause or idea. This component will also require instruction in basic information literacy and in citation methods. Finally, it requires the development of skills in searching for and assessing evidence.

**Logistics**

English faculty generally—and faculty in rhetoric and composition specifically—are specially trained in the best practices of teaching writing at the postsecondary level. The English Department anticipates being able to staff 70% of the required sections (at 23 students per section) with full-time, tenured or tenure-track faculty.
2.2.b Critical Issues in Human Inquiry (3 hours)

**Level:** Foundations

**Credit:** 3 Hours

**Description:** This multi-disciplinary component of the first-year experience would introduce students to significant questions in humanistic scholarship through a high-impact educational experience. Critical Issues in Human Inquiry courses will emphasize critical and creative thinking, written and oral communication, and engagement with diversity and social justice. Topics would encourage more of a seminar format than a traditional lecture and allow for creative pedagogical approaches (including collaborative learning, reflection in the Ignatian tradition, and, where appropriate, service learning). The component would provide an opportunity for first-year students to get beyond the typical survey courses that tend to dominate the early years of college life. This component will normally be completed in the first year of study. **CO-REQUISITE:** Oral Communication.

**Learning objectives addressed by this component:**

**Learning outcome 2, Introductory learning objective 1:** Students will develop the basic skills of information literacy, including searching for information, critically evaluating information from sources, and appropriately using and citing information.

**Learning outcome 2, Reinforcement learning objective 1:** Students will demonstrate self-knowledge, including knowledge of their own biases and perspectives, and be able to evaluate the strengths and weaknesses of varying points of view.

**Learning outcome 2, Reinforcement learning objective 2:** Students will use technology effectively for research, analysis, communication, and collaborative work.

**Learning outcome 3E: Service & Justice Dimensions, Introductory learning objective 1:** Students will explain the concepts of “service” and “social justice” as they are understood within the Catholic and Jesuit traditions.

**Learning outcome 3E: Service & Justice Dimensions, Reinforcement learning objective 2:** Students will explain how one or more disciplines identify social ideals and analyze actual societal conditions in terms of social justice.

**Learning outcome 6, Introductory learning objective 1:** Students will describe the range and types of human identities and cultures in contemporary or historical terms and identify what constitutes “difference” (or what has constituted “difference”) within the United States and throughout the global community.

**Learning outcome 6, Introductory learning objective 2:** Students will state the meaning of “human dignity” as articulated within the Catholic, Jesuit, and other intellectual traditions and how
“human dignity” is influenced by systems of social differentiation and by relative power and privilege.

*Learning outcome 6, Reinforcement learning objective 1:* Students will identify their own social locations and analyze a controversial issue by articulating their own values and perspectives and those of an unfamiliar community.

*Learning outcome 6, Reinforcement learning objective 2:* Students will evaluate and critique ideologies of social differentiation and the way systems of relative power and privilege are (or have been) reinforced.

**Examples of courses that could fulfill this component:**

- **African Connections:** How do the literature and art of the African continent reveal and comment on a history of connections to the rest of the world?
- **The Arab Spring:** How is the Arab Spring a reflection of the long history of colonization and decolonization in the Middle East?
- **Classics for Our Time:** How has classical literature shaped contemporary culture and what guidance do these texts provide in the modern world?
- **The Cultural Politics of Food:** How have writers and filmmakers intervened in debates over food production and consumption in the modern world?
- **Home Places:** How have people discovered, created, and maintained connections to home through periods of migration, displacement, and alienation?
- **Peace and War:** How have authors responded to the impact of war and participated in efforts to resist human conflict?
- **Questions of Race:** How have social movements resisted racial thought and practice in the US?
- **Religious Intolerance in America:** How has the history of religious hatred in America shaped the prospects for the creation of a truly tolerant and religiously pluralistic nation?
- **Representing Nature:** How have activists, writers, and artists represented Nature over time as a response to industrialization and its consequences?
- **On the Rez:** How have reservations become both beloved indigenous homelands and sites of intractable poverty and oppression in Indian country, real and imagined?
- **Urban Crossroads:** Do the people make the city, or does the city make the people?
- **Women and Work:** How have women shaped definitions of work and value and participated in movements for labor justice?

**Rationale:** The varied classes present students with more choices in determining their path through the core. The component also places the humanities (in addition to theology and philosophy) at the center of the Creighton liberal arts education by instituting a developmental model in conjunction with other humanities requirements and the proposed advanced course in the Integrations unit of the core.

This component attempts to embody the *studio humanitatis*, fashioned by fifteenth century humanists and appropriated by the Jesuits, in its emphasis on history, oratory, drama, and poetry. Through the study of the humanities, the Jesuit education attempts to form the upright person through an examination of the qualities that make us human.
**Logistics:** This is a multi-disciplinary component that is open to contributions from a wide variety of disciplines. It is expected that the vast majority of the courses in this component will be taught by members of English, History, CANES, Fine and Performing Arts, and Modern Languages and Literatures. Each section of a Critical Issues in Human Inquiry course will be linked with a section of an Oral Communication course (see Subsection 2.2.c)
2.2.c Oral Communication (1 hour)

Level: Foundations

Credit: 1 hour (lab)

Description: Oral Communication is a one credit-hour lab that is associated with the Critical Issues in Human Inquiry component. The Oral Communication component introduces the subject matter of how to give a speech and lays the foundation on which students can then build a speaking competency. The Communication Studies faculty would design a public speaking curriculum in the form of online modules to introduce competence in informative and persuasive speaking. Argument construction (and fallacies), speech organization, verbal and visual support, use of technology, delivery, audience analysis, topic selection, research, information literacy and “eloquentia perfecta” (i.e., eloquence in the “art of the word” as an ideal of Jesuit formation) would all be covered (among other topics). The actual speech(es) would then be delivered in the paired component within the FYE, and that instructor would grade the speech(es) and provide feedback to the student.

Once students have taken this component of the core, they will have continued access to the modules to help reinforce their public speaking skills in courses across their curriculum. In addition, Communication Studies faculty will work with faculty from all areas of the college to create and post modules related to specialized speaking further in students’ undergraduate careers, such as: “Expectations in Delivering a Poster Presentation in the Natural Sciences,” “Expectations in Presenting Social Scientific Work,” “Expectations in Presenting Applied Scholarly Work,” “Expectations for Delivering a Paper in the Humanities,” etc. [And more specific disciplinary modules could be created with departments as well.] This will allow for reinforcement, and ideally mastery, if students have modules/models for speaking with different expectations later in their college and professional careers (something that an introductory public speaking course cannot accomplish). This component will normally be completed in the first year of study. CO-REQUISITE: Critical Issues in Human Inquiry.

Learning objectives addressed by this component:

Learning outcome 4: Introductory learning objective 1 (a): Students will construct and effectively deliver well-structured and supported arguments in oral form.

Learning outcome 4: Reinforcement learning objective 1: Students will research and choose appropriate technologies to communicate effectively.

Learning outcome 2: Introductory learning objective 2: Students will describe basic components of an argument and recognize some common fallacies of arguments and misrepresentations of facts

Examples of courses that could fulfill this component: We are only proposing this one credit-hour lab to meet this component; we have no other suggestions at this time.
**Rationale:** This component is inspired by the rhetorical tradition and grounded in the Jesuit principle of the “art of the word” as a formative ideal—*eloquentia perfecta* as noted in the *Ratio Studiorum*. In order for students to begin skill building in oral communication and have the capacity to communicate their ideas with propriety, ease, and elegance, they need instruction in this particular area prior to practice. Introducing these concepts in the first year is the best way to provide for ongoing reinforcement in order to achieve proficiency. Additionally, we would meet faculty desires that students have this skill established to apply throughout their Creighton experience. Pairing these modules with a specific course in the first-year experience, we will efficiently provide consistent course material in a predictable manner, facilitating online delivery. By pairing the each Oral Communication course with a section of a Critical Issues in Human Inquiry course, we would give students the opportunity to delve more deeply into a given topic through an oral communication assignment while providing a more pragmatic speaking experience—thus facilitating their ability to apply these constructs to other contexts.

Given that students will also be taking Contemporary Composition courses in the first year of study, the approach to this component conceptualizes writing and speaking as linked enterprises that utilize similar strategies and analytic approaches to message preparation (i.e., invention, organization and development, structuring, etc.). Concomitantly, the areas of rhetoric and composition and public speaking have distinct bodies of knowledge that change the way an idea is presented (e.g., differences in formality of language); speeches are genuinely different than written prose. Students will practice both facets of *eloquentia perfecta* as they write and speak about matters of significance and exigence (critical issues) in the public forum. Such an approach will develop students’ capacity for participating in practical civic discourse alongside their communicative capacity.

**Logistics:** Each one credit-hour online lab section will be taught by existing faculty members in Communication Studies. At one credit-hour, we are confident in our ability to staff this component at 70% T/TT faculty, as the Department has 10 faculty with this expertise, 8 of whom are T/TT. The Oral Communications Lab section would be paired with a Critical Issues in Human Inquiry course. The Communication Studies instructor would be responsible (via online modules that are consistent across all sections) for introducing principles of oral communication, facilitating and evaluating online discussions, delivering and evaluating exams/quizzes over the oral communication material, and offering additional resources (such as assignment development, grading rubrics, etc.) to the primary course instructor.

Since the speeches would be delivered in the Critical Issues in Human Inquiry course, the instructor of that course would be responsible for: developing the specific oral communication assignment relevant to the course material (persuasive speaking is suggested as informative speaking is embedded within moving to persuade), evaluating the speeches, and if desired, adding relevant assignments, information, and activities at their discretion. The Communication Studies faculty recognizes the need for accompanying faculty development related to oral communication with this component, and would staff a Director of Oral Communication to coordinate with instructors as needed on an ongoing basis.

As far as time commitments of an oral communication assignment, based on our experience in COM 152 (where enrollments are 23-24 students), we expect it would take four 50-minute course periods or three
75-minute course periods if students each gave one speech. Given the scheduling demands of oral assignments and online discussions, enrollment should be limited to 24-25 students in the Critical Issues in Human Inquiry course (and its accompanying online lab). There would be up to 21 sections per semester.
2.2.d Mathematical Reasoning (2 hours)

Level: Foundations

Credits: 2-4 hours

Description: The component will consist of one of two alternatives, depending on the background, intended major, and post-graduation goals of the students.

1. Students may complete a first course in calculus, which is required for many science and pre-health science majors. This 4-credit course will be modified somewhat from its existing content to assure the learning objectives will be fulfilled.

2. Students may elect to take the new course "Mathematical Reasoning and Modeling." This 2-credit course will develop the skills in algebra, geometry, and function theory needed to model real world problems and ideas, such as population dynamics, epidemiology, voting models, or resource allocation. It will utilize a small group or recitation style, using project-based learning as a significant part of assessment.

Future courses that satisfy the mathematical reasoning component should be: 1) problem-based in that they explicitly discuss real-world applications of mathematics relevant to students in the humanities and/or social sciences and/or natural sciences (depending on the intended audience), 2) contain a focus on communicating mathematically in myriad forms. PREREQUISITES: None.

Learning objectives addressed by this component:

Learning outcome 2: Reinforcement 3: Students will interpret and present quantitative information verbally, mathematically, ... and graphically.

Learning outcome 4: Introduction learning objective 1(m): Students will construct and effectively deliver well-structured and supported arguments in mathematical form.

Learning outcome 4: Proficiency 2: Students will effectively use mathematical language appropriate to the audience, occasion, and context.

Clarification to Learning Objectives: Well-structured and supported arguments in mathematical form do not refer exclusively to proof writing, but rather the ability to construct a coherent, logical, and mathematically correct argument that solves a problem. For example, students will solve real-world problems using calculus or algebra, geometry, and function theory (depending on the course). These problem solutions will feature quantitative calculations as well as qualitative reasoning and deliberation. Students who successfully meet these learning objectives will not only build a technically correct solution to the problem, but also document, communicate, and assess the solution for correctness, reasonableness, and applicability.

Examples of courses that could fulfill this component:
- Two-Credit Course: Mathematical Reasoning and Modeling
**Rationale:** Mathematics has been a central discipline within Jesuit education from the very beginning. Jéronimo Nadal, architect of the earliest Jesuit schools, had been trained in mathematics at the University of Paris and had insisted on its place within the first Jesuit curricula. Against vocal philosophical and humanist opponents, Christopher Clavius, a second-generation Jesuit, defended mathematics in his *De studiis mathematicis*, arguing for its indispensable role in the emerging natural sciences and thus for its indispensable role within Jesuit education. Certain pioneers of modern mathematics such as René Descartes were Jesuit-trained.

In the contemporary world, mathematics plays a central role in a sophisticated understanding of the world around us. The ability to formulate and determine the validity of an argument, using both logic and quantitative methods, are central to the liberal arts in general, and the Jesuit tradition in particular. Calculus, for example, represents the mathematical foundation necessary for students to succeed in future study in the natural sciences. In the abstract, students must be able to analyze problems using appropriate mathematical methods, visualize relationships between data, model complex interactions, and estimate and verify answers to mathematical problems. In addition, they need to apply these concepts to real-world problems from everyday life, such as forming policy decisions from economic models, modeling physical systems, or estimating compound interest on a loan.

**Logistics:** Science majors and pre-health sciences students would fulfill the component by taking Calculus. Social science and humanities majors would have the option of taking the two-credit Mathematical Reasoning and Modeling course. Since this course would integrate active learning and problem solving, it will be capped at 25 students. However, more sections can be offered since it is a two-credit course (a teaching assignment of 2 sections of the 3 credit MTH 201 would translate into 3 sections of Mathematical Reasoning and Modeling), so there should be no significant logistical problems in staffing these courses.
2.2.e Philosophical Ideas (3 hours)

Level: Foundations

Credit: 3 hours

Description: This three-credit component explores philosophical ideas about the nature of reality, the scope of human knowledge, and the nature of a good human life through the study of primary philosophical texts. Students will study the theories and concepts that philosophers of the Western tradition have used to explore such ideas. The course will culminate in students’ developing and defending their own answers to some of the philosophical questions explored in the course. Special emphasis will be placed on the analysis of arguments and the recognition of common fallacies of arguments and misrepresentations of facts. Students will practice their skills of argument analysis and evaluation as they examine the arguments offered by philosophers in support of their answers to perennial questions. This component must be completed during the first year of undergraduate study.

PREREQUISITES: None.

Learning objectives addressed by this component:

Learning outcome 3B: Philosophical Dimensions, Introductory learning objective 1: Students will identify and define the theories and concepts that philosophers of the Western tradition have used to attempt to grasp the truth about the ultimate nature of reality, the scope of human knowledge, and the nature of a good human life.

Learning outcome 3B: Philosophical Dimensions, Reinforcement learning objective 1: Students will analyze and evaluate arguments and concepts of philosophers of the Western tradition that attempt to grasp the truth about the ultimate nature of reality, the scope of human knowledge, and the nature of a good human life.

Learning outcome 3B: Philosophical Dimensions, Proficiency learning objective 1: Students will formulate and defend conclusions of their own about at least one of the following topics: the ultimate nature of reality, the scope of human knowledge, and the nature of a good human life.

Examples of courses that could fulfill this component:

- The Western Philosophical Tradition: Philosophical exploration of perennial questions about the nature of reality, the scope of human knowledge, and the nature of a good human life through the study of primary philosophical texts from four periods of the history of Western philosophy: classical Greek philosophy, mediaeval philosophy, early modern philosophy, and contemporary philosophy.
- Philosophical Ideas & the Dawn of Western Thought: Philosophical exploration of perennial questions about the nature of reality, the scope of human knowledge, and the nature of a good human life through the study of primary philosophical texts drawn from classical Greece and Rome, with a central focus on the philosophy of Plato and Aristotle.
• **Philosophical Ideas: Eastern and Western Approaches:** Philosophical exploration of perennial questions about the nature of reality, the scope of human knowledge, and the nature of a good human life through a comparative study of primary philosophical texts drawn from Asian and European philosophical traditions.

• **Philosophical Ideas: A Life Well Lived:** Philosophical exploration of perennial questions of human life, with a special focus on questions about the nature of a good human life, through a study of primary philosophical texts of the Western philosophical tradition.

