

## UNIVERSITY AND CORE LEARNING OUTCOMES

University Learning Outcomes	Corresponding Core Learning Outcomes
<p><i>1. To understand the varying perspectives of the humanities, social and physical sciences, and mathematics and to apply them to personal, disciplinary, civic, or professional issues</i></p>	<p>To understand key concepts, perspectives, and methods in philosophy, religious studies, and mathematics and in representative disciplines in the natural sciences, the social sciences, and the humanities; particularly</p> <ul style="list-style-type: none"> <li>• To think philosophically about our existence in the world and to demonstrate a philosophic approach to ethical issues</li> <li>• To articulate one's own spiritual values and commitment, including one's understanding of the sacred, and to appreciate the religious and spiritual experience of others</li> <li>• To use scientific and mathematical methods of inquiry and analysis, to have a basic understanding of one scientific field and of the scientific method, to use quantitative reasoning to solve problems, and to distinguish between scientific opinion and science substantiated by experiments and peer review</li> <li>• To articulate examples of insights into the human condition and the mystery of the human spirit derived through a study of literature and the fine arts</li> <li>• To understand how historians try to reconstruct the past and to demonstrate meaningful knowledge of at least one historical period in the development of western or world culture</li> <li>• To understand how social sciences use empirical methods to study persons in society, to articulate insights into the human condition from this approach, and to appreciate both the strengths and limitations of empiricism as a way of understanding the mystery of the human person</li> </ul>
<p><i>2. To demonstrate proficiency in the content and methodology of their discipline or profession.</i></p>	<p style="text-align: center;"><b>DETAILS FOR THIS UNIVERSITY OUTCOME ARE THE RESPONSIBILITY OF EACH MAJOR</b></p>
<p><i>3. To pursue and evaluate knowledge through the skills of inquiry, research, critical thinking, and problem-solving</i></p>	<p>To think critically and imaginatively by conducting purposeful inquiry, using appropriate technological tools for research and analysis, and showing flexible use of various problem-solving methods including quantitative or scientific reasoning; particularly:</p> <ul style="list-style-type: none"> <li>• To think critically in a logical and systematic manner by becoming engaged with a problem, exploring its complexity through critical reading and research, analyzing and evaluating alternative solutions, and justifying a chosen solution with reasoned argument</li> <li>• To think imaginatively and holistically, including the ability to comprehend and use metaphoric, mythic, and visual/artistic ways of knowing and responding</li> <li>• To think scientifically about empirical problems and to use quantitative reasoning effectively</li> <li>• To use technology effectively for research, analysis, and communication, including the ability to manage, evaluate, and use information gathered through library, field/laboratory, and Internet research</li> <li>• To demonstrate the habit of reflective self-assessment aimed at developing self-knowledge, taking responsibility for one's own learning, monitoring one's intellectual and personal growth, and acting thoughtfully on one's beliefs</li> <li>• To integrate and consolidate knowledge and learning from various Core course, co-curricular experiences, and courses in the major</li> </ul>

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4. <i>To communicate effectively in both speech and writing</i>	<p>To write and speak effectively for different purposes to different audiences, both academic and civic, including the ability to argue persuasively; particularly</p> <ul style="list-style-type: none"> <li>• To create an effective thesis that acknowledges complexity and alternative views</li> <li>• To organize effectively and to develop ideas with appropriate details</li> <li>• To adapt the tone, structure, content, and style of one's writing or speaking to different situations</li> <li>• To cite and document sources effectively and to meet readers' expectations about genre and document design</li> <li>• To edit effectively for correct grammar, punctuation, spelling, and usage</li> <li>• To give an effective oral presentation</li> </ul>
5. <i>To demonstrate team and leadership skills needed to convert goals into action</i>	<p>To demonstrate the ability to work with and for others to translate beliefs, thoughts, values and commitments into action, thereby becoming responsibly empowered in the world; particularly</p> <ul style="list-style-type: none"> <li>• To demonstrate interpersonal competency including empathic listening and team work</li> <li>• To develop leadership skills by articulating goals, exhibiting perseverance and tenacity in its pursuit, and motivating others to action</li> </ul>
6. <i>To understand and appreciate diversity and to develop a world view informed by multicultural and global perspectives</i>	<p>To develop a world view that is open to new ideas and persons, understands diversity and multicultural perspectives, and tolerates ambiguity; particularly</p> <ul style="list-style-type: none"> <li>• To understand the historical development of Western culture and its modern contributions and critiques</li> <li>• To appreciate insights into other cultures and to demonstrate a world view informed by multicultural and global perspectives</li> <li>• To respond with empathy to new ideas and persons, to respect diversity without succumbing to a valueless relativism and to tolerate ambiguity</li> </ul>
7. <i>To think systematically about moral, ethical, and spiritual questions and assess and articulate their own values</i>	<p>To develop and articulate a personal value system that respects self, others, society, and the created world and considers the relationship between the self and transcendent; particularly</p> <ul style="list-style-type: none"> <li>• To ask moral and spiritual questions and to pursue them systematically</li> <li>• To assess and articulate one's own values</li> <li>• To act with integrity and personal responsibility</li> </ul>
8. <i>To understand and appreciate the Jesuit/Catholic linking of faith and justice</i>	<p>To understand how the Jesuit/Catholic tradition sees an intimate connection between faith and justice</p> <ul style="list-style-type: none"> <li>• To be conscious of the fact of widespread poverty, inequality, and injustice in our region and in the world</li> <li>• To understand the structural character of these conditions, the complexity of their causes, and the potential solutions that might be applied to unjust conditions</li> <li>• To understand how faith calls us to be in solidarity with the poor and to take responsibility for the real world</li> <li>• To understand how this view of justice also entails care and respect for the living and physical environment of our planet</li> </ul>
9. <i>to assess their own levels of commitment to community service and to a just world</i>	<p>To articulate one's vision of social and environmental justice, to assess one's own personal commitment to justice, and to demonstrate actions taken to ameliorate injustice or to promote a better world; particularly</p> <ul style="list-style-type: none"> <li>• Through service learning or other means, to experience first hand the lives of people caught in the web of poverty, inequality, and injustice and to write or speak compellingly about what one has learned from the experience</li> <li>• To articulate one's own vision of a just world</li> <li>• To participate actively in our culture by being engaged with contemporary life, joining our culture's conversations about politics, the economy, the environment, the arts, and the conditions and health of our society and the world</li> </ul>