

UAAC Proposal for a New Undergraduate Major or Minor

Requesting College(s)/School(s)/Center(s): **Catholic Studies Centre**

Requesting Department(s): **Catholic Studies Centre**

Academic Level:	<input checked="" type="checkbox"/> Undergraduate
Associated Degree(s): <i>(check all that apply)</i>	<input checked="" type="checkbox"/> Bachelor of Arts <input type="checkbox"/> Bachelor of Science <input type="checkbox"/> Bachelor of
Major or Minor:	<input checked="" type="checkbox"/> Major Title: Catholic Studies <input type="checkbox"/> Minor Title:
Program Start Term	<input checked="" type="checkbox"/> Fall 2021 <input type="checkbox"/> Spring <input type="checkbox"/> Summer <input type="checkbox"/> Other

Definition: A program that focuses on Catholic thought, culture, and how Catholic tradition informs theology, culture, institutions, and identity. Includes instruction in Biblical Greek, Biblical Hebrew, Catholic bioethics, Catholic social thought, church history, Latin, philosophy, and theology.

Note that this CIP code appeared for the first time in 2020 as a response to the recent growth of Catholic Studies programs. Prior to this, Catholic Studies programs have been classified under the general categories of “Christian Studies” (CIP 38.0203) and/or “Religion/Religious Studies” (CIP 38.0201). The market analysis performed by SLU’s Office of Institutional Research used these two codes as the best available proxies for Catholic Studies, even though the various programs included under these two general headings differ from each other widely.

4.0 Student Learning Outcomes and Assessment Plan

4.1 Student Learning Outcomes Assessment Plan

Complete the table below to provide an overview of your plan to assess student progress toward achievement of desired program-level learning outcomes. Note that results of evaluations of student performance against each learning outcome identified below will be reviewed as part of all college/school/center-level and University-level program reviews.

Program-Level Student Learning Outcomes	Evaluation Method	Use of Assessment Data
<p>What are the most important (no more than five) specific learning outcomes you intend for all program</p>	<p>How will students document/demonstrate their performance toward achievement of the learning outcomes? How will you measure student performance toward achievement of the learning outcomes?</p> <p>Describe any use of <u>direct</u> measures: capstone experiences/courses, standardized</p>	<p>How and when will student performance data be analyzed and then used to “close the assessment loop” and inform <u>program improvement</u>? How will you document that?</p>

<p><i>completers to be able to <u>achieve</u> and <u>demonstrate</u> upon completion of the program?</i></p>	<p><i>exams, comprehensive exams, dissertations, licensure exams, locally developed exams, portfolio reviews, course-embedded assessments, etc.</i></p> <p><i>Describe any use of <u>indirect</u> measures: student, alumni or employer surveys (including satisfaction surveys); exit interviews/focus groups with grads; retention/transfer studies; graduation rates; job placement/grad school admission rates; etc.</i></p>	
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<p>1. Graduates will be able to articulate the central concerns of the Catholic intellectual tradition and describe key contributions made to it in both the first and second millennium of its development.</p>	<p>Direct Measures:</p> <p>1. The final exam in each of the three courses in the “Foundations” tier (CATH 2000 “Introduction to Catholic Studies,” CATH 3001 “Catholic Intellectual Heritage I,” and CATH 3002 “Catholic Intellectual Heritage II”) consist of questions specifically crafted to measure the achievement of this multilayered learning outcome with its two interrelated parts. While the exam for CATH 3001 does so in relation to contributions of the first millennium, CATH 3002 does so for contributions of the second millennium.</p> <p>2. The Comprehensive Exam required of all students in the final semester of the program will include questions specifically designed to assess this learning outcome with its two interrelated parts.</p> <p>Indirect Measures:</p> <p>1. End-of-program student surveys will solicit self-evaluations of their development in the context of this learning outcome.</p>	<p>1. Annually the program director and faculty of the Catholic Studies Program will evaluate student performance on the final exams from CATH 2000, 3001, and 3002 as well as the Comprehensive Exam, examining each of the two related aspects of this learning outcome separately. They will recommend pedagogical and curricular changes as needed to facilitate better student achievement of this learning outcome.</p> <p>2. Review of the effect of any such program changes will also be conducted annually. The program director will maintain the records of those reviews.</p>
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<p>2. Graduates will be able to draw upon the Catholic intellectual tradition to analyze developments in two or more disciplines or fields of activity, including but not limited to philosophy, theology, literature, music, art, architecture, economics, education, history, politics, and the natural and social sciences.</p>	<p>Direct Measures:</p> <p>1. Students will choose two representative papers from among those previously submitted in two of their elective “Explorations” courses and append them to the Comprehensive Exam. (Recall that these are courses with the Catholic Studies attribute offered by various disciplines.) In the oral portion of the Comprehensive Exam, the two submitted papers will provide the basis for questions from the faculty examiners. Students will be assessed according to their ability to use the skills acquired in the 5 core courses offered by the Catholic Studies Program to relate the central concerns of the Catholic intellectual tradition to knowledge and methods gleaned from related disciplines.</p> <p>Indirect Measures:</p> <p>1. End-of-program student surveys will solicit self-evaluations of their development in the context of this learning outcome.</p>	<p>1. Annually the program director and faculty of the Catholic Studies Program will evaluate the results of the oral portion of the Comprehensive Exam according to a rubric that addresses this learning outcome. As needed, they will recommend pedagogical and curricular changes to the 5 core courses offered by the Catholic Studies Program to facilitate better student achievement of this learning outcome.</p> <p>2. Review of the effect of any such program changes will also be conducted annually. The program director will maintain the records of those reviews.</p>
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<p>3. Graduates will be able to articulate how characteristic elements of Jesuit spirituality, such as “finding God in all things” and “discernment of spirits,” contribute to reflection on the good life and help orient Catholic engagement of culture.</p>	<p>Direct Measures:</p> <ol style="list-style-type: none"> 1. The final writing assignment in “The Catholic Intellectual Heritage and the Good Life” (CATH 4000) will be evaluated according to faculty-approved rubrics that address this learning outcome. 2. The midterm writing assignment in the Capstone course (CATH 4960) will be evaluated according to faculty-approved rubrics that address this learning outcome. 3. The Comprehensive Exam required of all students in the final semester of the program will include one or more questions specifically designed to assess this learning outcome. <p>Indirect Measures:</p> <ol style="list-style-type: none"> 1. End-of-program student surveys will solicit self-evaluations of their development in the context of this learning outcome. 	<ol style="list-style-type: none"> 1. Annually the program director and faculty of the Catholic Studies Program will evaluate the relevant writing assignments from CATH 4000 and 4960 against the approved rubrics as well as the responses to the relevant sections of the Comprehensive Exam. They will recommend pedagogical and curricular changes as needed to facilitate better student achievement of this learning outcome. 2. Review of the effect of any such program changes will also be conducted annually. The program director will maintain the records of those reviews.
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<p>4. Graduates will be able to employ methods and materials from the Catholic intellectual tradition to analyze in depth a question of contemporary cultural significance.</p>	<p>Direct Measures:</p> <ol style="list-style-type: none"> 1. Students will be required, as a part of the Capstone course (CATH 4960), to produce a substantial paper that applies methods and materials from the Catholic intellectual tradition to a question arising either in their other major area of study or another area of interest to them. This paper will be graded according to a faculty-approved rubric which specifically addresses this learning outcome. 2. The oral portion of the Comprehensive Exam will include a question specifically designed to assess this learning outcome. <p>Indirect Measures:</p> <ol style="list-style-type: none"> 1. End-of-program student surveys will solicit self-evaluations of their development in the context of this learning outcome. 	<ol style="list-style-type: none"> 1. Annually the program director and faculty of the Catholic Studies Program will evaluate the submitted capstone papers according to a rubric that addresses this learning outcome as well as the responses to the relevant sections of the Comprehensive Exam. They will recommend pedagogical and curricular changes as needed to facilitate better student achievement of this learning outcome. 2. Review of the effect of any such program changes will also be conducted annually. The program director will maintain the records of those reviews.
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4.2 Curriculum Mapping