**Rationale.** While Creighton’s education in the liberal arts and sciences shares much with the goals and aspirations of other institutions of higher learning, it also has unique textures and perspectives because of its profound rootedness in the centuries-old Jesuit intellectual tradition. As a Catholic university, Creighton University calls on students to explore philosophical ideas that human beings develop as they reflect on their lives. Beginning to explore philosophical ideas during the first year of undergraduate study will help students to frame their liberal education within the context of such ideas. It will also enable students to acquire skills of argument analysis and evaluation that will enable them to tackle challenging arguments in their subsequent studies in the Core Curriculum and the major program of study.

Students need to begin their philosophical studies with a broad exploration of a variety of fundamental questions of human life. This broad philosophical exploration can serve as the basis for a more focused examination of questions about faith and ultimate reality later on in the Core Curriculum. The introductory philosophy component is appropriately taught by philosophers who are trained teachers and scholars in the discipline.

**Logistics.** This is a disciplinary component that would be taught by members of the philosophy faculty.
2.2.f The Christian Tradition (3 hours)

Level: Foundations

Credit: 3 hours

**Description:** Theology, according to the classic definition of Anselm of Canterbury, is “faith seeking understanding” (*fides quarens intellectum*). This component gives students a first taste of the lively, complex, and often tumultuous ways that Christians have, over the centuries, sought to bring critical reason to the understanding of their faith. It surveys the major teachings, history, practices, and personalities of the Christian tradition; it sets these out within a balanced account of the three principal traditions of contemporary Christianity (Orthodox, Catholic, Protestant). This component provides students not only with a wide-ranging understanding of the history of Christianity, but also aids in their understanding of the broader history of Western civilization. This component will normally be completed in the first year of study. **PREREQUISITES:** None.

**Learning objectives addressed by this component:**

- **Learning outcome 3A: Theological Dimensions, Introductory learning objective 1:** Students will identify and discuss the *fundamental* teachings, history, and practices of Christianity.

- **Learning outcome 3A: Theological Dimensions, Introductory learning objective 2:** Students will identify and discuss the *distinctive* teachings, history, and practices of Catholicism.

- **Learning outcome 3A: Theological Dimensions, Introductory learning objective 3:** Students will identify and describe the key elements of the Jesuit intellectual tradition in its more specific religious sense, its historical foundation and its spirituality.

- **Learning outcome 3A: Theological Dimensions, Reinforcement learning objective 1:** Students will identify and discuss particular challenges facing Christianity (in general) and the Catholic Church (more specifically) in the contemporary world.

**Examples of courses that could fulfill this component:**

One approach would be a survey course entitled “The Christian Tradition.” But a range of courses will also be developed that can fulfill this component. Possible examples:

- **The Christian Tradition: Portraits of Christians Through the Centuries:** Central to understanding the Christian experience is an appreciation of the key personalities who have shaped the history of Christianity, its leaders, theologians, writers, artists (e.g. Athanasius, Augustine, Aquinas, Dante, Luther, Bonhoeffer). This course uses a case-study method. Each class focuses on a single individual whose life and works have been central to the history and development of Christianity.

- **The Christian Tradition: The Great Turning Points:** The course above focuses on persons; this focuses on key historical events, those great turning points that shaped the current character of Christianity (e.g. Roman persecutions; Constantine; ecumenical councils; the Great Schism; the
Reformation; Vatican II). Often those events were coupled with quite specific and often volatile theological debates. This course uses a similar case-study method but focuses on events rather than persons.

- **The Christian Tradition: Exploring the Great Questions:** Christian doctrines emerged from addressing core questions: Who is God? Who is Jesus? What is the Church? What does it mean to be truly human? What constitutes salvation? This course is organized around key questions and key themes as they have evolved over the course of the history of Christianity.

- **The Christian Tradition: Christianity from a Global Perspective:** Contemporary Christianity is a worldwide phenomenon. This course focuses on the diversity of Christianity, both its contemporary forms and its complex and diverse historical roots, and accents its worldwide character.

**Rationale:** As a Jesuit university, Creighton insists that the religious is such an essential dimension of the human person and human culture that no education is complete without a serious engagement with the religious element of human experience. The study of the Christian religion has been a central feature of Jesuit education from its very beginnings. The earliest Jesuits, in their own education at the 16th-century University of Paris, recognized the centrality of bringing critical and systematic reason to the study of the Christian faith and introduced such studies into the curricula of their earliest schools.

This component serves as a port-of-entry into the Western religious experience. At one level, it addresses the acute problem of contemporary religious ‘illiteracy’ by exploring key figures and events in Christian history and by sketching milestones and evolutionary developments in Christian teaching and practice. This course also provides vital background for other disciplines, such as history, literature, and art. At the deeper level, it introduces how one approaches religion with an objectivity, rigor, and freedom of inquiry appropriate to any scholarly study. Theology is among the oldest academic disciplines in Western civilization and has, since the emergence of scholastic theology in the 12th century, been deeply committed to rigorous, fair-minded disputations that examine all sides of any inquiry. This course teaches students how to approach Christianity ecumenically (examining each tradition with sensitivity and respect) and internationally (recognizing that Christianity must be interpreted within a worldwide and interreligious context).

**Logistics:** This is a disciplinary component that will be staffed by members of the Theology faculty.
2.3 Explorations (6 components, 17 hours)

2.3.a Ethics (3 credits)

Level: Explorations

Credit: 3 hours

Description: As a Jesuit university, Creighton University insists on engaging ethically in making ours a better, more just world. It requires students to develop capacities for ethical reasoning in order that they may become men and women for and with others. An essential first step toward this goal is the critical study of various fundamental philosophical or theological theories (such as deontology, teleology, etc.) about the nature and sources of moral obligation, moral virtue, justice, wisdom, and a good human life. Abstract study of moral theories is incomplete, however, in the absence of an effort to use these theories to evaluate critically one’s own ethical presuppositions and to form well-reasoned judgments about how to act in complex practical situations. For this reason, the Explorations component in Ethics involves both the study of fundamental moral theories and the use of those theories in complex practical situations. PREREQUISITE: Philosophical Ideas

Learning objectives fulfilled by this component:

Learning outcome 5, Introductory learning objective 1: Students will identify and define terms and concepts that are crucial to fundamental theories of morality.

Learning outcome 5, Introductory learning objective 2: Students will identify and define key principles of fundamental moral theories.

Learning outcome 5, Reinforcement learning objective 1: Students will analyze and evaluate fundamental theories about the sources of moral obligation, moral virtue, justice, wisdom, and a good human life.

Learning outcome 5, Reinforcement learning objective 2: Students will distinguish the morally relevant features of complex practical situations and use fundamental moral theories to form well-reasoned judgments about how to act in those situations.

Learning outcome 5, Reinforcement learning objective 3: Students will evaluate critically their own ethical presuppositions.

Examples of courses that could fulfill this component:

- Ethical Foundations: Climate Change: Study of fundamental theories about the sources of moral obligation, moral virtue, justice, wisdom, and a good human life. Use of the theories to identify the
morally relevant features of practical problems related to climate change and to form well-reasoned judgments about how to respond to the problems.

- **Ethical Foundations: Energy and the Environment**: Study of fundamental theories about the sources of moral obligation, moral virtue, justice, wisdom, and a good human life. Use of the theories to distinguish moral problems raised by different types of energy technologies and their environmental impacts and to form well-reasoned judgments about how to respond to the problems.

- **Ethical Foundations: Illness**: Study of fundamental theories about the sources of moral obligation, moral virtue, justice, wisdom, and a good human life. Use of the theories to identify the morally relevant features of practical problems related to illness and to form well-reasoned judgments about how to respond to the problems.

- **Ethical Foundations: Justice**: Study of fundamental theories about the sources of moral obligation, moral virtue, justice, wisdom, and a good human life. Use of the theories to analyze moral problems related to justice and to form well-reasoned judgments about how to address the problems.

- **Ethical Foundations: Moral Responsibility**: Study of fundamental theories about the sources of moral obligation, moral virtue, justice, wisdom, and a good human life. Use of the theories to analyze moral problems related to moral responsibility and to form well-reasoned judgments about how to address the problems.

- **Ethical Foundations: Peace and War**: Study of fundamental theories about the sources of moral obligation, moral virtue, justice, wisdom, and a good human life. Use of the theories to analyze moral problems related to peace and war and to form well-reasoned judgments about how to respond to the problems.

- **Ethical Foundations: Poverty**: Study of fundamental theories about the sources of moral obligation, moral virtue, justice, wisdom, and a good human life. Use of the theories to analyze moral problems related to poverty and to form well-reasoned judgments about how to respond to the problems.

- **Ethical Foundations: Various Moral Topics**: Study of fundamental theories about the sources of moral obligation, moral virtue, justice, wisdom, and a good human life. Use of the theories to analyze a range of moral topic, e.g., sexual morality, abortion, euthanasia and assisted suicide, social welfare and economic justice, criminal justice and punishment, environmental concerns, violence and war.

**Rationale:** Students need to begin their undergraduate study of ethics by reflecting critically on fundamental theories that attempt to discern the roots of our most fundamental moral principles and values and on the practical use of these theories. Such an introductory critical reflection on moral theories prepares students for Designated Ethics courses that give them an opportunity to use the theories to discern how to conduct themselves ethically within the context of a given academic discipline or profession. Because this initial exploration of ethics is primarily theoretical in nature, it is appropriately taught by faculty members who are trained moral theorists, namely, moral philosophers and moral theologians. Since students who take Designated Ethics will begin the course with a solid grounding in fundamental moral theories, the courses that fulfill Designated Ethics need not analyze fundamental moral theories, but can focus on their use in the context of specific disciplines or professions. As a result, Designated Ethics could be a wide-open, multidisciplinary requirement that could, in principle, be taught by any member of the college faculty.
**Logistics:** This is a multidisciplinary component that would be taught by members of the philosophy faculty and the theology faculty.

**Note:** At least one of the two components by the Theology Department and the Philosophy Department (that is, the “Ethical Foundations” component and this “Ultimate Questions” component) must be taken in Philosophy. This administrative was passed a formal amendment by the Faculty Senate on January 22, 2013, as part of its formal approval of new Core Curriculum framework.
2.3.b Global Perspectives in History (3 hours)

Level: Explorations

Credit: 3 hours

Description: History is a disciplined inquiry into the past that seeks meaning and significance in diverse patterns of human experience. History is more than simply the study of what happened in the past, however. It is, rather, a way of thinking and a method of discovery that explains who we are and how we arrived here. As an interpretive practice, the study of history requires careful analysis of complex and often incomplete sources, development of a sophisticated understanding of cause-and-effect relationships, and skillful communication of arguments rooted firmly in evidence. Historians learn to approach the past on its own terms, while at the same time recognizing how the questions we ask and the answers we find may evolve over time. The study of history remains as important as ever in a world that is both united by global connections and divided by differences.

Courses in this component will introduce students to the distinctive disciplinary methods of historical inquiry with the intention of guiding them toward the ability to explain how significant historical developments have shaped human societies and cultures. Content will vary in accordance with the instructor's historical training, but the courses that fulfill the component are expected to:

- Offer a broad view of the past that supports an examination of change and continuity over a significant period of time
- Link particular regions with larger chronological and geographical trends in history
- Analyze a combination of relevant thematic concerns such as race, gender, nation, politics, and economy

Pedagogically, these courses will be based on:

- Critical reading, thinking, and writing in the historical tradition
- Analysis of a wide array of primary sources and key secondary literature

PREREQUISITE: Critical Issues in Human Inquiry

Learning Objectives Addressed by this Component:

Learning Outcome 3C, Introductory learning objective 2: Students will identify key historical developments that have significantly shaped human societies and cultures.

Learning Outcome 3C, Reinforcement learning objective 2: Students will analyze and explain how key historical developments have significantly shaped human societies and cultures.
Learning Outcome 3C, Proficiency learning objective 2: Students will evaluate the relative significance of a variety of historical developments in shaping human societies and cultures.

Examples of courses that could fulfill this component:

- Africa and the World
- Asia and the World
- Europe and the World
- Indigenous Worlds
- Islam and the World
- The Atlantic World
- The Medieval World
- The US and the World
- The World of Ancient Greece
- The World of Ancient Rome
- The World of Ancient Egypt
- The World of Mesopotamia

Rationale: The Creighton University mission statement links the development of critical and creative thinking abilities to the larger quest to address the problems of our world with compassion and a sense of justice. History as a discipline offers both the material and the methods of analysis to do this well. The careful study of the past is particularly significant when we consider the challenge of preparing students for critical human and civic engagement in the complex and diverse globalized world of the twenty-first century. Understanding the dynamics of change over time and recognizing where we are in history are essential elements of the context required to work effectively and ethically in the world. This component provides an introduction to these important methods of historical inquiry through study of particular regions and time periods.

Logistics: The history component will be staffed by the Department of History and the Department of Classical and Near Eastern Studies.
2.3.c Literature (3 hours)

Level: Explorations

Credit: 3 hours

Description: Through an in-depth look at a specific period, form or theme in literature, students will examine how imaginative language represents and shapes the richness of what it means to be human. Attention will be paid to the transformative power of the human imagination and the role of the imagination in how we understand and explain our world. PREREQUISITE: Critical Issues in Human Inquiry.

Learning objectives addressed by this component:

Learning outcome 3C: Humanistic Dimensions, Introductory learning objective 1: Students will identify how literary texts represent human experience in its individual, social, and cultural dimensions.

Learning outcome 3C: Humanistic Dimensions, Reinforcement learning objective 1: Students will interpret and analyze how literary texts represent human experience in its individual, social, and cultural dimensions.

Learning outcome 3C: Humanistic Dimensions, Proficiency learning objective 1: Students will evaluate the vision of the human experience in its individual, social, and cultural aspects, as expressed by several significant literary texts.

Examples of courses that could fulfill this component:

- Roman Satire (upper-level Latin course)
- Utopian Literature
- Don Quixote (upper-level Spanish course)
- Women Writers in French and Francophone Literature (upper level French course)
- Western Literature of the United States (upper level English)
- Literature and the Environment

Rationale: Reading and studying literature “stimulate critical and creative thinking and provide ethical perspectives for dealing with an increasingly complex world” (CCAS Mission & Identity statement). Defined by Coleridge as “the best words in the best order,” literature offers enduring forms of eloquenta perfecta to study, analyze, and emulate. Perhaps most important, as a great Catholic writer, the Nobel Prize–winning poet Czeslaw Milosz, once wrote in a poem called “Lecture III,” literature gives readers a chance to experience “Compassion, that ache of imagination,” as they inhabit characters, lives, and cultures both like and unlike their own. Its study contributes “to the balanced formation of the human being” (Fr. Michael Mahon, “The Jesuit Model of Education”).

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Logistics: This is a multidisciplinary component. A large number of upper-level literature classes taught by ENG, CANES, MLL (whether in English or other languages) should satisfy this component.
2.3.d The Biblical Tradition (3 hours)

Level: Explorations

Credit: 3 hours

Description: This component introduces students to the Bible, the Old and New Testaments, through the discipline of Biblical Studies. It examines the central narratives of the Bible, but its unique emphasis is on introducing students to the sophisticated historical, social-contextual, and critical methodologies that shape any contemporary interpretation of the Bible. It also, secondarily, introduces students to “reception history” (uses of the Bible in later Western civilization, art, music and literature; trajectories of the way biblical texts came to shape the teachings, structures, and worship of the Christian Church).

PREREQUISITE: The Christian Tradition

Learning objectives addressed by this component:

Learning outcome 3A: Theological Dimensions, Introductory learning objective 4: Students will examine the contents of the Bible.

Learning outcome 3A: Theological Dimensions, Reinforcement learning objective 2: Students will demonstrate an understanding the world of the Bible.

Learning outcome 3A: Theological Dimensions, Reinforcement learning objective 3: Students will examine how the Bible was composed and transmitted.

Learning outcome 3A: Theological Dimensions, Reinforcement learning objective 4: Students will critically interpret the literary and thematic traditions of the Bible.

Examples of courses that could fulfill this component:

One approach would be survey courses called “The Biblical Tradition,” “Reading the Old Testament,” or “Reading the New Testament.” But a range of courses will also be developed that can fulfill this component:

- The Biblical Tradition: The God of the Bible: Christians and Jews understand the Bible as the Word of God, as a revelation of who God is and what God does. Throughout the Bible, there are a host of competing (and sometimes contradictory) images of God. This course focuses especially on the portrayal of God across the span of the Scriptures.
- The Biblical Tradition: Creation & the Environment: With the new program on energy, theology faculty have already begun developing new courses that focus on Biblical understandings of creation as a way to engage in dialogue with contemporary issues on the environment. This course, therefore, focuses especially on Biblical views of creation and of the natural world.
- The Biblical Tradition: Prophecy & Social Justice: Both prophets in the Old Testament and Jesus in the New Testament had a strong emphasis on what a just world required. This course focuses on
The Biblical Tradition: Disease, Disability & Healing: Many of our students are preparing for careers in various health professions. This course focuses on themes of disease and healing in the Bible.

