

**Theology & Religious Studies**  
**Student Learning Goals, Standards, & Alignment**

Approved March 1, 2023

<b>CORE COURSES</b>			
JCU Academic Learning Outcomes University-Level SLOs	TRS Program Learning Goals Department-Level SLOs	Core/Elementary Standards Course-Level	Assessment Measure
<p>1. Demonstrate an integrative knowledge of human and natural worlds.</p> <p>2. Develop habits of critical analysis and aesthetic appreciation.</p> <p>9. Understand the religious dimensions of human experience.</p>	<p>1. Critically analyze the religious dimensions of human experience as expressed in sacred texts, art, ritual practice, ethical commitments, philosophy/theology, and social structures.</p>	<p>Student explains a religious expression in its specific context, using pertinent, appropriately documented, primary and secondary sources to demonstrate critical engagement.</p>	<p>Assessed through a signature assignment in every TRS course.</p>
<p>5. Act competently in a global and diverse world.</p> <p>6. Understand and promote social justice.</p> <p>7. Apply a framework for examining ethical dilemmas.</p>	<p>2. Identify ways in which religious or ethical traditions and the critical study thereof provide resources for responding to injustice and living ethically.</p>	<p>Student identifies an ethical question or injustice, and uses pertinent, appropriately documented, primary and secondary sources to critically engage the ways in which one particular religious tradition or ethical theory addresses this issue.</p>	<p>Assessed through a signature assignment in those TRS courses that include SLO 2.</p>

Approved by TRS December 7, 2022  
Updated March 1, 2023

# TRS MAJOR PROGRAM

JCU Academic Learning Outcomes University-Level SLOs	TRS Program Learning Goals Department-Level SLOs	Capstone/Intermediate Standards Program-Level	Assessment Measure
<p>1. Demonstrate an integrative knowledge of human and natural worlds.</p> <p>2. Develop habits of critical analysis and aesthetic appreciation.</p> <p>9. Understand the religious dimensions of human experience.</p>	<p>1. Critically analyze the religious dimensions of human experience as expressed in sacred texts, art, ritual practice, ethical commitments, philosophy/theology, and social structures.</p>	<p>Student explains a religious expression in its specific context, using pertinent, appropriately documented, primary and secondary sources to demonstrate critical engagement; student takes into account diverse contexts, alternative explanations, assumptions, and implications.</p>	<p>Assessed through the signature assignment in TRS 4990: Senior Seminar.</p>
<p>5. Act competently in a global and diverse world.</p> <p>6. Understand and promote social justice.</p> <p>7. Apply a framework for examining ethical dilemmas.</p>	<p>2. Identify ways in which religious or ethical traditions and the critical study thereof provide resources for responding to injustice and living ethically.</p>	<p>Student uses pertinent, appropriately documented, primary and secondary sources to analyze an ethical question or injustice through critical engagement with diverse religious traditions or ethical theories, identifying strengths and critiques of these diverse approaches.</p>	<p>Assessed through the signature assignment in TRS 4990: Senior Seminar</p>

# TRS MASTER OF ARTS PROGRAM

JCU Academic Learning Outcomes University-Level SLOs	TRS Program Learning Goals Department-Level SLOs	Graduate/Advanced Standard Program-Level	Assessment Measure
<p>1. Demonstrate an integrative knowledge of human and natural worlds.</p> <p>2. Develop habits of critical analysis and aesthetic appreciation.</p> <p>9. Understand the religious dimensions of human experience.</p>	<p>1. Critically analyze the religious dimensions of human experience as expressed in sacred texts, art, ritual practice, ethical commitments, philosophy/theology, and social structures.</p>	<p>Student uses pertinent, appropriately documented, primary and secondary sources to demonstrate sophisticated critical engagement with a religious expression in its context and from an explicit, well-defined disciplinary perspective; takes into account diverse contexts, alternative explanations, assumptions, and implications, evaluating the strengths and weaknesses of those interpretations.</p>	<p>Assessed through final M.A. portfolio.</p>
<p>5. Act competently in a global and diverse world.</p> <p>6. Understand and promote social justice.</p> <p>7. Apply a framework for examining ethical dilemmas.</p>	<p>2. Identify ways in which religious or ethical traditions and the critical study thereof provide resources for responding to injustice and living ethically.</p>	<p>Student uses pertinent, appropriately documented, primary and secondary sources to adeptly and insightfully analyze an ethical question or injustice through critical engagement with diverse religious traditions or ethical theories; identifies strengths and critiques of these diverse approaches; and articulates own response, including an explanation of the assumptions behind, objections to, and implications of this position.</p>	<p>Assessed through final M.A. portfolio.</p>

