

GEP Overarching Goals GEP Course-Level Learning Objectives Goals/Assessment Map 2014-2018

1. GEP GOALS and OBJECTIVES

In keeping with liberal education in the Jesuit tradition, upon completion of the General Education Program, Saint Joseph's University students will have achieved the following learning goals.

Goal 1: Demonstrate foundational knowledge of Western Civilization and its dynamic interactions with other cultures.

Moral Foundations

- Students will understand the various ways in which agents, actions, and social practices are evaluated from the moral point of view, as this has been articulated in major Western ethical theories.

Faith, Justice, and the Catholic Tradition

- Students will acquire sufficient knowledge of the relevant social, cultural and intellectual contexts to be able to read primary texts, including authoritative texts such as the Bible, within their historical contexts.

Texts and contexts:

- Students will become familiar with the development of literary genres and conventions within the Western literary tradition.

Forging the Modern World:

- Students will gain substantive knowledge about complex human institutions and relationships, how these changed over time, and why.
- Students will learn about choices made by past societies and individuals and the implications of those choices for the present.
- Students will learn how to interpret texts and traditions in their historical, social, and cultural contexts.

Non-native language course:

- Students will demonstrate knowledge about the civilization whose language is under study.

Goal 2: Think critically, conduct inquiry, analyze problems qualitatively or quantitatively and formulate creative responses.

Moral Foundations

- Students will demonstrate an understanding of the complexity of terms typically used in moral discourse.
- Students will be able to identify, analyze, evaluate, and formulate arguments.

Faith, Justice and the Catholic Tradition:

- Students will be able to articulate and critically evaluate the ways in which basic Christian doctrines inform and regulate one another.

Texts & Contexts:

- Students will learn how to identify and examine the formal qualities of literary works in order to discern and formulate opinions about the meaning or significance of the work.

Forging the Modern World:

- Students will be able to distinguish among various sources of information and to identify sources of conflict arising from allocation of material resources or ideological differences.

First Year Seminar:

- Students will engage in structured investigation of discipline-specific topics and be able to navigate the University library system and/or the Internet to accurately use and cite materials in written work.

Faith and Reason:

- Students will be able to use theoretical frameworks that enable them to analyze and evaluate challenges such as these: the nature of faith and its relationship to rationality; the origins and veracity of religious faith claims; the internal logical coherence of theism or of theological doctrines associated with a particular theistic religion; the compatibility of religious belief and various scientific methods of inquiry; the experience of religious diversity; the problem of evil.

Art/Lit/Music, Theatre, Film:

- Students will learn how to identify and examine the formal qualities of works of art or literature in order to discern and formulate opinions about the meaning or significance of the work.

Math Beauty:

- Students will be able to apply analytical reasoning and logical arguments to solve mathematical problems and prove mathematical statements.

Natural Science:

- Students will be able to evaluate scientific evidence within the context of at least one scientific discipline.
- Students will be able to evaluate scientific events relevant to the GEP science course they have taken.

Social-Behavioral Science:

- Students will be able to analyze explanations of human and/or animal behavior in one or more of its diverse manifestations in individuals, groups, societies, institutions, or

systems.

Religious Difference:

- Students will apply the principles of critical reflection to the analysis of at least one non-Christian religion.

Goal 3: Communicate effectively.

Moral Foundations:

- Students will express with precision and accuracy the dominant ethical theories in the Western tradition, as well as meet high standards of clarity in their use of moral terms and concepts.

Forging the Modern World:

- Students will use faculty and/or peer feedback to improve the quality of their written assignments, oral participation, and formal speaking.

First Year Seminar:

- Students will contribute meaningfully to in-class oral discussion.
- Students will communicate effectively through individual/small group presentations or debates, enhanced by technology.
- Students will communicate effectively using a variety of written forms.

Math Beauty:

- Students will interpret and formulate precise mathematical or technical statements.

Natural Science:

- Students will correctly use basic scientific terminology in writing and speaking.

Non-native Language:

- Students will communicate at an appropriate level of proficiency and creativity in the target language in a variety of modes (interpersonal, presentational, and interpretive).
- Students will read and interpret authentic target-language documents.

Craft of Language:

- Students will develop an understanding of revision and practice editing skills by examining their own writing and the writing of their peers.
- Students will learn to recognize and use various methods of rhetorical development including (but not limited to) narrative, exposition, analysis, and argument.

Writing Intensive:

- Students will understand and apply invention strategies, consider and apply diverse organizational options, and reflect on stylistic choices in developing a series of writing projects.
- Students will understand and apply the writing conventions of a discipline.
- Students will understand apply the techniques of effective revision.