**Rationale:** Biblical Studies explores the origin, transmission, and reception of the Bible in its plural role as a foundational pillar of the western (religious and secular) worldview and as sacred scripture for the larger Christian community. Biblical Studies emphasizes the critical dimension in reading, writing, and thinking about the biblical tradition.

Given that the Jesuit tradition of Catholic education aims to enable a student to integrate faith and culture, and given that the biblical traditions constitute the core of the Christian tradition, a critical encounter with aspects of that tradition is essential. For the Christian student, study of the Bible with the disciplines and tools of history, comparative literature, linguistics, archaeology and doctrinal development facilitates such integration directly. For the non-Christian student, such study of the Jewish and Christian scriptures helps that student in personal integration of faith and culture by way of comparison and contrast with his/her worldview and faith commitment.

This kind of biblical study also reinforces and exemplifies what students learn and do in the other components of the core. Studying ancient texts with the aim of hearing them in their original contexts (literary, historical, cultural, linguistic, and intertextual) enables them to become more capable readers and writers and speakers in their contemporary context. One learns much about one’s own “social location” when one attempts to understand the social location of a person speaking and writing in quite another time, place, and culture.

The narratives, songs, prayers, poems, maxims, exhortations, laments, laws, parodies, dramas, histories, gospels, letters, apocalypses of the Bible provide access to critical issues of human inquiry that are perennial; if the issues are not identical with ours, they are sufficiently analogous to provoke fresh perspectives on our own experience. For Christians, the Bible is the Word of God in human words.

Since the documents of the Bible comprise the Scriptures of the two billion people who identify themselves as practitioners of the Christian tradition, the Biblical Tradition component obviously enriches what students learn in the Explorations component called Christian Tradition. Further, as the Scriptures of a worldwide religion rooted in the Middle East, knowledge of the biblical traditions clearly supports the goal of fostering in our students an international perspective.

**Logistics:** This is a disciplinary component that would be staffed by members of the Theology faculty.
2.3.e Understanding Natural Science (2 hours)

Level: Explorations

Credits: 2-3 hours

Description: This introductory science component may be satisfied with one of three alternatives. The path chosen will depend on the background, intended major, and post-graduation goals of the student.

Option 1: Non-science majors and students not pursuing pre-health sciences studies can take a newly-developed 2-credit course, “The Nature of Science.” In this course, students will become familiar with the nature of science, the strengths and limitations of the scientific approach, the key role that science plays in modern society, and other issues listed in the Explorations level Learning Objectives (below). This is a 2-credit course, consisting of a series of discrete units, involving contributions from faculty of all the natural science departments.

Option 2: For science majors and pre-health sciences students who are qualified to begin the usual two-course introductory course sequence, the first course of such a sequence (CHM 203, BIO 201, etc.) will constitute the "Understanding Natural Science" component. These courses will be modified somewhat from their content in the previous Core Curriculum to assure the Explorations level Natural Science learning objectives are fulfilled.

Option 3: For those students who intend a science major or pre-health science curriculum, but are not qualified to begin the usual two-course introductory course sequence, the one-semester discipline-based introductory courses (CHM 105, PHY 187, etc.) will constitute the "Understanding Natural Science" component. These courses will be modified as needed from their content in the previous Core Curriculum to assure the Explorations level Natural Science learning objectives are fulfilled.

PREREQUISITE: Mathematical Reasoning.

Learning objectives addressed by this component:

Learning outcome 2, Proficiency learning objective 1: Students will recognize appropriate applications, as well as limitations, of scientific, mathematical and statistical approaches and how they interact with other ways of knowing.

Learning outcome 3D: Natural Science Dimensions, Introduction 1: Students will identify the fundamental principles and concepts of at least one of the natural sciences.

Learning outcome 3D: Natural Science Dimensions, Introduction 4: Students will identify ways in which mathematics and technology contribute to our knowledge of the natural world.
Learning outcome 3D: Natural Science Dimensions, Proficiency 2: Students will be able to articulate the strengths and limits of experimental methods and distinguish between the concepts of causation and correlation.

Examples of courses that could fulfill this component:

- **Two-Credit Course: NSC 101: The Nature of Science**: Introduction to the nature of science; its methods, strengths, and limitations; the mutual influence of science & technology, and science & society; the role of mathematics in science; the forms of communication appropriate to the natural sciences. Each section is developed around a central theme, such as The Evolving Universe or The Structure of Nature.
- **Three-Credit Courses**: (Previously existing courses - see Undergraduate Bulletin for descriptions - with appropriate modifications to assure the Natural Science learning objectives are fulfilled)
  - BIO 149. Human Biology
  - BIO 150. Biotechnology & Society
  - BIO 201. General Biology: Organismal & Population
  - CHM 105. Introductory Chemistry
  - CHM 203. General Chemistry
  - PHY 187. Introduction to Physics
  - PHY 211. General Physics I

Rationale: The natural sciences have been part of the Liberal Arts tradition since at least the 16th century; they have also always been a strong element within the Jesuit educational tradition, with Jesuits making significant discoveries in the natural sciences and playing an important role in introducing Western science to other cultures around the world. In the contemporary world, the natural sciences have a central role in the development of new understandings about nature, creation of new technologies, and involvement in some of the most important issues facing contemporary societies. In light of the above, it is imperative that graduates of the Creighton College of Arts and Sciences understand the nature of science, the strengths and limitations of the scientific approach, the differences between science and other ways of understanding the world, the key role of science in technological developments and *vice versa*, and the mutual influence of science and society on each other. The "Understanding Natural Science" component of the Core Curriculum introduces students to fundamental aspects of science, within the Jesuit Liberal Arts tradition.

The College Learning Objectives seek three general types of outcomes from our students in the Natural Sciences courses: (1) a liberally-educated person's understanding of the nature of science and its role in contemporary society; (2) deeper understanding of the fundamental principles, approaches, and paradigms of at least one natural science area; (3) direct experience of scientific investigation, including design and execution of a study (including use of relevant technology), statistical analysis of data, and communication of results in forms typical of the sciences (written and oral; using verbal, mathematical, and graphical modes). Our way of achieving these is a three-unit approach. "Understanding Natural Science" will meet the outcomes listed in (1), while "Doing Natural Science" will address the outcomes
listed in (2) in a discipline-based lecture course and the outcomes listed in (3) in a co-requisite laboratory course.

**Logistics:** Science majors and pre-health sciences students will fulfill this component with courses taken under the previous Core Curriculum that will continue to be necessary to meet major and pre-professional requirements. Non-science majors currently most often take two discipline-based courses (usually ATS 113 and PHY 107). In the new Core, they would take only one such course, which means total enrollment in those courses would be approximately half of previous numbers. This will free up full-time tenure-track faculty from the natural science departments to participate in the newly-developed NSC 101 course. So there should be no significant logistical problems in staffing these courses.
2.3.f Understanding Social Science (3 hours)

**Level:** Explorations

**Credit:** 3 hours

**Description:** Understanding Social Science introduces students to social science through courses that begin with an overview of what it means to “understand social science” as the study of society and human nature using theories and quantitative and/or qualitative analysis of data, and then present in detail fundamental concepts and theories from at least one social scientific discipline. **PREREQUISITE:** None.

**Learning objectives addressed by this component:**

*Learning Outcome 2, Introductory learning objective 3:* Students will recognize and describe defining elements of the scientific method for an existing study.

*Learning Outcome 3D: Social Scientific Dimensions, Introductory learning objective 2:* Students will identify the fundamental concepts, analytical methods, and unifying theories in at least one area of the social sciences.

*Learning Outcome 3D: Social Scientific Dimensions, Introductory learning objective 3:* Students will participate in a direct experience of scientific inquiry in the social sciences.

**Examples of courses that could fulfill this component:**

Most ANT, COM, PLS, PSY, and SOC 100-levels courses already meet 4D.I.2. Some already incorporate elements of the other two learning objectives. Faculty from these social science disciplines indicated that they could modify 100 level courses to include some direct experience of scientific inquiry. New courses could also be proposed to fulfill component; current courses that could be modified include:

- ANT/NAS 101: Introduction to Native American Studies
- ANT 111: Introduction to Anthropology: Human and Cultural Diversity
- ANT 112: Introduction to Anthropology: Culture, Energy, & Sustainability
- ANT 113: Introduction to Anthropology: Social and Cultural. Determinants of Health
- SOC 101: Introduction to Sociology: Self and Society
- SOC 102: Introduction to Sociology: Social Problems
- COM 111: Introduction to Communication Studies
- PLS 101: Introduction to Politics
- PLS 105: Introduction to World Politics
- PLS 121: American Politics and Government
- PLS 215: Comparative Political Systems
- PSY 111: Introductory Psychology
**Rationale:** At a general level, students benefit from understanding social science because social scientific research provides many important answers and observations that may help them improve the understanding of their own lives (and the world they live in) more deeply, and thus help us to improve their interactions with others. Beyond the realm of the individual, social phenomena such as families, schools, economies, mass media, social networks, political institutions, and for-profit and nonprofit organizations affect people’s lives in profound ways, and social scientific research provides a way to increase their understanding of these phenomena. Across these disciplines, students will become better equipped to answer questions such as: Why do places carry meaning for people? Why are some citizens more likely to vote (and engage in other forms of political participation) than others? How do we communicate with each other? Why are we so fascinated by crime? What shapes our identity and why?

A rationale from a mission-centered perspective is that the place of the study of the social sciences within the Jesuit educational tradition shifted dramatically in 1975 when, at its 32nd General Congregation, the worldwide Society of Jesus embraced the lead taken by Latin American Jesuits who argued for using social science methods to probe and to reflect on issues of justice and their ethical implications within contemporary society. Since that landmark decision, Jesuit universities around the world have steadily come to recognize and insist on the educational centrality of the social sciences to an understanding of and promotion of human dignity worldwide. In 1989 Peter Hans Kolvenbach, S.J., then the Superior General of the Society of Jesus, gave an address at Georgetown University in which he discussed the Jesuit Mission in Higher Education. In that address he discussed the purpose of Jesuit education as forming men and women who will be equipped “to offer comprehensive solutions to real questions” that are confronting the world in the 20th and 21st centuries. Fr. Kolvenbach asserted that morally responsible and sensitive solutions to these pressing issues will require the knowledge of sociology and psychology (and by implication, social science) in addition to the theological perspectives. Thus, these objectives will ensure a stronger emphasis on building social science skills not only for future work in social sciences in the core—but also for informed citizenship and advocacy.

**Logistics:** Introductory-level disciplinary courses in the areas of Anthropology, Communication Studies, Political Science, Psychology, and Sociology—as well as other disciplines utilizing social scientific methodology—could meet the objectives. For example, while History is now in the Humanities Division, a particular course that is social scientific in nature could meet the objectives; American Studies often cross-lists with social scientific disciplines; Education offers Educational Psychology and Child and Adolescent Development. All courses will begin with a curricular unit on what it means to “understand social science” as the study of society and human nature. This curriculum will be standardized across all courses, and will include ideas such as: (a) what disciplines are typically represented, (b) that all social scientists study and formulate theories related to patterns in and probabilities of human behavior, (c) that positivist/post-positivist social scientists typically do so by utilizing quantitative data and methods, and (d) that interpretivist social scientists typically do so by utilizing qualitative methods and analysis of data—but that for any study of human behavior and society, multiple methods may be used.
The shift from two introductory social science courses, as required in the previous CCAS Core Curriculum, to one introductory course and one upper-level course may necessitate a shift of instructional resources from introductory courses to upper-level courses. Some Social Science resources used for upper level Core B International & Global Studies courses and Core A Senior Perspective courses in the previous CCAS Core Curriculum would shift to cover courses that satisfy the Integrations component called Doing Social Science (see Subsection 2.4.b).
2.4 Integration (1 component, 3 hours)

2.4.a Intersections (3 hours)

Level: Integrations

Credit: 3 hours

Description: The focus of courses in this component will be on big questions that employ critical thinking skills to address issues of diversity, service, and social justice. Students taking these courses will have completed most of their core classes, be well into their majors, and have had opportunities for service and travel. These personal and educational experiences will contribute to a dynamic learning environment where students can engage challenging problems of local and global citizenship and begin to draw conclusions about the struggle for justice. Students and instructors will work at the intersection of intellectual inquiry and personal experience as they seek together to understand intersections in the world at large. In the best Ignatian tradition, these courses will involve research and writing as well as reflection, collaboration, and debate. PREREQUISITES: Critical Issues in Human Inquiry. It is expected that students will normally take an Intersections course after completing all Foundations components and the large majority of the Explorations components.

Learning objectives addressed by this component:

Learning outcome 2, Reinforcement learning objective 4: Students will apply critically the fundamental paradigms, and different ways of knowing and thinking from different disciplines.

Learning outcome 2, Proficiency learning objective 2: Students will demonstrate an ability to think in a logical and systematic manner by becoming engaged in a problem, exploring its complexity through critical reading and research, analyzing and evaluating alternative solutions, and justifying a chosen solution with a reasoned argument.

Learning outcome 2, Proficiency learning objective 3: Students will demonstrate an ability to think imaginatively, creatively, and holistically.

Learning outcome 3E: Service & Justice Dimensions, Introductory learning objective 2: Students will describe personal involvement in work related to service and social justice.

Learning outcome 3E: Service & Justice Dimensions, Reinforcement learning objective 1: Students will interpret a meaningful exposure to the consequences of injustices on individuals who are directly affected by them.

Learning outcome 3E: Service & Justice Dimensions, Proficiency learning objective 1: Students will integrate learning from various courses and experiences to articulate their vision of justice, of
serving the common good, and of working as agents of social justice as community leaders, global citizens and professionals within their chosen disciplinary or career field.

Learning outcome 3E: Service & Justice Dimensions, Proficiency learning objective 2: Students will apply analytical tools, content knowledge, and ethical principles to contextualize social conditions, understand social justice implications of government policies, and identify opportunities to promote social justice.

Learning outcome 6, Proficiency learning objective 1: Students will explain the relationship between culture, social experience, and the creation or use of different systems of knowledge or power.

Learning outcome 6, Proficiency learning objective 2: Students will connect their understanding of diverse human identities and cultures to the theories or practices of more than one of the disciplines represented in the Core curriculum.

Examples of courses that could fulfill this component:

(The following list contains a small example of courses that currently exist in the bulleting that, with slight modification, might satisfy this component.)

- AMS/ENG 395 African-American Literature
- AMS/NAS/SWK 365 Issues of the Native American Experience
- AMS/GER/HIS 406 German Immigrant Culture in the United States
- AMS/PHL 465 American Pragmatism
- AMS/COM 471 Discourse on the American Family
- AMS/HIS/PHL/PLS 482 Race in America: Idea and Reality
- ENG 381 Literature and the Environment
- ENG/PHL 435 Literature, Philosophy, and Economics: Critical Representations of Commercial Life
- ENG 438 Literacy and Community
- ENG 476 Writing and Working for Justice
- ENG 489 American Prisons: Punish or Reform
- HIS 459 Contemporary United States History
- HIS 460 The History of the Women in the United States
- HIS 464 Gender and Sexuality: East Asia
- PHL 475 Multiculturalism: History, Philosophy, Literature, and Education
- THL 343 Ecclesiology in Global Context

In addition to courses that already exist, one can imagine many other courses. Some of the themes that may attract interest include the following:

- American Encounters
- Global Connections
- Histories of Freedom
- Imagining Utopia
- People Power
- What is Creativity?
Rationale: The courses in this component will directly embrace St. Ignatius’ call for education that is transformative – that forms men and women for others. Peter-Hans Kolvenbach, S.J., former Superior General of the Society of Jesus, in a 1989 address at Georgetown University stated that “the service of faith through the promotion of justice is the mission that must be integrated as a priority into each Jesuit work.” As a University we must be constantly seeking opportunities to educate our students to be ‘leaders-in-service’. This component provides a unique way for our students to experience the full complement of Jesuit education values – faith, service, and intellectual excellence. At the culmination of their Creighton education, students will see that faith can be deepened through (and enhances) intellectual activity, intellectual activity can be enhanced by (and complement) service, and service can be made more meaningful with (and contribute to) faith.