# TRS CERTIFICATE IN THEOLOGICAL EDUCATION PROGRAM

JCU Academic Learning Outcomes University-Level SLOs	TRS Program Learning Goals Department-Level SLOs	Graduate/Advanced Standard Program-Level	Assessment Measure
<p>1. Demonstrate an integrative knowledge of human and natural worlds.</p> <p>2. Develop habits of critical analysis and aesthetic appreciation.</p> <p>9. Understand the religious dimensions of human experience.</p>	<p>1. Critically analyze the religious dimensions of human experience as expressed in sacred texts, art, ritual practice, ethical commitments, philosophy/theology, and social structures.</p>	<p>Student uses pertinent, appropriately documented, primary and secondary sources to demonstrate careful and critical engagement with an artifact of Catholic tradition in its socio-historical context(s). Student explicitly identifies the assumptions that ground the study and the methodology used in this engagement. Student takes into account alternative interpretations or applications, evaluating the strengths and weaknesses of those alternatives, and justifies the student's interpretive construction.</p>	<p>Assessed through final C.T.E. portfolio.</p>
<p>5. Act competently in a global and diverse world.</p> <p>6. Understand and promote social justice.</p> <p>7. Apply a framework for examining ethical dilemmas.</p>	<p>2. Identify ways in which religious or ethical traditions and the critical study thereof provide resources for responding to injustice and living ethically.</p>	<p>Student uses pertinent, appropriately documented, primary and secondary sources to analyze a contemporary ethical question or injustice in light of Catholic Social Teaching. Student explicitly identifies the ethical theory/theories that ground the study and the religious resources used to address the question/injustice. Student evaluates the strengths and weaknesses of those various resources or theories. Student articulates own response and explains the assumptions behind, objections to, and implications of this position.</p>	<p>Assessed through final C.T.E. portfolio.</p>

# TRS CERTIFICATE IN ECCLESIAL MINISTRY PROGRAM

JCU Academic Learning Outcomes University-Level SLOs	TRS Program Learning Goals Department-Level SLOs	Graduate/Advanced Standards Program-Level	Assessment Measure
<p>1. Demonstrate an integrative knowledge of human and natural worlds.</p> <p>2. Develop habits of critical analysis and aesthetic appreciation.</p> <p>9. Understand the religious dimensions of human experience.</p>	<p>1. Critically analyze the religious dimensions of human experience as expressed in sacred texts, art, ritual practice, ethical commitments, philosophy/theology, and social structures.</p>	<p>Student uses pertinent, appropriately documented, primary and secondary sources to demonstrate careful and critical engagement with an artifact of Catholic tradition in its socio-historical context(s). Student explicitly identifies the assumptions that ground the study and the methodology used in this engagement. Student takes into account alternative interpretations or applications, evaluating the strengths and weaknesses of those alternatives, and justifies the student's interpretive construction.</p>	<p>Assessed through final C.E.M. portfolio.</p>
<p>5. Act competently in a global and diverse world.</p> <p>6. Understand and promote social justice.</p> <p>7. Apply a framework for examining ethical dilemmas.</p>	<p>2. Identify ways in which religious or ethical traditions and the critical study thereof provide resources for responding to injustice and living ethically.</p>	<p>Student uses pertinent, appropriately documented, primary and secondary sources to analyze a contemporary ethical question or injustice in light of Catholic Social Teaching. Student explicitly identifies the ethical theory/theories that ground the study and the religious resources used to address the question/injustice. Student evaluates the strengths and weaknesses of those various resources or theories. Student articulates own response and explains the assumptions behind, objections to, and implications of this position.</p>	<p>Assessed through final C.E.M. portfolio.</p>