Goal 4: Reflect critically on their own beliefs and values as well as those of others and to discuss respectfully religious, social, and cultural difference.

Faith, Justice & the Catholic Tradition:

- Students will understand the Roman Catholic doctrine of conscience and the levels of teaching authority within the Catholic Church
- Students will discuss implications of the doctrine conscience for Catholic belief and practice.
- Students will recognize and discuss examples of the ways in which Christianity is a tradition that developed over time, within specific contexts, and in response to particular social, cultural, and religious needs.

Forging the Modern World:

- Students will understand how various individuals and societies have striven to make sense of their worlds, to maximize their resources, and to wrestle with issues of their own identities.

Non-native Language:

- Students will be able to articulate and explain major similarities and differences between their native culture(s) and the target culture(s), including ideas and behaviors, cultural assumptions and sociolinguistic realities.

Social Behavioral Science:

- Students will be able to synthesize and integrate information and ideas within a social science framework so as to see how social forces, such as race, class, gender, and age, influence social interactions and behavior.

Religious Difference:

- Students will apply the principles of critical reflection to the analysis of at least one non-Christian religion
- Students will recognize and discuss examples of the impact of historical, political, and cultural contexts on the teachings, sacred texts, and various manifestations of at least one non-Christian religious tradition.
- Students will discuss the implications of living in a religiously diverse world for the other disciplines they study and the career choices they will consider.

Diversity:

- Students will scrutinize their assumptions about identity and difference.
- Students will examine issues of subordination and privilege in their own and others' lives.
- Students will understand the complex, dynamic, and dialectical nature of culture and the political, historical, and economic conditions that shape it.
- Students will investigate patterns of oppression and resistance among particular cultural groups.
- Students will develop understandings about the experiences and contributions (political, social, economic, etc.) of particular cultural communities that have been systematically

marginalized.

- Students will analyze the construction and maintenance of social categories and the material, political, economic, social, and ethical consequences of these identities.

Non-Western Area Studies:

- Students will be able to describe and discuss in depth the cultural content and distinctive features of one country or one region outside of North America and Europe from the perspective of its own people(s).

Goal 5: Demonstrate an understanding of the relationship of faith and reason from different theoretical perspectives.

Faith and Reason:

- Students will be able to discuss the complexity of defining concepts such as ‘reason,’ ‘rationality,’ ‘faith,’ ‘religious belief,’ and ‘science.’
- Students will be able to explain and juxtapose multiple understandings of ‘faith’ and ‘reason.’
- Students will be able to identify and explain some of the epistemological issues that arise in understanding religious belief and the nature of reason.
- Students will be able to use theoretical frameworks that enable them to analyze and evaluate challenges such as these: the nature of faith and its relationship to rationality; the origins and veracity of religious faith claims; the internal logical coherence of theism or of theological doctrines associated with a particular theistic religion; the compatibility of religious belief and various scientific methods of inquiry; the experience of religious diversity; the problem of evil.
- Students will be able to explain and evaluate at least one intellectual theory or tradition that demonstrates consistency or complementarity between human reason and religious belief.

Goal 6: Understand and employ a theoretically informed ethical perspective, which provides the foundation for a transforming commitment to social justice, animated by belief in the dignity and freedom of the human person.

Moral Foundations:

- Students will be able to recognize moral issues and the moral point of view as distinguished from prudential, legal, or economic points of view.
- Students will be able to identify and explain major concepts and theories used in moral reasoning.
- Students will be able to construct and critically evaluate moral arguments by employing major moral concepts and theories.
- Students will be prepared to participate intelligently in moral debate about current issues, and be prepared for more specialized ethics intensive courses.

Faith, Justice and the Catholic Tradition:

- Students will be able to articulate some of the implications of such doctrines as God, human person, Christ, salvation, sacraments and Church for social justice thought and practice.
- Students will understand central Catholic ethical concepts and be able to apply them to situations in the contemporary world.

Philosophical Anthropology:

- Students will be able to identify features of persons that make them agents, and thus beings with moral responsibilities and political liberties.
- Students will understand why the concept of personhood is foundational in the philosophical tradition that is distinctive of Jesuit Catholic higher education.

Ethics Intensive:

- Students will be able to critically examine the often unspoken and unarticulated moral assumptions and values that underlie subject content and/or disciplinary methods.
- Students will be able to draw explicit connections between moral principles and issues or cases in a particular discipline or field, and thus will be able to engage in explicit and critical evaluation of those issues or cases.
- Students will demonstrate the intellectual tools necessary to make well-grounded and informed decisions and to participate in advanced discussions about moral issues.

Goal 7: Analyze individual, institutional, and societal behavior.

