The following general learning goals guide the development of the curriculum. Students should:

- be able to speak and write effectively.
- be able to express ideas in an articulate and persuasive way.
- be able to understand a mathematical problem and design a solution.
- be exposed to a wide breadth of disciplines, as a foundation for a general liberal arts education.
- understand the process of seeking truth and disseminating knowledge.
- understand historical traditions.
- appreciate and be able to critically evaluate the arts.
- understand the nature of society and the relationships between individuals and groups.
- understand the nature of the physical world, the uses of the scientific method, and the implications of technology.
- comprehend the variations of people's relationship with God and develop respect for the religious beliefs of others.
- understand the moral dimension of every significant human choice, taking seriously how and who we choose to be in the world.
- understand and value cultural and ethnic differences in a multicultural society and globalizing world.
- gain the skills and experiences necessary to link education to service.
- be exposed to opportunities to work for social justice.

**Area A: Foundations of Communications**

**A1: Public Speaking**

Students will:

- Craft and present well organized, thesis-driven speeches.
- Present well-reasoned and appropriately supported oral arguments that are responsive to topic, purpose, audience, and occasion.
- Deliver speeches using an audience-centered, extemporaneous approach.
- Use rhetorical concepts and principles to evaluate the effectiveness of their own and others’ communication in both academic and civic contexts.
- Use rhetorical concepts and principles to practice ethical and socially responsible public speaking, and to identify and evaluate ethical problems in public address.

**A2: Rhetoric and Language**

Students will develop competence in these areas:

- Critical analysis of academic discourse: Students critically analyze linguistic and rhetorical strategies used in long and complex texts from a variety of genres, subjects, and fields.
- Integrating multiple academic sources: Students incorporate multiple texts of length and complexity within a unified argumentative essay, addressing connections and differences among them.
- Academic research: Students develop sophisticated research questions and compose substantial arguments in response to those questions, incorporating extensive independent library research and demonstrating mastery of standard academic documentation modes.
- Style: Students edit their own prose to achieve a clear and mature writing style in keeping with the conventions of academic and/or professional discourse.
- Revision: Students develop revision strategies for extending and enriching early drafts and for producing polished advanced academic writing.
Area B: Math and Science

B1: Math
Students will be able to determine whether a problem lends itself to a mathematical* solution, and, if so:
  • Design a mathematical solution
  • Implement the design or identify and correct problems with the design
  • Evaluate the validity of a solution and its relevance to the original problem using reasoned discourse as the norm for decision making

*In the outcomes "mathematical" can mean one or more of "algebraic," "algorithmic," "statistical," "numerical," or "computational."

B2: Science
Students will:
  • Demonstrate understanding of and literacy in the content and principles of a scientific discipline.
  • Perform laboratory or field procedures and that explore the content and principles of these disciplines.
  • Carry out scientific procedures in a socially responsible manner.
  • Accurately observe, record, analyze, and report data collected in the scientific laboratory or the field.

Area C: Humanities

C1: Literature
• Demonstrate a basic understanding of the literary, historical, social, and cultural influences that inform literary works, including diversity of perspectives, experiences, and traditions.
• Articulate in writing and discussion their responses to literary texts (75% of which must be written texts) with a view to equipping them with the knowledge, values, and sensitivity to succeed as persons and professionals.
• Demonstrate a basic critical ability to identify, interpret, and evaluate the ideas and formal features of an integrated body of literary texts in the context of a socially responsible learning community of high quality scholarship and academic rigor.
• Show a sensitivity to the plurality of meanings within a literary text, including the moral implications of human choices.

C2: History
  • Demonstrate a basic understanding of a significant span of history over a wide geographic area.
  • Articulate in writing and discussion their understanding of the ways significant historical forces (e.g., colonization, industrialization, war, social movements) shape the development of societies and civilizations.
  • Exhibit historical consciousness by understanding past societies and civilizations in their own contexts and times.
  • Demonstrate a sense of how historical thinking can establish a valuable framework for considering ethical issues in the past and present.

Area D: Philosophy and Theology and Religious Studies

D1: Philosophy
Students will:
  • Understand the value of thinking philosophically by reflecting on the meaning of one's own life, the conceptual foundations of human actions and beliefs, the nature of the self and of human responsibility.
  • Understand and discuss coherently the central philosophical issues, such as the problem of evil, the existence of God, free will, the mind/body relation, human knowledge, and the question of being.
  • Demonstrate an ability to identify and articulate, both orally and in writing, the primary philosophical themes and issues found in the writings of the major philosophers.
  • Demonstrate an ability to evaluate philosophical arguments critically, both orally and in writing, using philosophical methods that have been developed by either historical or contemporary philosophers.
D2: Theology and Religious Studies
Students will:

**Human Dimensions of Religion, Theology, and Spirituality**
- Understand their own spirituality and recognize how religion, theology, and spirituality underlie and correlate with a broad range of human experience.

**Religious Diversity**
- Understand, differentiate, and appreciate various religious traditions, as encouraged by Vatican II's stance on the Catholic Church's relationship with other faiths. This understanding will entail the creedal vision, moral teachings, historical context, social expression, and key rites and symbols of these faith traditions.

**Social Justice**
- Investigate and discuss how religious and theological traditions can work effectively for social justice and for the good of the entire human family and the environment that sustains it.

D3: Ethics

- Identify and articulate central ethical problems concerning equality, justice, and rights, and understand the role these play in personal and professional life.
- Compare and contrast major ethical theories, to show how actions can be determined to be just or unjust, right or wrong, or good or bad, and to demonstrate knowledge of the strengths and weaknesses of major ethical theories.
- Investigate ways of settling ethical disputes in arriving at ethical judgments.
- Think and write critically about classic and contemporary moral issues.
- Identify the contributions of diversity and recognize the challenge that it presents in resolving contemporary ethical issues.
- Demonstrate an ability to apply ethical theories and values in personal decision-making.

Area E: Social Sciences
Students will:
- Engage in the systematic and logical study of human beings and their interrelationships, with an appreciation of human diversity.
- Employ one or more social science methods or social science theories and philosophies.
- Analyze explanations of human behavior, human relations, or human institutions.
- Apply social science knowledge to contemporary social problems, including ways to improve the human condition and promote justice.
- Understand and demonstrate social responsibility.
- Communicate social science knowledge to a world shared by all people and held in trust for future generations.

Area F: Visual and Performing Arts
Students will:
- Demonstrate an understanding of the broad historical and theoretical foundations of an area of the Performing Arts: Dance, Music, and Theater; Fine Arts; Art History; Architecture or Design; through an examination of specific cultural, social, economic and political contexts. Topics should be ones that consider the field of study with depth and breadth.
- Demonstrate orally, in writing, or through production, an understanding of critical approaches to evaluating key works in the respective area and the specific movements and periods associated with it.
- Develop technical and conceptual skills related to the area by engaging in individual and/or collaborative classroom activities.
- Demonstrate a broader, critical understanding of specific communities of makers and users by attending presentations related to the subject art (lectures, performances, and museum or other exhibits.)