Logistics: The component is intended to be staffed primarily by faculty from the Humanities departments (including Philosophy and Theology). However, it is highly likely that faculty from the Social Science departments will also participate. Because of the discussion, critical thinking, and writing aspects of this component it is expected that each course will have an enrollment cap of 25.
CHAPTER 3. DESIGNATED COURSES (5 courses, 0 additional hours)

3.1 Introduction

In addition to the thirteen components of the Magis Common Core Curriculum, students must complete 5 designated courses, 1 in each of 5 different areas. It is expected that students will complete most of these designated courses as part of their major programs of study. The rest of these courses should be completed as part of another Explorations- or Integrations-level component of the Magis Common Core Curriculum. For this reason, the designated courses are not expected to constitute additional requirements for students to satisfy beyond their Magis Common Core Curriculum requirements and their major program requirements.

The designated courses of the Magis Common Core Curriculum are designed to help students reach the proficiency level in each of the University Learning Outcomes by developing knowledge and skills acquired at the Foundations and Explorations level of the Magis Common Core Curriculum within the specific context of the student’s chosen major field of study or profession. In order to realize these goals, it is the responsibility of each department in the undergraduate colleges and schools of the university to develop, seek approval for, and offer regularly designated courses for their majors to take as part of the major program of study that satisfy each of the following requirements. It will not be possible for every department to offer courses as part of the major that will satisfy all of the following requirements. Nevertheless, departments should strive to come as close as possible to realizing this goal.
3.2 Designated Ethics (1 course, 0 additional hours)

Level: Designated course

Credit: 0 additional hours

Description: Courses that receive a designation in ethics will develop and integrate ethical thinking in a chosen academic discipline, profession, or sphere of responsibility. Each such course will involve at least one significant assignment that requires structured ethical reflection on some dimension of the student’s current or future projects. Courses should include attention to topics of ethical reflection that are pertinent to contemporary practice in the field or generated by it. Reflection on the areas of ethical importance—such as visions of the good life, the common good, the public good, or justice—that are relevant to the field in light of its purpose, should be articulated. PREREQUISITE: Ethics

Learning objectives addressed by this designated course:

Learning outcome 5, Proficiency learning objective 1: Students will distinguish the morally relevant features of complex practical situations in the context of a chosen academic discipline, profession, or sphere of ethical responsibility.

Learning outcome 5, Proficiency learning objective 2: Students will use fundamental moral theories to form well-reasoned judgments about how to conduct themselves ethically in the context of a chosen academic discipline, profession, or sphere of ethical responsibility.

Learning outcome 5, Proficiency learning objective 3: Students will evaluate critically the relationship between their ethical presuppositions, their responsibilities to society, and the values of their chosen academic discipline, profession, or sphere of ethical responsibility.

Examples of assignments that could fulfill this designation:

- Ethical Reflection on Professional Codes of Conduct. For example:
  * Analyze the justification and sufficiency of the existing American Medical Association guidelines governing informed consent;
  * Analyze the justification and sufficiency of the Ethical and Religious Directives for Catholic Health Care Services on end of life issues.

- Research Ethics. For example:
  * Identify and explain the moral responsibilities specific to research with human subjects.

- Ethical Use of Research Outcomes. For example:
  * Analyze a set of statistical data to see how it could be misused.

- Case Study Analysis. For example:
  * Develop a case study that beginning teachers could work through in order to increase their understanding of working with students with disabilities;
  * Examine how questions of ethics bear on the legality of current Supreme Court decisions;
  * Identify and engage the ethical questions events like Princess Diana’s death raise about ethical
practice in journalism;
*Draft a policy for how museums should deal with ethically complex acquisitions.

- **Advocacy and Public Policy.** For example:
  *Propose a plan for the just distribution of health care resources;
  *Draft and justify legislation that supports second parent adoption.

- **Aesthetics.** For example:
  *Investigate the role of art, or the making of art, as expressive of values essential to the good life;
  *Explain the libratory function of a work of art, a class of art objects, or the practice of making art.

- **Sport.** For example:
  *Analyze the role of sport in character development, with attention to the question of whether some sports develop better character traits than others;
  *Defend an argument outlining how resources for sport should be distributed within the university;
  *Present an argument for or against steroid use in professional sports, with attention to how professional sports figures serve as role models.

- **Living Well in the Workplace.** For example:
  *Evaluate the relationship between the ethical rules you follow in your personal life and those you follow in your profession;
  *Identify the special responsibilities that nurses have by virtue of their status as health care providers, and the difficulties they face;
  *Identify the main challenges to work-life balance faced by persons within a specific profession, and identify possible solutions.

- **Environment.** For example:
  *Identify the existing dominant attitudes towards the natural environment, especially anthropocentrism and resourcism, and the historical justifications for those positions;
  *Identify the conflicting values underlying debates about hydrofracking and propose a possible solution;
  *Research and provide an ethical analysis of the impact of global drought on the poor; Examine and assess the rhetoric of environmental debates.

- **Economics.** For example:
  *Investigate how globalization and various socio-economic models impact the poor in developed and developing countries;
  *Critically reflect on models of health care delivery using Catholic Social Teaching.

- **Politics.** For example:
  *Examine and critically reflect on the ethical impact on the common good of a political party’s proposed legislation.

**Rationale:** This course is the development and integration of the “Explorations: Ethics” component – and thus presumes its completion as a prerequisite. It requires the completion of proficiency learning objectives and thus presumes prior study of ethical foundations. Successful Creighton graduates will be able to discern how to conduct themselves ethically within the context of their chosen academic discipline, profession, or sphere of responsibility. By learning to apply ethical reflection to their lives, successful Creighton graduates should become responsible citizens who will be “men and women for others” as this is understood within the Jesuit intellectual tradition.
Logistics: This can be accomplished as part of the major, or it can be accomplished as a stand-alone course within an area of student interest. Staffing concerns are negligible because a significant number of existing courses across different disciplines already satisfy these requirements.
3.3 Designated Oral Communication (1 course, 0 additional hours)

Level: Designated course

Credit: 0 additional hours

Description: Courses that receive a designation in Oral Communication will involve intensive instruction in at least one form of oral communication that is specifically intended for a particular audience. Each such course will involve at least one significant oral communication assignment. PREREQUISITE: Oral Communication

Learning objectives addressed by this designation:

Learning outcome 4, Proficiency learning objective 1: Students will adapt the content and style of communication to a variety of rhetorical and aesthetic situations.

Learning outcome 4, Proficiency learning objective 2 (a): Students will effectively use oral ... and/or nonverbal language appropriate to the audience, occasion, and context.

Examples of courses and their requirements that could satisfy this designated course:

- A capstone seminar in the major such as PHL 492; student-led discussion and oral presentations could provide evidence of communication appropriate to the discipline.
- A research seminar such as CHM 497 or PLS 591 that would require students to present orally a research project appropriate to the discipline.
- Voice Class: Students will throughout the semester periodically perform a solo for their class of peers—a vocal selection from the art song, musical theater, or popular music traditions; grades will be based on technique (tone, production, breath support), intonation, diction, and interpretation.
- Acting (all levels): Students learn a variety of techniques for character development, vocal projection, interpretation, memorization, interaction, etc., for the purpose of presenting scenes or monologues for their class of peers and instructor.
- Musical Theatre Performance Lab (all levels): Similar goals to the acting class and voice class combined, along with the added task of seamlessly weaving the spoken and sung oral communication in various scenes, songs, and ensembles. Depending on the course, various styles and eras of musical theater will be explored.
- Any other upper-division course that lends itself to oral presentations.

Rationale: This component is inspired by the rhetorical tradition and grounded in the Jesuit principle of the “art of the word” as a formative ideal—eloquentia perfecta as noted in the Ratio Studiorum. The Jesuit education does not rely solely on content and/or discipline mastery, as the original Ratio Studiorum required Jesuits and those they educated to become skilled rhetoricians. The Jesuit emphasis on rhetoric embodies the classical ideal of the “good person writing and speaking well for the common good.”
We are requiring demonstrated proficiency in oral communication beyond the Foundations level because it is important that students see how oral communications is used in specific disciplines or fields. Certainly, there are different expectations for “speaking well” based on one’s area of study (e.g., scripted vs. extemporaneous speaking), and the construction (if at all) of visual aids such as posters or power point presentations vary widely across the various disciplines studied in the undergraduate colleges and schools of the university. In addition, it is important to provide multiple opportunities for students to perfect the skills which potential employers and institutions of post-graduate study find to be the most important – oral and written communication skills.

**Logistics:** Courses offered by any department could receive a designation in Oral Communication, as could courses that fulfill any component of the Core Curriculum after the Foundations level. All students will complete one Designated Oral Communication course as part of their Core Curriculum or major program requirements. It would be particularly desirable for students to complete the Designated Oral Communication requirement as part of their major programs of study, although this is not required.

As noted in the Oral Communication Foundations component, students will have continued access to their online modules to help reinforce their oral communication skills across their curriculum. Designated courses are a likely space where Communication Studies faculty would work with faculty from all areas of the college to create and post modules related to specialized speaking further in students’ undergraduate careers, such as: “Expectations in Delivering a Poster Presentation in the Natural Sciences,” “Expectations in Presenting Social Scientific Work,” “Expectations in Presenting Applied Scholarly Work,” “Expectations for Delivering a Paper in the Humanities,” etc. [And more specific disciplinary modules could be created with departments as well.] This would allow for reinforcement, and ideally mastery, if students had modules/models for speaking with different expectations later in their college and professional careers.
3.4 Designated Statistical Reasoning (1 course, 0 additional hours)

**Level:** Designated course

**Credit:** 0 additional hours

**Description:** Courses that are designated as Statistical Reasoning will involve intensive instruction and the application of statistical methods in solving problems within a discipline. Each such course will involve at least one significant assignment or project that utilizes statistics as an essential tool for analyzing data and drawing well-founded conclusions. The goal is to equip the student with the theory and methodology that are essential to solving problems in a data-rich world. A course that has been designated as a statistical reasoning course will equip students to utilize both descriptive statistics (mean, variance, standard error) and inferential statistics (hypothesis testing). Students are expected to go beyond simply learning to run a computer statistics package. Courses that are designated as Statistical Reasoning courses will also have an emphasis on communication. Students will not only use statistics, but will be able to explain and present their results in verbal, graphical, and mathematical form. PREREQUISITE: Mathematical Reasoning

**Learning objectives addressed by this designation:**

*Learning outcome 2, Reinforcement learning objective 3:* Students will interpret and present quantitative information verbally, mathematically, statistically, and graphically.

*Learning outcome 3D: Mathematical Dimensions, Reinforcement learning objective 1:* Students will apply appropriate technology, quantitative tools and logical modes of thinking to analyze and synthesize information in problem solving situations.

**Examples of assignments that could wholly or partly fulfill the designation requirements:**

- You are given a set of strategies for retirement investments, with the mean return and the variance per year for each. Which might be sounder strategy for someone 60 years of age? 40 years of age? [This can be expanded to look at a variety of scenarios as an assignment.]
- Given the following data about a drug therapy, discuss the flaws in using particular measures to draw conclusions about the efficacy of the drug. (Flaws would be built in to illustrate the flaws in only looking at averaging without variance, selecting particular populations and omitting data, and other averaging issues.)
- Given a set of data that includes both pre and post-test scores on an educational assessment instrument, how would one determine if the change from pre to post is statistically significant? How would one determine the validity and reliability of the particular instrument in question using statistical analysis? How would one statistically test and validate a hypothesis about student learning?
Suppose you take a set of laboratory measurements and intend to establish a limit on some physical parameter or quantity. What is the error associated with your measurement? How should one propagate error? How should you report your results? What is the probability that the actual value of the parameter is within 1, 2, or 3σ or your measurement? Given a physical theory or model, how closely does your data fit the model? How would one determine goodness of fit using statistical methods? How can one statistically test and validate a physical hypothesis given a limited set of data which has intrinsic error associated with it?

Rationale: Mathematics has been a central discipline within Jesuit education from the very beginning. Jéronimo Nadal, architect of the earliest Jesuit schools, had been trained in mathematics at the University of Paris and had insisted on its place within the first Jesuit curricula. Against vocal philosophical and humanist opponents, Christopher Clavius, a second-generation Jesuit, defended mathematics in his De studiis mathematicis, arguing for its indispensable role in the emerging natural sciences and thus for its indispensable role within Jesuit education. Certain pioneers of modern mathematics such as René Descartes were Jesuit-trained.

Mathematics and statistics play a central role in a sophisticated understanding of the world around us. Quantitative literacy is essential to understanding complex issues, such as the effectiveness of election polls, the morality of lotteries, federal and state budgeting, and evaluating risks in everyday life. This designated course builds upon the Foundations: Mathematical Reasoning core component, which teaches the fundamentals of thinking mathematically, and emphasizes those statistical concepts and methods needed to analyze and solve complex, real-world problems.

Logistics: It is expected that most courses in the Integrations: Doing Natural Science core component would fulfill these requirements. However, courses offered by any department could also receive a designation in Statistical Reasoning, as could courses in other components of the Core Curriculum. Existing stats-centric courses, such as BIO 401 (Biostatistics) and PSY 211 (Introductory Statistics), already fulfill these requirements, and many other courses across disciplines could be adapted with minor revisions. The Department of Mathematics will offer a 2-credit course that fulfills this designation, but it is expected that most student will be able to complete the designation via the Doing Natural Science component or via a course in their major. It is expected that there will be a need for three or fewer sections of a statistics course taught by the Department of Mathematics.
3.5 Designated Technology (1 course, 0 additional hours)

Level: Designated Course

Credit: 0 additional hours

Description: Courses that receive a designation in Technology will involve intensive instruction and the application of computers and related technology in solving problems within a discipline. Each such course will involve at least one significant assignment or project that utilizes technology as an essential tool for information gathering, analysis, and presentation. Beyond the simple use of a search engine or word processing program, students will effectively use discipline-specific software tools, as appropriate, and reflect on the role of technology in that discipline. In conjunction, students will explore the power and limitations of technology in both professional and societal terms. PREREQUISITE: None.

Learning objectives addressed by this designation:

Learning outcome 2, Reinforcement learning objective 2: Students will use technology effectively for research, analysis, communication, and collaborative work.

Learning outcome 2, Proficiency learning objective 4: Students will recognize that technology and the digitization of knowledge are powerful tools and will identify potential dangers concerning reliability, privacy, security, and equity.

Examples of assignments that could fulfill this designation:

- Conduct research into the digital divide, collecting statistics on computer and Internet access for different demographics over time (e.g., male vs. female, high vs. low income, older vs. younger). Use software to create a visualization of trends over time. Describe the negative impact that digital inequities cause in society, and identify initiatives that have been successful in addressing inequities.
- Utilize software to conduct an experiment with student volunteers, measuring reaction times to visual stimuli on the screen. Analyze your data using appropriate software packages and justify your analysis when drawing conclusions. In conjunction, reflect on the potential for errors in the software to skew experimental results and even, at times, pose a risk to patients. What issues concerning patient privacy and information security must be considered?
- Assume that a disease begins with a single case and spreads at a constant rate (i.e., each day, an infected patient spreads the disease to N other people). Develop a program to model this spread and use your program determine how long it would take for the disease to spread to 50% of the local population (for various values of N). What assumptions did you make in building your model? In general, what are the limitations of models such as this?

Rationale: The Jesuit tradition of education in the liberal arts and sciences is rooted in the goal of preparing graduates to engage the world as insightful, creative, and ethical citizens. To engage and lead in this information age, graduates must be well versed in technology. This includes a basic understanding of the power and limitations of computers, as well as the ability to apply the appropriate
technology to solving problems. This designation ensures that students will demonstrate the ability to utilize technology tools to gather information, analyze it, and present it within an application area. It also ensures that, in conjunction with practical application, students will address issues regarding the impact of technology on their lives and on society as a whole.

**Logistics:** Courses offered by any department could receive a designation in Technology, as could courses that fulfill any component of the Core Curriculum. Existing information-centric courses, such as Information Concepts & Practices (JRM 215), already fulfill these requirements. Many other courses (especially in mathematics and the sciences) already use technology for research and problem solving, and would simply need to emphasize aspects of recognizing and evaluating technology. Ideally, all students would complete at least one Designated Technology course as part of their Core Curriculum or major program requirements.
3.6 Designated Written Communication (1 course, 0 additional hours)

Level: Designated course

Credit: 0 hours

Description: The goal of Designated Written Communication courses is to help students develop writing skills that are appropriate to a specific discipline, which will normally be the student’s major field of study. Designated Written Communication courses must be upper-division courses that involve

- intensive instruction in at least one form of writing oriented toward a specific audience.
- at least one significant written assignment, on which the student receives substantial instructor feedback during the drafting and revision stages.
- an introduction to the practice of sustained professional writing in a field and the best practices and conventions in that field.