Social Behavioral Science:

- Students will understand and be able to explain the techniques and methods used to gain knowledge of animal and/or human behavior in one or more of its diverse manifestations in individuals, groups, societies, institutions, or systems.
- Students will be able to apply social scientific knowledge of animal and/or human behavior to respond creatively to social issues and problems.

Diversity:

- Students will understand the complex, dynamic, and dialectical nature of culture and the political, historical, and economic conditions that shape it.
- Students will be able to recognize and examine the roles of subordination and privilege in their own and others' lives.
- Students will investigate patterns of oppression and resistance among particular cultural groups.
- Students will describe and analyze issues of subordination and privilege, oppression and resistance in their own lives and the lives of other cultural groups.
- Students will be able to identify the contributions (political, social, economic, etc) of particular cultural communities that have been systematically marginalized.

Globalization course:

- Students will critically analyze past and current theoretical debates over political and economic interdependence, democratization, and the evolution of capitalism, focusing upon the interaction and interdependence of contemporary global actors.
- Students will critically analyze contemporary ethical and policy debates over tensions between hegemonic power, global interdependence, trade, state autonomy, environmental

concerns and the rights of individuals.

Goal 8: Understand and employ important concepts and methods in mathematics.

Math Beauty:

- Students will explain some important concepts and methods in mathematics, such as the difference between conjectures, theorems, examples and proofs, and understand how each is used in mathematics.
- Students will apply analytical reasoning and logical arguments to solve mathematical problems and prove mathematical statements.

Goal 9: Understand the scientific worldview and apply methods of scientific inquiry.

Natural Science:

- Students will be able to evaluate scientific events relevant to the GEP science course they have taken.
- Students will be able to interpret graphical data.
- Students will evaluate scientific evidence within the context of at least one scientific discipline.
- Students will understand how scientific knowledge is evaluated and communicated.
- Students will correctly use basic scientific terminology in writing and speaking.
- Students will demonstrate familiarity with basic laboratory skills and equipment.

Social Behavioral Science:

- Students will be able to apply scientific methodology to the study of animal and/or human behavior in one or more of its diverse manifestations in individuals, groups, societies, institutions, or systems.

Goal 10: Appreciate beauty and creativity in their various forms.

Art/Lit/Music, Theatre, Film:

- Students will demonstrate knowledge of particular artists, the qualities of their work, and lasting traditions in literature or the arts.
- Students will be able to identify and assess the formal qualities of works of art and/or express them creatively in their own work

Natural Science:

- Students will identify and comprehend the aesthetic dimension of one or more contemporary scientific discoveries.

2. GEP GOALS – AREA/COURSE MAP

Goals	Signature Core	Variable GEP	Overlays
Goal 1	Faith, Justice, Catholic Forging Modern World Moral Foundations Texts and Contexts	Non-native Language	
Goal 2	Faith, Justice, Catholic Forging Modern World Moral Foundations Texts and Contexts First Year Seminar Faith and Reason	Art/Lit/MTF Math Beauty Non-native Language Natural Science Social Science Religious Difference	
Goal 3	Forging Modern World Moral Foundations First Year Seminar	Craft of Language Math Beauty Natural Science Non-native Language	Writing Intensive
Goal 4	Faith, Justice, Catholic Forging Modern World	Non-native Language Religious Difference Social Science	Diversity Non-Western Studies
Goal 5	Faith and Reason		
Goal 6	Faith, Justice, Catholic Moral Foundations Philosophical Anthro.		Ethics Intensive
Goal 7		Social Science	Diversity Globalization
Goal 8		Math Beauty	
Goal 9		Natural Science Social Science	
Goal 10		Art/Lit/MTF Natural Science	

3. GEP ASSESSMENT SCHEDULE (2014-2018)

Undergraduate Day GEP

	AY 2014-2015	AY 2015-2016	AY 2016-2017	AY 2017-2018
Goal 1	HIS 154	ENG 102	ENG 102 THE 154	HIS 154
Goal 2	First Year Seminar PHL 154	First Year Seminar PHL 154 Seniors – Crit. Thinking	First Year Seminar Math Beauty	First Year Seminar Seniors - Crit. Thinking
Goal 3		Writing Intensive	ENG 101 Non-Native Language	First Year Seminar Non-Native Language
Goal 4			Religious Difference	Diversity
Goal 5		Faith and Reason		Faith and Reason
Goal 6	PHL 154 THE 154 Ethics Intensive	PHL 154 Ethics Intensive		Philosophical Anthropology
Goal 7		Social Science	Social Science	
Goal 8			Math Beauty	Math Beauty
Goal 9	Natural Science (Lab and Lecture)			Natural Science (Lab and Lecture)
Goal 10		Art/Lit/MTF	Art/Lit/MTF	
Notes				