

Objective	Suggested SJUSLO to be linked	Suggested SJUSLO to be linked
Moral Foundations		
1) Students will be able to identify, analyze, evaluate, and formulate arguments.	SJUSLO 2	
2) Students will be able to recognize moral issues and the moral point of view as distinguished from prudential, legal, or economic points of view.	SJUSLO 3	
3) Students will be able to construct and critically evaluate moral arguments by employing the moral concepts and theories of major Western moral theories.	SJUSLO 3	SJUSLO 6
4) Students will be prepared to participate intelligently in moral debate about current issues, and be prepared for more specialized ethics intensive courses.	SJUSLO 3	
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 become familiar with the development of literary genres and conventions within the Western literary tradition	SJUSLO 6	

2) 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.	SJUSLO 2	
Forging the Modern World:		
1) Students will gain substantive knowledge about complex human institutions and relationships, how these changed over time, and why.	SJUSLO 4	
2) Students will learn about choices made by past societies and individuals and the implications of those choices for the present.	SJUSLO 6	
3) 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.	SJUSLO 2	
4) Students will use faculty and/or peer feedback to improve the quality of their written assignments, oral participation, and formal speaking.	SJUSLO 1	SJUSLO 5
Non-Native Language Course		
1) Students will communicate at an appropriate level of proficiency in the target language in a variety of modes (interpersonal, presentational, and interpretive).	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 be able to apply analytical reasoning and logical arguments to solve mathematical problems and prove mathematical statements.	SJUSLO 2	
2) Students will interpret and formulate precise mathematical or technical statements.	SJUSLO 2	
3) 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.	SJUSLO 6	SJUSLO 2
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 analyze explanations of human and/or animal behavior in one or more of its diverse manifestations in individuals, groups, societies, institutions, or systems.	SJUSLO 2	SJUSLO 4

2) 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.	SJUSLO 2	SJUSLO 6
3) Students will be able to apply social scientific knowledge of animal and/or human behavior to respond creatively to social issues and problems.	SJUSLO 3	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 be able to identify features of persons that make them agents, and thus beings with moral responsibilities and political liberties.	SJUSLO 6	SJUSLO 3
2) Students will understand why the concept of personhood is foundational in the philosophical tradition that is distinctive of Jesuit Catholic higher education.	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