PREREQUISITE: Contemporary Composition

Training and Development of Faculty

In fall 2013 and spring 2014, an initial team of Creighton faculty credentialed in writing theory and pedagogy will collect data to assess student writing at Creighton and faculty input on the teaching of writing. Once in fall 2013 and once in spring 2014, this initial team will organize social gatherings in the Faculty Commons called Creighton Conversations on Writing. These sessions will be designed to solicit open faculty input on student writing at Creighton and identify faculty members with interests in the teaching of writing. The team will also interview students and partner with the Creighton Writing Center for more information on how students manage writing assignments at Creighton.

In spring of 2014, faculty who will be teaching Designated Written Communication Courses in 2014-2015 will attend a one-and-a-half day writing workshop. Participants will arrive in the evening, and over dinner, will engage in conversations about their own writing practices and their philosophies of teaching writing. The next day, through a three-hour morning session and a three-hour afternoon session, participants will learn theories of writing and writing pedagogy, how to respond to and evaluate student work, and strategies for managing the workload of teaching writing.

Upon completion of the retreat, these Writing Designated Instructors (WDIs) will receive ongoing training through collaborative, idea-sharing “brown-bag” sessions in the Faculty Commons three times per semester. After the training, instructors will be eligible, upon application and approval, to join the WDI cadre and assist in leading subsequent retreats and workshops.

Learning objectives addressed by these designated courses:

Learning outcome 4, Reinforcement learning objective 2: Students will review their own work critically, employing creative thinking and problem solving in the process of revision and editing.
Learning outcome 4, Proficiency learning objective 1: Students will adapt the content and style of communication to a variety of rhetorical and aesthetic situations.

Learning outcome 4, Proficiency learning objective 2 (w): Students will effectively use ... written ... language appropriate to the audience, occasion, and context.

Examples of assignments that could fulfill this designation:

From English 301 Narrative Forms: Fiction Portfolio

A portfolio that includes the revised final draft of a completed short story (approximately 12 to a maximum of 15 pages in length), at least two previous drafts with comments from your instructor and fellow students, and an essay (approximately 5 pages) on the process of writing, developing, and revising your short story. The essay will discuss very specifically how your short story was informed and influenced by the texts you’ve read, the exercises you’ve written so far this semester, and the comments you’ve received on the draft from fellow students and your instructor.

From ENG/SRP 439: Literacy and Technology: Technorrhettorical Autobiography

Write a discussion of how you have come to be literate in whatever you are literate in, particularly (though not exclusively) via communicative technologies. Please be creative and “out of the box” in your definition of “literacy” and “communicative technologies.” This project should be 7-8 pages, exclusive of media, and will be drafted, commented, and returned for required revision.

- Literacies often have elements that you learn and communicate—rules, traditions, vocabularies, cultures. Tell about these, the things that “anyone who is literate in XYZ ought to know.”
- Tell the stories. We know about people by what they tell us, and we learn more about them—and the things they talk about—not so much by their saying “I really love tennis; it’s my favorite literacy; I play with my club team every day”, but by ‘seeing’ them—which you do by showing us these literacies at work in your daily lives—telling the stories of the tennis match with the pro that you won after 3 hours, etc. That shows you and your literacy in action.
- How are these literacies related? Is there something about you that makes these literacies connected somehow? If you are a visual learner, how would that connect your interests in (for example) art, movies, and comic books?
- Discuss the technologies associated with these literacies. How does a particular technology make the literacy possible? How has a particular technology transformed your literacy? How does a particular technology affect your literacy? Remember, a technology can be as simple as a stick drawing in the sand.
- You must discuss your reading and writing literacy as at least one of the literacies you discuss; you need to discuss at least three literacies (though more is just fine!)
- You must include references to at least 5 external sources relating similar experiences as you will relate in this project (or substantially different--which is OK--as long as you explain the experiential differences between your and their employment of these literacies).
Rationale: From its very beginnings, Jesuit education embraced Renaissance humanism and its ideal of *eloquentia perfecta*. The first Jesuits shared with Renaissance humanists the conviction that language is one of the defining characteristics of the human person. The well-educated person, they believed, was one capable of both precision of argument and elegance of self-expression -- talents seen as essential requirements of citizenship and civic leadership. Such skills and aspirations are no less essential in the contemporary world. The designation in Written Communication aims to complete students’ Jesuit education in *eloquentia perfecta* by helping them to attain discipline-specific excellence in written communication.

Logistics: Upper division courses offered by any department could receive a designation in Written Communication, as could courses that fulfill any component of the Core Curriculum at the Explorations level or above. It would be particularly desirable for students to complete the Designated Written Communication requirement as part of their major programs of study, although this is not required. Designated Written Communication classes will be capped at 25 students.
CHAPTER 4. ASSESSMENT RESOURCES

4.1 Magis Common Core Curriculum Learning Objectives

*Creighton University Learning Outcome 1.* All Creighton University graduates will demonstrate disciplinary competence and/or professional proficiency.

*Creighton University Learning Outcome 1 will be addressed separately by each undergraduate college and school in its degree programs, and not by the University Core Curriculum.*
**Creighton University Learning Outcome 2.** All Creighton University graduates will demonstrate critical thinking skills.

**Introduction**

1. Students will develop the basic skills of information literacy, including searching for information, critically evaluating information from sources, and appropriately using and citing information.

2. Students will describe basic components of an argument and recognize some common fallacies of arguments and misrepresentations of facts.

3. Students will recognize and describe defining elements of the scientific method for an existing study.

**Reinforcement**

1. Students will demonstrate self-knowledge, including knowledge of their own biases and perspectives, and be able to evaluate the strengths and weaknesses of varying points of view.

2. Students will use technology effectively for research, analysis, communication, and collaborative work.

3. Students will interpret and present quantitative information verbally, mathematically, statistically, and graphically.

4. Students will apply critically the fundamental paradigms, and different ways of knowing and thinking from different disciplines.

**Proficiency**

1. Students will recognize appropriate applications, as well as limitations, of scientific, mathematical and statistical approaches and how they interact with other ways of knowing.

2. Students will demonstrate an ability to think in a logical and systematic manner by becoming engaged in a problem, exploring its complexity through critical reading and research, analyzing and evaluating alternative solutions, and justifying a chosen solution with a reasoned argument.

3. Students will demonstrate an ability to think imaginatively, creatively, and holistically.

4. Students will recognize that technology and the digitization of knowledge are powerful tools and will identify potential dangers concerning reliability, privacy, security, and equity.
Creighton University Learning Outcome 3. All Creighton University graduates will demonstrate Ignatian values, to include but not limited to a commitment to an exploration of faith and the promotion of justice.

A. THEOLOGICAL DIMENSIONS

Introduction

1. Students will identify and discuss the *fundamental* teachings, history, and practices of Christianity.

2. Students will identify and discuss the *distinctive* teachings, history, and practices of Catholicism.

3. Students will identify and describe the key elements of the Jesuit intellectual tradition in its more specific religious sense, its historical foundation and its spirituality.

4. Students will examine the contents of the Bible.

Reinforcement

1. Students will identify and discuss particular challenges facing Christianity (in general) and the Catholic Church (more specifically) in the contemporary world.

2. Students will demonstrate an understanding the world of the Bible.

3. Students will examine how the Bible was composed and transmitted.

4. Students will critically interpret the literary and thematic traditions of the Bible.
B. PHILOSOPHICAL DIMENSIONS

Introduction

1. Students will identify and define the theories and concepts that philosophers of the Western tradition have used to attempt to grasp the truth about the ultimate nature of reality, the scope of human knowledge, and the nature of a good human life.

Reinforcement

1. Students will analyze and evaluate arguments and concepts of philosophers of the Western tradition that attempt to grasp the truth about the ultimate nature of reality, the scope of human knowledge, and the nature of a good human life.

Proficiency

1. Students will formulate and defend conclusions of their own about at least one of the following topics: the ultimate nature of reality, the scope of human knowledge, and the nature of a good human life.
C. HUMANISTIC DIMENSIONS

Introduction

1. Students will identify how literary texts represent human experience in its individual, social, and cultural dimensions.

2. Students will identify key historical developments that have significantly shaped human societies and cultures.

Reinforcement

1. Students will interpret and analyze how literary texts represent human experience in its individual, social, and cultural dimensions.

2. Students will analyze and explain how key historical developments have significantly shaped human societies and cultures.

Proficiency

1. Students will evaluate the vision of the human experience in its individual, social, and cultural aspects, as expressed by several significant literary texts.

2. Students will evaluate the relative significance of a variety of historical developments in shaping human societies and cultures.
D. MATHEMATICAL, NATURAL, AND SOCIAL SCIENTIFIC DIMENSIONS

Introduction

1. Students will identify the fundamental principles and concepts of at least one area of the natural sciences.

2. Students will identify the fundamental concepts, analytical methods, and unifying theories in at least one area of the social sciences.

3. Students will participate in a direct experience of scientific inquiry in the social sciences.

4. Students will identify ways in which mathematics and technology contribute to our knowledge of the natural world.

Reinforcement

1. Students will apply appropriate technology, quantitative tools and logical modes of thinking to analyze and synthesize information in problem solving situations.

Proficiency

1. Students will be able to articulate the strengths and limits of experimental methods and distinguish between the concepts of causation and correlation.
E. SERVICE & JUSTICE DIMENSIONS

Introduction

1. Students will explain the concepts of “service” and “social justice” as they are understood within the Catholic and Jesuit traditions.

2. Students will describe personal involvement in work related to service and social justice.

Reinforcement

1. Students will interpret a meaningful exposure to the consequences of injustices on individuals who are directly affected by them.

2. Students will explain how one or more disciplines identify social ideals and analyze actual societal conditions in terms of social justice.

Proficiency

1. Students will integrate learning from various courses and experiences to articulate their vision of justice, of serving the common good, and of working as agents of social justice as community leaders, global citizens and professionals within their chosen disciplinary or career field.

2. Students will apply analytical tools, content knowledge, and ethical principles to contextualize social conditions, understand social justice implications of government policies, and identify opportunities to promote social justice.
Creighton University Learning Outcome 4. All Creighton University graduates will demonstrate the ability to communicate clearly and effectively.

Introduction

1. Students will construct and effectively deliver well-structured and supported arguments in written, oral, and mathematical forms.

Reinforcement

1. Students will research, choose, and use appropriate technologies to communicate effectively.

2. Students will review their own work critically, employing creative thinking and problem solving in the process of revision and editing.

Proficiency

1. Students will adapt the content and style of communication to a variety of rhetorical and aesthetic situations.

2. Students will effectively use oral, written, mathematical and/or non-verbal language appropriate to the audience, occasion, and context.
Creighton University Learning Outcome 5. All Creighton University graduates will demonstrate deliberative reflection for personal and professional formation.

Introduction

1. Students will identify and define terms and concepts that are crucial to fundamental theories of morality.

2. Students will identify and define key principles of fundamental moral theories.

Reinforcement

1. Students will analyze and evaluate fundamental theories about the sources of moral obligation, moral virtue, justice, wisdom, and a good human life.

2. Students will distinguish the morally relevant features of complex practical situations and use fundamental moral theories to form well-reasoned judgments about how to act in those situations.

3. Students will evaluate critically their own ethical presuppositions.

Proficiency

1. Students will distinguish the morally relevant features of complex practical situations in the context of a chosen academic discipline, profession, or sphere of ethical responsibility.

2. Students will use fundamental moral theories to form well-reasoned judgments about how to conduct themselves ethically in the context of a chosen academic discipline, profession, or sphere of ethical responsibility.

3. Students will evaluate critically the relationship between their ethical presuppositions, their responsibilities to society, and the values of their chosen academic discipline, profession, or sphere of ethical responsibility.
Creighton University Learning Outcome 6. All Creighton University graduates will demonstrate the ability to work effectively across race, ethnicity, culture, gender, religion, and sexual orientation.

Introduction

1. Students will describe the range and types of human identities and cultures in contemporary or historical terms and identify what constitutes “difference” (or what has constituted “difference”) within the United States and throughout the global community.

2. Students will state the meaning of “human dignity” as articulated within the Catholic, Jesuit, and other intellectual traditions and how “human dignity” is influenced by systems of social differentiation and by relative power and privilege.

Reinforcement

1. Students will identify their own social locations and analyze a controversial issue by articulating their own values and perspectives and those of an unfamiliar community.

2. Students will evaluate and critique ideologies of social differentiation and the way systems of relative power and privilege are (or have been) reinforced.

Proficiency

1. Students will explain the relationship between culture, social experience, and the creation or use of different systems of knowledge or power.

2. Students will connect their understanding of diverse human identities and cultures to the theories or practices of more than one of the disciplines represented in the Core curriculum.
### 4.2 Assessment Rubrics

