

GEP Course-Level Outcome	Suggested SJUSLO to be linked	Suggested SJUSLO to be linked
Moral Foundations		
1) Students will identify, analyze, evaluate, and formulate arguments.	SJUSLO 2	
2) Students will understand the relevance of normative moral theory to philosophical consideration of issues pertaining to the diversity of human beliefs, abilities, experiences, identities, or cultures.	SJUSLO 3	SJUSLO 4
3) Students will articulate moral concepts, principles, and theories from major moral traditions and employ them in constructing and critically evaluating moral arguments.	SJUSLO 3	SJUSLO 6
Faith, Justice, and the Catholic Tradition		
1) Students will recognize and be able to articulate 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.	SJUSLO 6	SJUSLO 2
2) Students will acquire sufficient knowledge of the relevant social, cultural and intellectual contexts of the developing church to be able to read and interpret primary texts, including authoritative texts like the Bible, within their historical contexts.	SJUSLO 6	SJUSLO 2
3) Students will understand and be able to articulate terms, concepts, and doctrines within their historical contexts that are significant in the Roman Catholic theological tradition and be able to critically evaluate the ways in which they relate to and inform one another.	SJUSLO 6	SJUSLO 2
4) Students will understand and be able to articulate key values, principles, and concepts within the Roman Catholic tradition of social ethics and be able to critically evaluate the ways in which they relate to and inform one another.	SJUSLO 3	SJUSLO 6
5) Students will be able to explain the implications of Roman Catholic doctrinal and social ethical insights for situations in the contemporary world.	SJUSLO 3	SJUSLO 6
Texts and Contexts		
1) Students will learn to identify a range of formal devices, structures, and genres in a selection of key literary texts and explore how these features give a text the potential to increase the imagination, empathy, and ethical awareness of its audience.	SJUSLO 2	SJUSLO 3
2) Students will learn to recognize connections between literary texts and their immediate historical contexts and connections between literary texts that extend across multiple eras and literary traditions, in order to understand changing conceptions of literary production, reception, and estimation.	SJUSLO 2	
3) Students will use faculty and/or peer feedback to improve the quality of their written assignments and class participation.	SJUSLO 1	SJUSLO 2
Forging the Modern World:		
1) Students will develop a body of historical knowledge, with chronological and geographic breadth, and the tools and habits to contextualize this knowledge to achieve an understanding of the diversity of human experience.	SJUSLO 4	SJUSLO 6
2) Students will interpret cases, issues, and trends, applying a range of skills that accounts for the incomplete, complex, and provisional nature of human understanding.	SJUSLO 2	
3) Students will create and communicate historical knowledge according to professional and ethical standards.	SJUSLO 1	
Non-Native Language Course		
1) Students will communicate at an appropriate level of proficiency in the target language.	SJUSLO 1	
First Year Seminar		
1) 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.	SJUSLO 2	SJUSLO 1
2) Students will communicate effectively through written and oral modes of expression across academic, professional, and social contexts using appropriate technology.	SJUSLO 1	SJUSLO 5
Faith and Reason		
1) Students will be able to explain at least one set of meanings that have been attributed to terms having to do with faith (e.g., 'faith,' 'religious belief') and at least one set of meanings that have been attributed to terms having to do with reason or knowledge (e.g., 'reason,' 'rationality,' 'knowledge,' 'science').	SJUSLO6	SJUSLO2
2) Students will be able to identify and explain epistemological issues that arise in cases of religious belief or nonbelief.	SJUSLO 2	SJUSLO6