**4.2.a University Learning Outcome 2. Thinking Critically.**

<table>
<thead>
<tr>
<th>Number</th>
<th>Objective</th>
<th>Advanced (4)</th>
<th>Competent (3)</th>
<th>Progressing (2)</th>
<th>Beginning (1)</th>
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<tr>
<td><strong>2.I.1</strong></td>
<td>Students will develop the basic skills of information literacy, including searching for information, critically evaluating information from sources, and appropriately using and citing information.</td>
<td>Accesses information using effective, well-designed search strategies and most appropriate information sources. Thoroughly analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position. Always cites sources correctly.</td>
<td>Accesses information using variety of search strategies and some relevant information sources. Demonstrates ability to refine search. Identifies own and others' assumptions and several relevant contexts when presenting a position. Almost always cites sources correctly.</td>
<td>Accesses information using simple search strategies, retrieves information from limited and similar sources. Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa). Usually cites sources correctly.</td>
<td>Accesses information randomly, retrieves information that lacks relevance and quality. Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position. Sometimes cites sources correctly.</td>
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<tr>
<td><strong>2.I.2</strong></td>
<td>Students will describe basic components of an argument and recognize some common fallacies of arguments and misrepresentations of facts.</td>
<td>Basic components of an argument and some common fallacies of arguments and misrepresentations of facts are stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.</td>
<td>Basic components of an argument and some common fallacies of arguments and misrepresentations of facts are stated, described, and clarified so that understanding is not seriously impeded by omissions.</td>
<td>Basic components of an argument and some common fallacies of arguments and misrepresentations of facts are stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.</td>
<td>Basic components of an argument and some common fallacies of arguments and misrepresentations of facts are stated without clarification or description.</td>
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<td>Number</td>
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<td>2.I.3</td>
<td>Students will recognize and describe defining elements of the scientific method for an existing study.</td>
<td>The defining elements of the scientific method for an existing study are stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.</td>
<td>The defining elements of the scientific method for an existing study are stated, described, and clarified so that understanding is not seriously impeded by omissions.</td>
<td>The defining elements of the scientific method for an existing study are stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.</td>
<td>The defining elements of the scientific method for an existing study are stated without clarification or description.</td>
</tr>
<tr>
<td>2.R.1</td>
<td>Students will demonstrate self-knowledge, including knowledge of their own biases and perspectives, and be able to evaluate the strengths and weaknesses of varying points of view.</td>
<td>Thoroughly (systematically and methodically) analyzes own and others’ assumptions and carefully evaluates the relevance of contexts when presenting a position.</td>
<td>Identifies own and others’ assumptions and several relevant contexts when presenting a position.</td>
<td>Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others’ assumptions than one’s own (or vice versa).</td>
<td>Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.</td>
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<tr>
<td>2.R.2</td>
<td>Students will use technology effectively for research, analysis, communication, and collaborative work.</td>
<td>Always accesses appropriate technology for research, analysis, communication, and collaborative work. Thoroughly evaluates the usefulness of the technology in question for the purpose intended in light of context.</td>
<td>Almost always accesses appropriate technology for research, analysis, communication, and collaborative work. Evaluates the usefulness of the technology in question for the purpose intended in light of some aspects of the context.</td>
<td>Usually accesses appropriate technology for research, analysis, communication, and collaborative work. Evaluates some aspects of the usefulness of the technology in question for the purpose intended.</td>
<td>Sometimes accesses appropriate technology for research, analysis, communication, and collaborative work. Uses technology without evaluating its usefulness for the purpose intended.</td>
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<td>2.R.3</td>
<td>Students will interpret and present quantitative information verbally, mathematically, statistically, and graphically.</td>
<td>Provides accurate explanations of information presented in mathematical forms. Makes appropriate inferences based on that information. Skillfully converts relevant information into an insightful mathematical portrayal in a way that contributes to a further or deeper understanding.</td>
<td>Provides accurate explanations of information presented in mathematical forms. Competently converts relevant information into an appropriate and desired mathematical portrayal.</td>
<td>Provides somewhat accurate explanations of information presented in mathematical forms, but occasionally makes minor errors related to computations or units. Completes conversion of information but resulting mathematical portrayal is only partially appropriate or accurate.</td>
<td>Attempts to explain information presented in mathematical forms, but draws incorrect conclusions about what the information means. Completes conversion of information but resulting mathematical portrayal is inappropriate or inaccurate.</td>
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<tr>
<td>2.R.4</td>
<td>Students will apply critically the fundamental paradigms, and different ways of knowing and thinking from different disciplines.</td>
<td>Independently creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective.</td>
<td>Independently connects examples, facts, or theories from more than one field of study or perspective.</td>
<td>When prompted, connects examples, facts, or theories from more than one field of study or perspective.</td>
<td>When prompted, presents examples, facts, or theories from more than one field of study or perspective.</td>
</tr>
<tr>
<td>2.P.1</td>
<td>Students will recognize appropriate applications, as well as limitations, of scientific, mathematical and statistical approaches and how they interact with other ways of knowing.</td>
<td>Identifies scientific, mathematical, and statistical approaches for solving a problem that apply within a specific context. Insightfully discusses in detail relevant and supported limitations and implications. Independently draws conclusions by combining examples, facts, or theories from more than one field of study or perspective.</td>
<td>Identifies scientific, mathematical, and statistical approaches for solving a problem, only some of which apply within a specific context. Discusses relevant and supported limitations and implications. Independently connects examples, facts, or theories from more than one field of study or perspective.</td>
<td>Identifies only a single scientific, mathematical, or statistical approach for solving a problem that does apply within a specific context. Presents relevant and supported limitations and implications. When prompted, connects examples, facts, or theories from more than one field of study or perspective.</td>
<td>Identifies one or more scientific, mathematical, or statistical approaches for solving a problem that do not apply within a specific context. Presents limitations and implications, but they are possibly irrelevant and unsupported. When prompted, presents examples, facts, or theories from more than one field of study or perspective.</td>
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<td>2.P.2</td>
<td>Students will demonstrate an ability to think in a logical and systematic manner by becoming engaged in a problem, exploring its complexity through critical reading and research, analyzing and evaluating alternative solutions, and justifying a chosen solution with a reasoned argument.</td>
<td>Identifies a creative, focused, and manageable topic that addresses potentially significant yet previously less-explored aspects of the topic. Synthesizes in-depth information from relevant sources representing various points of view/approaches. Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to focus. States a conclusion that is a logical extrapolation from the inquiry findings.</td>
<td>Identifies a focused and manageable/doable topic that appropriately addresses relevant aspects of the topic. Presents in-depth information from relevant sources representing various points of view/approaches. Organizes evidence to reveal important patterns, differences, or similarities related to focus. States a conclusion focused solely on the inquiry findings. The conclusion arises specifically from and responds specifically to the inquiry findings.</td>
<td>Identifies a topic that while manageable/doable, is too narrowly focused and leaves out relevant aspects of the topic. Presents information from relevant sources representing limited points of view/approaches. Organizes evidence, but the organization is not effective in revealing important patterns, differences, or similarities. States a general conclusion that, because it is so general, also applies beyond the scope of the inquiry findings.</td>
<td>Identifies a topic that is far too general and wide-ranging as to be manageable and doable. Presents information from irrelevant sources representing limited points of view/approaches. Lists evidence, but it is not organized and/or is unrelated to focus. States an ambiguous, illogical, or unsupportable conclusion from inquiry findings.</td>
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<tr>
<td>2.P.3</td>
<td>Students will demonstrate an ability to think imaginatively, creatively, and holistically.</td>
<td>Extends a novel or unique idea, question, format, or product to create new knowledge or knowledge that crosses boundaries. Transforms ideas or solutions into entirely new forms.</td>
<td>Creates a novel or unique idea, question, format, or product. Synthesizes ideas or solutions into a coherent whole.</td>
<td>Experiments with creating a novel or unique idea, question, format, or product. Connects ideas or solutions in novel ways.</td>
<td>Reformulates a collection of available ideas. Recognizes existing connections among ideas or solutions.</td>
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<td>2.P.4</td>
<td><strong>Students will recognize that technology and the digitization of knowledge are powerful tools and will identify potential dangers concerning reliability, privacy, security, and equity.</strong></td>
<td>The power of technology and the digitization of knowledge and the potential dangers concerning reliability, privacy, security, and equity are described clearly and comprehensively, delivering all relevant information necessary for full understanding.</td>
<td>The power of technology and the digitization of knowledge and the potential dangers concerning reliability, privacy, security, and equity are described and clarified so that understanding is not seriously impeded by omissions.</td>
<td>The power of technology and the digitization of knowledge and the potential dangers concerning reliability, privacy, security, and equity are described but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.</td>
<td>The power of technology and the digitization of knowledge and the potential dangers concerning reliability, privacy, security, and equity are described are stated without clarification or description.</td>
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### 4.2.b University Learning Outcome 3A. Ignatian Values: Theological Dimensions

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<tbody>
<tr>
<td><strong>3A.1.1</strong></td>
<td>Students will identify and discuss the <em>fundamental</em> teachings, history, and practices of Christianity.</td>
<td>The <em>fundamental</em> teachings, history, and practices of Christianity are stated clearly and described comprehensively, delivering all information necessary for a full understanding.</td>
<td>The <em>fundamental</em> teachings, history, and practices of Christianity are stated, described, and clarified so that understanding is not seriously impeded by omissions.</td>
<td>The <em>fundamental</em> teachings, history, and practices of Christianity are stated, but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, or backgrounds unknown.</td>
<td>The <em>fundamental</em> teachings, history, and practices of Christianity are stated without clarification or description.</td>
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<tr>
<td><strong>3A.1.2</strong></td>
<td>Students will identify and discuss the <em>distinctive</em> teachings, history, and practices of Catholicism.</td>
<td>The <em>distinctive</em> teachings, history, and practices of Catholicism are stated clearly and described comprehensively, delivering all information necessary for a full understanding.</td>
<td>The <em>distinctive</em> teachings, history, and practices of Catholicism are stated, described, and clarified so that understanding is not seriously impeded by omissions.</td>
<td>The <em>distinctive</em> teachings, history, and practices of Catholicism are stated, but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, or backgrounds unknown.</td>
<td>The <em>distinctive</em> teachings, history, and practices of Catholicism are stated without clarification or description.</td>
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<tr>
<td><strong>3A.1.3</strong></td>
<td>Students will identify and describe the key elements of the Jesuit intellectual tradition in its more specific religious sense, its historical foundation and its spirituality.</td>
<td>The key elements of the Jesuit intellectual tradition in its more specific religious sense, its historical foundation and its spirituality are stated clearly and described comprehensively, delivering all information necessary for a full understanding.</td>
<td>The key elements of the Jesuit intellectual tradition in its more specific religious sense, its historical foundation and its spirituality are stated, described, and clarified so that understanding is not seriously impeded by omissions.</td>
<td>The key elements of the Jesuit intellectual tradition in its more specific religious sense, its historical foundation and its spirituality are stated, but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, or backgrounds unknown.</td>
<td>The key elements of the Jesuit intellectual tradition in its more specific religious sense, its historical foundation and its spirituality are stated without clarification or description.</td>
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<td>3A.I.4</td>
<td>Students will examine the contents of the Bible.</td>
<td>The contents of the Bible are stated clearly and described comprehensively, delivering all information necessary for a full understanding.</td>
<td>The contents of the Bible are stated, described, and clarified so that understanding is not seriously impeded by omissions.</td>
<td>The contents of the Bible are stated, but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, or backgrounds unknown.</td>
<td>The contents of the Bible are stated without clarification or description.</td>
</tr>
<tr>
<td>3A.R.1</td>
<td>Students will identify and discuss particular challenges facing Christianity (in general) and the Catholic Church (more specifically) in the contemporary world.</td>
<td>Particular challenges facing Christianity (in general) and the Catholic Church (more specifically) in the contemporary world are stated clearly and described comprehensively, delivering all information necessary for a full understanding.</td>
<td>Particular challenges facing Christianity (in general) and the Catholic Church (more specifically) in the contemporary world are stated, described, and clarified so that understanding is not seriously impeded by omissions.</td>
<td>Particular challenges facing Christianity (in general) and the Catholic Church (more specifically) in the contemporary world are stated, but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, or backgrounds unknown.</td>
<td>Particular challenges facing Christianity (in general) and the Catholic Church (more specifically) in the contemporary world are stated without clarification or description.</td>
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<tr>
<td>3A.R.2</td>
<td>Students will demonstrate an understanding the world of the Bible.</td>
<td>The world of the Bible is described comprehensively, delivering all information necessary for a full understanding.</td>
<td>The world of the Bible is described and clarified so that understanding is not seriously impeded by omissions.</td>
<td>The world of the Bible is described, but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, or backgrounds unknown.</td>
<td>Aspects of the world of the Bible are stated without clarification or description.</td>
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<tr>
<td>3A.R.3</td>
<td>Students will examine how the Bible was composed and transmitted.</td>
<td>The way in which the Bible was composed and transmitted is stated clearly and described comprehensively, delivering all information necessary for a full understanding.</td>
<td>The way in which the Bible was composed and transmitted is stated, described, and clarified so that understanding is not seriously impeded by omissions.</td>
<td>The way in which the Bible was composed and transmitted is stated, but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, or backgrounds unknown.</td>
<td>The way in which the Bible was composed and transmitted is stated without clarification or description.</td>
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<td>3A.R.4</td>
<td>Students will critically interpret the literary and thematic traditions of the Bible.</td>
<td>Biblical texts are interpreted within and across genres and thematic traditions, with appropriate interpretative adjustments made for the particular generic and thematic nuances of the texts.</td>
<td>Literary and thematic traditions of the Bible are distinguished and their characteristic conventions are described.</td>
<td>Experiences of reading a variety of genres and thematic traditions of the Bible are described, reading both with and against the grain, experimentally and intentionally.</td>
<td>Tacit knowledge of genres and thematic traditions of the Bible is applied to classroom reading experiences in productive, if unreflective, ways.</td>
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### 4.2.c University Learning Outcome 3B. Ignatian Values: Philosophical Dimensions

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<tr>
<th>Number</th>
<th>Objective</th>
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<th>Competent (3)</th>
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<tbody>
<tr>
<td><strong>3B.1</strong></td>
<td>Students will identify and define the theories and concepts that philosophers of the Western tradition have used to attempt to grasp the truth about the ultimate nature of reality, the scope of human knowledge, and the nature of a good human life.</td>
<td>The theories and concepts that philosophers of the Western tradition have used to attempt to grasp the truth about the ultimate nature of reality, the scope of human knowledge, and the nature of a good human life are stated clearly and described comprehensively, delivering all relevant information necessary for a full understanding.</td>
<td>The theories and concepts that philosophers of the Western tradition have used to attempt to grasp the truth about the ultimate nature of reality, the scope of human knowledge, and the nature of a good human life are stated, described, and clarified so that understanding is not seriously impeded by omissions.</td>
<td>The theories and concepts that philosophers of the Western tradition have used to attempt to grasp the truth about the ultimate nature of reality, the scope of human knowledge, and the nature of a good human life are stated, but some terms are undefined, ambiguities are unexplored, boundaries are undetermined, or backgrounds are unknown.</td>
<td>The theories and concepts that philosophers of the Western tradition have used to attempt to grasp the truth about the ultimate nature of reality, the scope of human knowledge, and the nature of a good human life are stated without clarification or description.</td>
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<tr>
<td><strong>3B.1.1</strong></td>
<td>Students will analyze and evaluate arguments and concepts of philosophers of the Western tradition that attempt to grasp the truth about the ultimate nature of reality, the scope of human knowledge, and the nature of a good human life.</td>
<td>Arguments and concepts of philosophers of the Western tradition that attempt to grasp the truth about the ultimate nature of reality, the scope of human knowledge, and the nature of a good human life are interpreted sufficiently to allow for a comprehensive analysis. Viewpoints of the philosophers are questioned thoroughly. Systematically and methodically analyzes the philosophers’ assumptions and carefully evaluates the relevance of contexts when presenting a position.</td>
<td>Arguments and concepts of philosophers of the Western tradition that attempt to grasp the truth about the ultimate nature of reality, the scope of human knowledge, and the nature of a good human life are interpreted enough to develop a coherent analysis. Viewpoints of the philosophers are subject to questioning. Identifies the philosophers’ assumptions and several relevant contexts when presenting a position.</td>
<td>Arguments and concepts of philosophers of the Western tradition that attempt to grasp the truth about the ultimate nature of reality, the scope of human knowledge, and the nature of a good human life are interpreted somewhat, but not enough to develop a coherent analysis. Viewpoints of the philosophers are taken mainly as facts, with little questioning. Questions some of the philosophers’ assumptions and identifies some relevant contexts when presenting a position.</td>
<td>Arguments and concepts of philosophers of the Western tradition that attempt to grasp the truth about the ultimate nature of reality, the scope of human knowledge, and the nature of a good human life are stated without interpretation. Viewpoints of the philosophers are taken as facts, without questioning. Shows an emerging awareness of philosophers’ assumptions. Begins to identify some contexts when presenting a position.</td>
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<td>Number</td>
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<td>3B.P.1</td>
<td>Students will formulate and defend conclusions of their own about at least one of the following topics: the ultimate nature of reality, the scope of human knowledge, and the nature of a good human life.</td>
<td>Student’s conclusion about the topic is imaginative, taking into account the complexities of the issue. Limits of the position are acknowledged. Others' viewpoints are synthesized within the student's position. Conclusion is logical and reflects student's informed evaluation and ability to place evidence and viewpoints discussed in priority order.</td>
<td>Student’s conclusion about the topic takes into account the complexities of the issue. Others’ viewpoints are acknowledged within the student’s position. Conclusion is tied to a range of information, including opposing viewpoints. Consequences and implications of the conclusion are identified clearly.</td>
<td>Student’s conclusion acknowledges different sides of an issue. Conclusion is logically tied to evidence (because the evidence is chosen to fit the conclusion). Some related consequences and implications are identified clearly.</td>
<td>Student’s conclusion is stated, but it is simplistic and obvious. Conclusion is inconsistently tied to some of the evidence discussed. Related consequences and implications are oversimplified.</td>
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4.2.d University Learning Outcome 3C. Ignatian Values: Humanistic Dimensions.