3) Students will be able to explain a particular theoretical problem regarding the faith-reason relation and to explain and evaluate at least one intellectual theory or tradition that offers a response to that problem.	SJUSLO 6	SJUSLO2
Art/Lit/Music, Theatre, Film		
1) Students will demonstrate the ability to identify and examine the formal, technical, and expressive qualities of works of art or literature and to produce their own creative or critical work.	SJUSLO 2	SJUSLO 1
2) Students will demonstrate knowledge of particular artists/authors, the qualities of their work, and lasting traditions in literature or the arts.	SJUSLO 6	
Math Beauty:		
1) Students will demonstrate knowledge of the analytical methods and problem solving techniques used within a specific mathematical field.	SJUSLO 2	
2) Students will demonstrate familiarity with processes of mathematical investigation such as: formulating/understanding precise definitions, finding counterexamples, and constructing/verifying proofs	SJUSLO 2	SJUSLO 6
Natural Science:		
1) Students will understand how scientific knowledge is generated, evaluated and communicated.	SJUSLO 2	
2) Students will correctly use scientific terminology and communication conventions to share their findings with others.	SJUSLO 1	
3) Students will use basic scientific equipment and techniques to generate and interpret data.	SJUSLO5	SJUSLO2
4) Students will evaluate scientific evidence and understand current events in the relevant GEP science course they have taken, including identifying the aesthetic dimensions of the natural world as revealed by observation and scientific discovery.	SJUSLO 6	
Social-Behavioral Science:		
1) Students will be able to explain the role of individuals, groups, or institutions in the context of society.	SJUSLO 2	SJUSLO 5
2) Students will obtain the skills to be able to critically investigate diverse perspectives on individual, institutional, or systemic processes.	SJUSLO 2	SJUSLO 5
Religious Difference:		
1) Students will apply the principles of critical reflection to the analysis of at least one non-Christian religion.	SJUSLO 4	SJUSLO 2
2) 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.	SJUSLO 4	SJUSLO 6
3) 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.	SJUSLO 5	SJUSLO 4
Craft of Language:		
1) Students will develop an understanding of revision and practice editing skills by examining their own writing and the writing of their peers.	SJUSLO 1	
2) Students will learn to recognize and use various methods of rhetorical development including (but not limited to) narrative, exposition, analysis, and argument.	SJUSLO 1	
Writing Intensive:		
1) Through analyzing texts and practicing their own writing students will improve analytical and critical and/or creative writing skills	SJUSLO 1	SJUSLO 5
2) Through classroom instruction and feedback on their work, students will learn the writing conventions of the discipline	SJUSLO 5	
Diversity		
1) Students will develop understandings about and identify the experiences and contributions (political, social, economic, etc.) of particular cultural communities that have been systematically marginalized.	SJUSLO 4	
2) Students will understand the complex, dynamic, and dialectical nature of culture and the political, historical, and economic conditions that shape it.	SJUSLO 4	
3) Students will describe and analyze issues of subordination and privilege, oppression and resistance in their own lives and the lives of other cultural groups.	SJUSLO 4	
Non-Western Area Studies:		
1) 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).	SJUSLO 4	
Philosophical Anthropology:		

1. Students will articulate the complexity of the concept of personhood distinctive of the Jesuit, Catholic tradition through an understanding of a philosophical problem concerning human beings as rational, social, biological, historical, cultural, aesthetic, or spiritual beings. Examples of such problems include freedom of the will, the nature of the mind and its relation to the body, the nature of the self and its social construction, human community and diversity, the meaning of death and life, the nature and significance of art, and the role of religion in human identity.	SJUSLO 6	SJUSLO 3
2) Students will identify and explain features or conditions of human persons that ground, promote, or hinder their capacity to be agents—that is, the capacity to make choices, have responsibilities, or live meaningful lives.	SJUSLO 6	
Ethics Intensive:		
1) Students will be able to critically examine the often unspoken and unarticulated moral assumptions and values that underlie subject content and/or disciplinary methods.	SJUSLO 3	SJUSLO 5
2) Students will be able to draw explicit connections between theoretical moral frameworks/principles and issues/cases in a particular discipline, and will be able to use those connections to engage in explicit and critical evaluation of those issues/cases, leading to well-grounded decisions.	SJUSLO 3	SJUSLO 5
Globalization course:		
1) 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.	SJUSLO 4	SJUSLO 6
2) 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.	SJUSLO 4	SJUSLO 3