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<th>Number</th>
<th>Objective</th>
<th>Advanced (4)</th>
<th>Competent (3)</th>
<th>Progressing (2)</th>
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<tr>
<td>3C.I.1</td>
<td>Students will identify how literary texts represent human experience in its individual, social, and cultural dimensions.</td>
<td>Evaluates texts for scholarly significance and relevance within and across the various disciplines, evaluating them according to their contributions and consequences. Articulates how different literary texts represent human experience in its individual, social, and cultural dimensions and draws larger conclusions about the human experience based on interpretation of multiple literary texts.</td>
<td>Uses texts in the context of scholarship to develop a foundation of disciplinary knowledge and to raise and explore important questions about human experience in its individual, social, and cultural dimensions.</td>
<td>Engages texts with the intention and expectation of building topical and world knowledge of human experience in its individual, social, and cultural dimensions.</td>
<td>Approaches texts in the context of assignments with the intention and expectation of finding right answers and learning facts and concepts to display for credit.</td>
</tr>
<tr>
<td>3C.I.2</td>
<td>Students will identify key historical developments that have significantly shaped human society and culture.</td>
<td>Identifies several key historical developments in chronological order with a detailed explanation of relevant points of contexts. States the multiple ways in which each has shaped human society and culture over time.</td>
<td>Identifies several key historical developments with few errors in chronology. Events are situated within their historical context. Describes how each event has shaped human society and culture.</td>
<td>Identifies some key historical developments in a generally correct chronological order. Situates most events within their broader context and makes a general statement on their influence on the development of human society and culture.</td>
<td>Identifies some key historical developments with errors in chronological sequencing and minimal discussion of their context or significance.</td>
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<td>Number</td>
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<tr>
<td><strong>3.C.R.1</strong></td>
<td>Students will interpret and analyze how literary texts represent human experience in its individual, social, and cultural dimensions.</td>
<td>Recognizes possible implications of the text for contexts, perspectives, or issues beyond the assigned task within the classroom or beyond the author’s explicit message (e.g., might recognize broader issues at play, or might pose challenges to the author’s message and presentation of human experience in its multiple dimensions).</td>
<td>Uses the text, general background knowledge, and/or specific knowledge of the author’s context to draw more complex inferences about the author’s representation of human experience in its multiple dimensions.</td>
<td>Evaluates how textual features (e.g., sentence and paragraph structure, imagery, symbolism or tone) contribute to the author’s message; draws basic inferences about context and the multiple dimensions of human experience.</td>
<td>Apprehends vocabulary appropriately to paraphrase or summarize the individual, social, and cultural dimensions of human experience that the text communicates.</td>
</tr>
<tr>
<td><strong>3.C.R.2</strong></td>
<td>Students will analyze and explain how key historical developments have significantly shaped human society and culture.</td>
<td>Develops and articulates a conclusion that draws from historical evidence to explain how key historical developments have significantly shaped human society and culture.</td>
<td>States a conclusion based on limited— but relevant— historical evidence that explains how historical developments have shaped human society and culture.</td>
<td>States a general conclusion that, because it is so general and/or not sufficiently grounded in evidence, fails to explain how historical developments have shaped human society and culture.</td>
<td>States an ambiguous, illogical, or unsupportable conclusion about how historical developments have shaped human society and culture despite the availability of historical evidence.</td>
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<tr>
<td><strong>3.C.P.1</strong></td>
<td>Students will evaluate the vision of the human experience in its individual, social, and cultural aspects, as expressed by several significant literary texts.</td>
<td>Provides evidence not only that s/he can read by using an appropriate epistemological lens but that s/he can also engage in reading as part of a continuing dialogue within and beyond a discipline or a community of readers. Selects interpretive strategies that promote insightful comparisons of the multifaceted visions of the human experience expressed by several significant literary texts.</td>
<td>Articulates an understanding of the multiple ways of reading and the range of interpretive strategies particular to the study of literature or within a given community of readers. Selects interpretive strategies that are effective in revealing the multifaceted vision of the human experience expressed by several significant literary texts.</td>
<td>Demonstrates that s/he can read purposefully, choosing among interpretive strategies to better understand the multifaceted visions of the human experience expressed by significant literary texts.</td>
<td>Can identify purpose(s) for reading and recognizes that a multifaceted vision of the human experience is expressed within the text. Relies on an external authority such as an instructor for direction in knowledge acquisition and interpretive tasks.</td>
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<td>Number</td>
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<td>3C.P.2</td>
<td>Students will evaluate the relative significance of a variety of historical developments in shaping human society and culture.</td>
<td>Information is taken from well chosen source(s) with enough interpretation/evaluation to independently develop an analysis that yields meaningful conclusions about the relative significance of historical developments in shaping society and culture.</td>
<td>Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis of the relative significance of historical developments in shaping society and culture.</td>
<td>Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis of the relative significance of historical developments in shaping society and culture.</td>
<td>Information is taken from source(s) without any interpretation/evaluation of the relative significance of historical developments.</td>
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### 4.2.e University Learning Outcome 3D. Ignatian Values: Scientific Dimensions.

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<th>Number</th>
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<tr>
<td>3D.I.1</td>
<td>Students will identify the fundamental principles and concepts of at least one area of the natural sciences.</td>
<td>Lists and organizes fundamental principles and the related concepts and places them within a well-articulated theoretical framework(s). Multiple experiments and/or data sets are cited, explained, and used to support models and theories. Examples of phenomena that demonstrate fundamental principles are detailed and well organized. Limitations and areas of applicability of theories are discussed.</td>
<td>Lists and organizes fundamental principles and concepts in light of theoretical frameworks. Theoretical models and frameworks are explained. A limited number of experiments and/or data sets are cited and used to support models and theories.</td>
<td>Lists and organizes fundamental principles and concepts. Examples of related phenomena are provided. A theoretical framework(s) is presented without explanation. No experiments and/or data sets are cited to support models and theories.</td>
<td>Lists fundamental principles and concepts, but in an unorganized manner with no supporting detail. Important concepts are presented as unrelated items with no demonstrated understanding of any overarching theory or framework.</td>
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<tr>
<td>3D.I.2</td>
<td>Students will identify the fundamental principles, analytical techniques, and unifying themes in at least one area of the social sciences.</td>
<td>Lists and organizes fundamental principles and the related concepts and places them within a well-articulated theoretical framework(s). Multiple experiments and/or data sets are cited, explained, and used to support models and theories. Examples of phenomena that demonstrate fundamental principles are detailed and well organized. Limitations and areas of applicability of theories are discussed.</td>
<td>Lists and organizes fundamental principles and concepts in light of theoretical frameworks. Theoretical models and frameworks are explained. A limited number of experiments and/or data sets are cited and used to support models and theories.</td>
<td>Lists and organizes fundamental principles and concepts. Examples of related phenomena are provided. A theoretical framework(s) is presented without explanation. No experiments and/or data sets are cited to support models and theories.</td>
<td>Lists fundamental principles and concepts, but in an unorganized manner with no supporting detail. Important concepts are presented as unrelated items with no demonstrated understanding of any overarching theory or framework.</td>
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<td>Number</td>
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<td>3D.I.3</td>
<td>Students will participate in a direct experience of scientific inquiry in the sciences.</td>
<td>Demonstrates the ability to construct a clear and insightful problem statement. Proposes one or more solutions/hypotheses that indicate a deep comprehension of the problem. The solution is implemented, and conclusions are drawn that are supported by evidence. Limitations of the inquiry are discussed, along with proposals for future work. Experimental error in the study is addressed and quantified.</td>
<td>The problem at the heart of the inquiry is identified with adequate detail. Proposes one or more solutions/hypotheses that indicate comprehension of the problem. The solution is implemented and conclusions are drawn. Limitations of the inquiry are discussed. Experimental error is addressed, but only in a vague and superficial way.</td>
<td>The problem at the heart of the inquiry is identified but only superficially. Only a single approach to solving the problem is identified. The solution and/or hypothesis proposed is too general and does not address the particulars of the problem. Implements a solution to the identified problem that addresses the problem statement.</td>
<td>Demonstrates a limited ability in identifying the problem at the heart of the inquiry. Identifies one or more approaches for solving the problem that do not apply within the specific context of the problem. Proposes a solution/hypothesis that is difficult to evaluate because it is vague or only indirectly address the problem at hand. Implements the solution in a manner that does not directly address the problem.</td>
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<tr>
<td>3D.I.4</td>
<td>Students will identify ways in which mathematics and technology contribute to our knowledge of the natural world.</td>
<td>Organizes and synthesizes evidence to reveal insightful patterns, differences, and similarities related to focus. Integrates in-depth information from a variety of quality sources that represent multiple views/approaches. Conclusions drawn are a logical extrapolation from the supporting evidence.</td>
<td>Organizes evidence and integrates in-depth information from relevant sources. States a conclusion that arises solely from the evidence and argument presented and that is appropriately limited in scope.</td>
<td>Lists and organizes evidence. Presents information from relevant sources representing limited points of view/approaches. Conclusions are overly broad yet are drawn from the supporting evidence.</td>
<td>Lists evidence, but in an unorganized form. Evidence is supported by inappropriate sources representing limited points of view/approaches. Conclusions drawn are overly broad, ambiguous, illogical, or unsupportable based on the supporting evidence.</td>
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<td>Number</td>
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<tr>
<td>3D.R.1</td>
<td>Students will apply appropriate technology, quantitative tools, and logical modes of thinking to analyze and synthesize information in problem solving situations.</td>
<td>Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem. Calculations are also presented elegantly (clearly, concisely, etc.) Uses the quantitative analysis of data as the basis for deep and thoughtful judgments, drawing insightful, carefully qualified conclusions from this work. Thoughtfully integrates technology into the problem solving process, and uses technology to craft a more robust solution to the problem at hand.</td>
<td>Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem. Uses the quantitative analysis of data as the basis for competent judgments, drawing reasonable and appropriately qualified conclusions from this work. Technology used enhances the work.</td>
<td>Calculations attempted are either unsuccessful or represent only a portion of the calculations required to comprehensively solve the problem. Uses the quantitative analysis of data as the basis for workmanlike (without inspiration or nuance, ordinary) judgments, drawing plausible conclusions from this work. Appropriate technology is employed.</td>
<td>Calculations are attempted, but may have errors and are not comprehensive. Uses the quantitative analysis of data as the basis for tentative, basic judgments, although is hesitant or uncertain about drawing conclusions from this work. Technology applied is inappropriate or used in an inconsistent and incorrect manner.</td>
</tr>
<tr>
<td>3D.P.1</td>
<td>Students will be able to articulate the strengths and limits of experimental methods and distinguish between the concepts of causation and correlation.</td>
<td>Lists, organizes, and explains experimental methods for a given inquiry, carefully weighing their appropriateness and advantages and disadvantages. Multiple approaches for solving a given problem are identified. States a conclusion that is a logical extrapolation from the inquiry findings carefully distinguish between causation and correlation. Limitations and possible sources of error of the inquiry are discussed.</td>
<td>Lists, organizes, and explains the appropriate experimental methods for a given inquiry, and attempts to explain advantages and disadvantages of each method. The conclusion arises specifically from and responds specifically to the experimental data.</td>
<td>Lists, organizes, and explains the appropriate experimental methods for a given inquiry. Conclusions drawn from the experimental data are very general and apply beyond the scope of the inquiry.</td>
<td>Lists appropriate experimental methods for a given inquiry, but does not comment on the advantages or disadvantages of their use. Draws conclusions from experimental data that are ambitious, illogical, or unsupportable. Causation and correlation are used as interchangeable concepts.</td>
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### 4.2.f University Learning Outcome 3E. Ignatian Values: Service & Justice Dimensions.

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<tr>
<th>Number</th>
<th>Objective</th>
<th>Advanced (4)</th>
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<tbody>
<tr>
<td>3E.I.1</td>
<td><strong>Students will explain the concepts of “service” and “social justice” as they are understood within the Catholic and Jesuit traditions.</strong></td>
<td>The concepts of “service” and “social justice” as they are understood within the Catholic and Jesuit traditions are stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.</td>
<td>The concepts of “service” and “social justice” as they are understood within the Catholic and Jesuit traditions are stated, described, and clarified so that understanding is not seriously impeded by omissions.</td>
<td>The concepts of “service” and “social justice” as they are understood within the Catholic and Jesuit traditions are stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.</td>
<td>The concepts of “service” and “social justice” as they are understood within the Catholic and Jesuit traditions are stated without clarification or description.</td>
</tr>
<tr>
<td>3E.I.2</td>
<td><strong>Students will describe personal involvement in work related to service and social justice.</strong></td>
<td>Student’s personal involvement in work related to service and social justice is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.</td>
<td>Student’s personal involvement in work related to service and social justice is stated, described, and clarified so that understanding is not seriously impeded by omissions.</td>
<td>Student’s personal involvement in work related to service and social justice is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.</td>
<td>Student’s personal involvement in work related to service and social justice is stated without clarification or description.</td>
</tr>
<tr>
<td>3E.R.1</td>
<td><strong>Students will interpret a meaningful exposure to the consequences of injustices on individuals who are directly affected by them.</strong></td>
<td>Provides evidence of meaningful exposure to the consequences of injustices on individuals who are directly affected by them and describes what she/he has learned about her or himself as it relates to a reinforced and clarified sense of civic identity and continued commitment to public action.</td>
<td>Provides evidence of meaningful exposure to the consequences of injustices on individuals who are directly affected by them and describes what she/he has learned about her or himself as it relates to a growing sense of civic identity and commitment.</td>
<td>Evidence suggests exposure to the consequences of injustices on individuals who are directly affected by them is generated from expectations or course requirements rather than from a sense of civic identity.</td>
<td>Provides little evidence of exposure to the consequences of injustices on individuals who are directly affected by them and does not connect experiences to civic identity.</td>
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<td>Number</td>
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<td>3E.R.2</td>
<td>Students will explain how one or more disciplines identify social ideals and analyze actual societal conditions in terms of social justice.</td>
<td>Independently draws conclusions about actual societal conditions in terms of social justice by combining examples, facts, or theories from more than one field of study or perspective.</td>
<td>Independently connects examples, facts, or theories about actual societal conditions in terms of social justice from more than one field of study or perspective.</td>
<td>When prompted, presents examples, facts, or theories about actual societal conditions in terms of social justice from more than one field of study or perspective.</td>
<td>When prompted, presents examples, facts, or theories about actual societal conditions in terms of social justice from more than one field of study or perspective.</td>
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<tr>
<td>3E.P.1</td>
<td>Students will integrate learning from various courses and experiences to articulate their vision of justice, of serving the common good, and of working as agents of social justice as community leaders, global citizens and professionals within their chosen disciplinary or career field.</td>
<td>Meaningfully synthesizes connections among experiences outside of the formal classroom to deepen understanding and to broaden own vision of justice, of serving the common good, and of working as agents of social justice as community leaders, global citizens and professionals within their chosen disciplinary or career field.</td>
<td>Effectively selects and develops examples of life experiences, drawn from a variety of contexts, to illuminate their vision of justice, of serving the common good, and of working as agents of social justice as community leaders, global citizens and professionals within their chosen disciplinary or career field.</td>
<td>Compares life experiences and academic knowledge to infer differences, as well as similarities, and acknowledge perspectives other than own vision of justice, of serving the common good, and of working as agents of social justice as community leaders, global citizens and professionals within their chosen disciplinary or career field.</td>
<td>Identifies connections between life experiences and those academic texts and ideas perceived as similar and related to their own vision of justice, of serving the common good, and of working as agents of social justice as community leaders, global citizens and professionals within their chosen disciplinary or career field.</td>
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<td>3E.P.2</td>
<td>Students will apply analytical tools, content knowledge, and ethical principles to contextualize social conditions, understand social justice implications of government policies, and identify opportunities to promote social justice.</td>
<td>Connects and extends analytic tools, content knowledge, and ethical principles to contextualize social conditions, understand social justice implications of government policies, and identify opportunities to promote social justice.</td>
<td>Analyzes analytic tools, content knowledge, and ethical principles making relevant connections to contextualize social conditions, understand social justice implications of government policies, and identify opportunities to promote social justice.</td>
<td>Begins to connect analytic tools, content knowledge, and ethical principles to contextualize social conditions, understand social justice implications of government policies, and identify opportunities to promote social justice.</td>
<td>Begins to identify analytic tools, content knowledge, and ethical principles that are relevant to contextualize social conditions, understand social justice implications of government policies, and identify opportunities to promote social justice.</td>
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4.2.g University Learning Outcome 4. Communicating Clearly & Effectively

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<tr>
<td>4.1.1 W</td>
<td>Students will construct and effectively deliver well-structured and supported arguments in written … [form].</td>
<td>Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer’s understanding, and shaping the whole work. Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing. Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.</td>
<td>Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work. Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing. Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.</td>
<td>Uses appropriate and relevant content to develop and explore ideas through most of the work. Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing. Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.</td>
<td>Uses appropriate and relevant content to develop simple ideas in some parts of the work. Demonstrates an attempt to use sources to support ideas in the writing. Uses language that sometimes impedes meaning because of errors in usage.</td>
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<tr>
<td>4.1.1 O</td>
<td>Students will construct and effectively deliver well-structured and supported arguments in … oral … [form].</td>
<td>Delivery techniques make the presentation compelling, and speaker appears polished and confident. A variety of types of supporting materials make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter’s credibility or authority on the topic. Central message is compelling.</td>
<td>Delivery techniques make the presentation interesting, and speaker appears comfortable. Supporting materials make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter’s credibility or authority on the topic. Central message is clear and consistent with the supporting material.</td>
<td>Delivery techniques make the presentation understandable, and the speaker appears tentative. Supporting materials make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter’s credibility or authority on the topic. Central message is basically understandable but is not often repeated and is not memorable.</td>
<td>Delivery techniques detract from the understandability of the presentation, and speaker appears uncomfortable. Insufficient supporting materials make reference to information or analysis that minimally supports the presentation or establishes the presenter’s credibility or authority on the topic. Central message can be deduced, but is not explicitly stated in the presentation.</td>
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<td>4.I.1 M</td>
<td>Students will construct and effectively deliver well-structured and supported arguments in mathematical [form].</td>
<td>Skillfully converts relevant information into an insightful mathematical portrayal in a way that contributes to a further or deeper understanding. Uses the quantitative analysis of data as the basis for deep and thoughtful judgments, drawing insightful, carefully qualified conclusions from this work. Uses quantitative information in connection with the argument or purpose of the work, presents it in an effective format, and explicates it with consistently high quality.</td>
<td>Competently converts relevant information into an appropriate and desired mathematical portrayal. Uses the quantitative analysis of data as the basis for competent judgments, drawing reasonable and appropriately qualified conclusions from this work. Uses quantitative information in connection with the argument or purpose of the work, though data may be presented in a less than completely effective format or some parts of the explication may be uneven.</td>
<td>Completes conversion of information but resulting mathematical portrayal is only partially appropriate or accurate. Uses the quantitative analysis of data as the basis for workmanlike (without inspiration or nuance, ordinary) judgments, drawing plausible conclusions from this work. Uses quantitative information, but does not effectively connect it to the argument or purpose of the work.</td>
<td>Completes conversion of information but resulting mathematical portrayal is inappropriate or inaccurate. Uses the quantitative analysis of data as the basis for tentative, basic judgments, although is hesitant or uncertain about drawing conclusions from this work. Presents an argument for which quantitative evidence is pertinent, but does not provide adequate explicit numerical support. (May use quasi-quantitative words such as &quot;many,&quot; &quot;few,&quot; &quot;increasing,&quot; &quot;small,&quot; and the like in place of actual quantities.)</td>
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<tr>
<td>4.R.1</td>
<td>Students will research, choose, and use appropriate technologies to communicate effectively.</td>
<td>Researches, chooses, and uses a technology that enhances meaning, making clear the interdependence of language and meaning, thought, and expression.</td>
<td>Researches, chooses, and uses a technology that explicitly connects content and form, demonstrating awareness of purpose and audience.</td>
<td>Researches, chooses, and uses a technology that connects in a basic way what is being communicated (content) with how it is said (form).</td>
<td>Researches, chooses, and uses a technology in an appropriate form.</td>
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<td>4.R.2</td>
<td>Students will review their own work critically, employing creative thinking and problem solving in the process of revision and editing.</td>
<td>Not only develops a logical, consistent plan to solve problem in one’s work, but recognizes consequences of solution and can articulate reason for choosing solution. Implements the solution in a manner that addresses thoroughly and deeply multiple contextual factors of the problem.</td>
<td>Having selected from among alternatives, develops a logical, consistent plan to solve the problem in one’s work. Implements the solution in a manner that addresses multiple contextual factors of the problem in a surface manner.</td>
<td>Considers and rejects less acceptable approaches to solving problem in one’s work. Proposes one solution/hypothesis that is “off the shelf” rather than individually designed to address the specific contextual factors of the problem.</td>
<td>Only a single approach is considered and is used to solve the problem in one’s work. Proposes a solution/hypothesis that is difficult to evaluate because it is vague or only indirectly addresses the problem statement.</td>
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<td>4.P.1</td>
<td>Students will adapt the content and style of communication to a variety of rhetorical and aesthetic situations.</td>
<td>Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task(s) including organization, content, presentation, formatting, and stylistic choices.</td>
<td>Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices.</td>
<td>Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation.</td>
<td>Attempts to use a consistent system for basic organization and presentation.</td>
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<td>4.P.2 W</td>
<td>Students will effectively use ... written ... language appropriate to the audience, occasion, and context.</td>
<td>Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.</td>
<td>Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).</td>
<td>Demonstrates awareness of context, audience, purpose, and to the assigned task(s) (e.g., begins to show awareness of audience's perceptions and assumptions).</td>
<td>Demonstrates minimal attention to context, audience, purpose, and to the assigned task(s) (e.g., expectation of instructor or self as audience).</td>
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<td>4.P.2 O</td>
<td>Students will effectively use oral ... and/or non-verbal language appropriate to the audience, occasion, and context.</td>
<td>Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience. Delivery techniques make the presentation compelling, and speaker appears polished and confident.</td>
<td>Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience. Delivery techniques make the presentation compelling, and speaker appears comfortable.</td>
<td>Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience. Delivery techniques make the presentation understandable, and speaker appears tentative.</td>
<td>Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience. Delivery techniques detract from the understandability of the presentation, and speaker appears uncomfortable.</td>
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<tr>
<td>4.P.2 M</td>
<td>Students will effectively use ... mathematical ... language appropriate to the audience, occasion, and context.</td>
<td>Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses mathematical elements of the work. Uses quantitative information in connection with the argument or purpose of the work, presents it in an effective format, and explicates it with consistently high quality.</td>
<td>Demonstrates adequate consideration of context, audience, purpose, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context). Uses quantitative information in connection with the argument or purpose of the work, though data may be presented in a less than completely effective format or some parts of the explication may be uneven.</td>
<td>Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions). Uses quantitative information, but does not effectively connect it to the argument or purpose of the work.</td>
<td>Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience). Presents an argument for which quantitative evidence is pertinent, but does not provide adequate explicit numerical support. (May use quasi-quantitative words such as &quot;many,&quot; &quot;few,&quot; &quot;increasing,&quot; &quot;small,&quot; and the like in place of actual quantities.)</td>
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4.2.h University Learning Outcome 5. Reflecting Deliberatively.

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<tr>
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<td>5.I.1</td>
<td>Students will identify and define terms and concepts that are crucial to fundamental theories of morality.</td>
<td>Student names the major terms and concepts he or she uses, presents the gist of the terms and concepts, and accurately explains the details of the terms and concepts.</td>
<td>Student names the major terms and concepts he or she uses, presents the gist of the terms and concepts, and explains the terms and concepts with some inaccuracies.</td>
<td>Student names the major terms and concepts he or she uses and presents the gist of the terms and concepts.</td>
<td>Student names the major terms and concepts he or she uses.</td>
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<tr>
<td>5.I.2</td>
<td>Students will identify and define key principles of fundamental moral theories.</td>
<td>Student names the major principles he or she uses, presents the gist of the principles, and accurately explains the details of the principles.</td>
<td>Student names the major principles he or she uses, presents the gist of the principles, and explains the principles with some inaccuracies.</td>
<td>Student names the major principles he or she uses and presents the gist of the principles.</td>
<td>Student names the major principles he or she uses.</td>
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<tr>
<td>5.R.1</td>
<td>Students will analyze and evaluate fundamental theories about the sources of moral obligation, moral virtue, justice, wisdom, and a good human life.</td>
<td>Student states a position taken by a fundamental theory about the sources of moral obligation, moral virtue, justice, wisdom, and a good human life. Student states the objections to, assumptions of, and implications of different fundamental theories. The student’s defense is adequate and effective.</td>
<td>Student states a position taken by a fundamental theory about the sources of moral obligation, moral virtue, justice, wisdom, and a good human life. Student states the objections to, assumptions of, and implications of different fundamental theories. The student’s defense is inadequate.</td>
<td>Student states a position taken by a fundamental theory about the sources of moral obligation, moral virtue, justice, wisdom, and a good human life. The student does not state the objections to and assumptions and implications of the theory.</td>
<td>Student states a position taken by a fundamental theory about the sources of moral obligation, moral virtue, justice, wisdom, and a good human life. The student does not state the objections to and assumptions and limitations of the theory.</td>
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<td>5.R.2</td>
<td>Students will distinguish the morally relevant features of complex practical situations and use fundamental moral theories to form well-reasoned judgments about how to act in those situations.</td>
<td>Student recognizes morally relevant features in complex, multilayered practical contexts AND recognizes relationships between the features. Student independently (to a new example) and accurately applies fundamental moral theories to the features and considers full implications of the application.</td>
<td>Student recognizes morally relevant features, in complex, multilayered practical contexts OR recognizes relationships between the features. Student independently (to a new example) and accurately applies fundamental moral theories to the features, but does not consider specific implications of the application.</td>
<td>Student recognizes basic and obvious morally relevant features and partially grasps the complexities or interrelationships among the issues. Student independently applies fundamental moral theories (to a new example), but the application is inaccurate.</td>
<td>Student recognizes basic, obvious morally relevant features, but fails to grasp complexity or interrelationship of the features. Student applies fundamental moral theories to an ethical question with support (using examples, in a class, in a group, or a fixed-choice setting), but does not apply the theories independently (to a new example).</td>
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<tr>
<td>5.R.3</td>
<td>Students will evaluate critically their own ethical presuppositions.</td>
<td>Student analyzes BOTH core ethical beliefs AND the origins of the core beliefs with depth and clarity. Student evaluates her or his core beliefs and defends the evaluation adequately and persuasively in light of fundamental moral theories.</td>
<td>Student analyzes BOTH core ethical beliefs AND the origins of the core beliefs. Student evaluates her or his core beliefs and defends the evaluation in light of fundamental moral beliefs.</td>
<td>Student states BOTH core ethical beliefs AND the origins of the core beliefs. Student states, but does not defend, an evaluation of the core beliefs.</td>
<td>Student states EITHER core ethical beliefs OR the origins of the beliefs. Student does not evaluate the core beliefs.</td>
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<tr>
<td>5.P.1</td>
<td>Students will distinguish the morally relevant features of complex practical situations in the context of a chosen academic discipline or profession.</td>
<td>Student recognizes the morally relevant features of practical problems in complex, multilayered contexts of a chosen discipline or profession AND recognizes relationships among the issues.</td>
<td>Student recognizes the morally relevant features of practical problems in complex, multilayered contexts of a chosen discipline or profession OR recognizes relationships among the issues.</td>
<td>Student recognizes basic and obvious morally relevant features of practical problems in the context of a chosen academic discipline or profession and partially grasps the complexities or interrelationships among the features.</td>
<td>Student recognizes basic and obvious morally relevant features of practical problems in the context of a chosen academic discipline or profession but fails to grasp complexity or interrelationship among the issues.</td>
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<td>5.P.2</td>
<td>Students will use fundamental moral theories to form well-reasoned judgments about how to conduct themselves ethically in the context of a chosen academic discipline or profession.</td>
<td>Student independently (to a new example) and accurately applies fundamental moral theories in the context of a chosen academic discipline or profession and considers the full implications of the application.</td>
<td>Student independently (to a new example) and accurately applies fundamental moral theories in the context of a chosen academic discipline or profession, but does not consider the specific implications of the application.</td>
<td>Student applies fundamental moral theories in the context of a chosen academic discipline or profession with support (using examples, in a class, in a group, or a fixed-choice setting), but does not apply the theories independently (to a new example).</td>
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<td>5.P.3</td>
<td>Students will evaluate critically the relationship between their ethical presuppositions, the values of their chosen academic discipline or profession, and their responsibilities to society.</td>
<td>Student states a position about the relationship between her or his ethical presuppositions, the values of her or his chosen academic discipline or profession, and her or his responsibilities to society. Student states the objections to, assumptions of, and implications of the position. The student’s defense is adequate and effective.</td>
<td>Student states a position about the relationship between her or his ethical presuppositions, the values of her or his chosen academic discipline or profession, and her or his responsibilities to society. Student states the objections to, assumptions of, and implications of the position. The student’s defense is inadequate.</td>
<td>Student states a position about the relationship between her or his ethical presuppositions, the values of her or his chosen academic discipline or profession, and her or his responsibilities to society. Student does not state the objections to and assumptions and limitations of the position.</td>
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<td>6.1.1</td>
<td>Students will describe the range and types of human identities and cultures in contemporary or historical terms and identify what constitutes “difference” (or what has constituted “difference”) within the United States and throughout the global community.</td>
<td>Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.</td>
<td>Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.</td>
<td>Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.</td>
<td>Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.</td>
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<td>6.1.2</td>
<td>Students will state the meaning of “human dignity” as articulated within the Catholic, Jesuit, and other intellectual traditions and how “human dignity” is influenced by systems of social differentiation and by relative power and privilege.</td>
<td>Describes human dignity in intrinsic and extrinsic levels as differentiated in sacred/religious (specifically Catholic, Jesuit traditions) and secular/societal concepts with a vision of what it means to be human. Articulates the complexity of influence on the meaning of human dignity by systems of social differentiation and relative power and privilege.</td>
<td>Describes human dignity from various religious or intellectual traditions, but not as articulated in the Catholic, Jesuit tradition. Articulates an understanding of systems of social differentiation, power, and privilege with some connections to the manner in which systems influence actions related to human dignity.</td>
<td>Describes human dignity from limited religious or intellectual traditions. Has a narrow understanding of systems of social differentiation, power, and privilege as influencing factors in actions related to human dignity.</td>
<td>Paraphrases the definition of human dignity without connection to Catholic, Jesuit, and other intellectual traditions. Unable to articulate how societal systems and power influence actions toward or oblivious to human dignity.</td>
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<td>6.R.1</td>
<td>Students will identify their own social locations and analyze a controversial issue by articulating their own values and perspectives and those of an unfamiliar community.</td>
<td>Articulates insights into own cultural rules and biases (e.g., aware of how own experiences shape rules; recognizes and responds to cultural biases, shifting self-description). Interprets intercultural experience from own perspective and more than one worldview. Articulates complex understanding of cultural differences in communication.</td>
<td>Recognizes new perspectives about own rules and biases (e.g., not looking for sameness); Recognizes intellectual and emotional dimensions of more than one worldview, and sometimes uses more than one in interactions. Recognizes and participates in cultural differences in communication and begins to negotiate a shared understanding based on differences.</td>
<td>Identifies own cultural rules and biases (e.g., has strong preference for rules shared with own cultural group and seeks the same in others). Identifies components of other cultural perspectives, but responds with own worldview. Identifies some cultural differences in communication &amp; is aware of misunderstandings that can occur, but still unable to negotiate a shared understanding.</td>
<td>Shows minimal awareness of own cultural rules and biases &amp; uncomfortable identifying possible cultural differences with others. Views the experience of others but does so through own cultural worldview. Has a minimal level of understanding cultural differences in verbal and nonverbal communication &amp; unable to negotiate a shared understanding.</td>
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<tr>
<td>6.R.2</td>
<td>Students will evaluate and critique ideologies of social differentiation and the way systems of relative power and privilege are (or have been) reinforced.</td>
<td>Evaluates and critiques own and various other cultural ideologies of social differentiation. Compares and critiques how systems develop relative power and privilege, and behaviors and attitudes that reinforce and maintain the differentiation.</td>
<td>Evaluates and critiques similar cultural ideologies of social differentiation. Critiques the relative power and privilege in systems with some understanding of how systems developed and are maintained or reinforced.</td>
<td>Describes and compares some examples of social differentiation and the limited ways systems of relative power and privilege developed.</td>
<td>Recognizes and explains own experience of societal systems of power and social differentiation with a singular view of how and why privilege is maintained.</td>
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<td>6.P.1</td>
<td>Students will explain the relationship between culture, social experience, and the creation or use of different systems of knowledge or power. (See LO 3, Proficiency objective 5)</td>
<td>Meaningfully compares and synthesizes complex relationships between culture, social experience, and the creation or use of systems of knowledge or power across different contexts and worldviews.</td>
<td>Compares and analyzes the relationship between culture, social experience, and/or the creation or use of some systems of knowledge or power, with some understanding of how relationships differ among diverse settings.</td>
<td>Compares the differences among diverse cultures, social experiences, and systems of knowledge and power with a limited understanding of the relationships among the entities and how each is shaped and sustained by the others.</td>
<td>Describes the independent definitions of culture, social experiences, and systems of power or knowledge, without identifying the relationship among the entities.</td>
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<td>6.P.2</td>
<td>Students will connect their understanding of diverse human identities and cultures to the theories or practices of more than one of the disciplines represented in the Core Curriculum.</td>
<td>Meaningfully connects and synthesizes their own understanding of diverse human identities and cultures with the theories or practices of more than one of the disciplines represented in the Core curriculum.</td>
<td>Displays an understanding of diverse human identities and cultures in relation to the various theories or practices of their own field or discipline.</td>
<td>Articulates diverse human identities and cultures in the context of the practice of their own field or discipline.</td>
<td>Describes diverse human identities and cultures with limited understanding of any relationship to the theories or practices of any discipline represented in the Core curriculum.</td>
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