Courses should contribute to student achievement of the program learning outcomes detailed above. Sequencing should be intentional and complementary, allowing for the development of curricular content at multiple levels and the application and demonstration of student understanding and skills at multiple levels. Accordingly, complete the two curriculum maps below, indicating the course(s) in which each learning outcome is intentionally addressed and at particular levels of intellectual complexity and rigor, using the level indicators* provided below.

Depending on the nature of the proposed program, the levels may seem more or less appropriate. Without veering from the spirit of the exercise, you may adapt the levels as deemed appropriate.

Level I	Level II	Level III
<p>§ <i>Knowledge & Comprehension:</i> Recall data or information; understand the meaning, translation, interpolations, and interpretation of instructions and problems; state a problem in one's own words.</p>	<p>§ <i>Application:</i> Use a concept in new situations; unprompted use of an abstraction. Application of knowledge in novel situations.</p> <p>§ <i>Analysis:</i> Separates material or concepts into component parts so organizational structure may be understood. Distinguishes facts from inferences.</p>	<p>§ <i>Synthesis:</i> Builds a structure or pattern from diverse elements. Put parts together to form a whole, with emphasis on creating a new meaning or structure.</p> <p>§ <i>Evaluation:</i> Make judgments about the value of ideas or materials.</p>

Note: *When you first complete the curriculum maps, you may see that certain outcomes are not addressed in any developmentally-appropriate sequence, or that a particular outcome might not be addressed substantially enough; you*

might even see that you have included a course(s) in your curriculum that doesn't substantially contribute to the development of any outcome. You should use the map to alter your program design, course syllabi and course sequencing to best facilitate and support student achievement of the outcomes. The result of that exercise should be a final curriculum map presented below when you submit your proposal to UAAC.

Courses Offered by Home Department of Proposed Major with level of complexity and rigor adapted from Bloom's taxonomy (see table above)					
	FOUNDATIONS			EXPLORATIONS	SYNTHESIS
Major Student Learning Outcomes	CATH 2000	CATH 3001	CATH 3002	CATH 4000	CATH 4960
Outcome #1 <i>Graduates will be able to articulate the central concerns of the Catholic intellectual tradition and describe key contributions made to it in both the first and second millennium of its development.</i>	1	1,2	1,2	1,2,3	2,3

<p>Outcome #2 <i>Graduates will be able to draw upon the Catholic intellectual tradition to analyze developments in two or more disciplines or fields of activity, including philosophy, theology, literature, music, art, architecture, history, politics, and the natural and social sciences.</i></p>	1	2	2	2,3	3
<p>Outcome #3 <i>Graduates will be able to articulate how characteristic elements of Jesuit spirituality, such as “finding God in all things” and “discernment of spirits,” contribute to reflection on the good life and help orient Catholic engagement of culture.</i></p>	1		1,2	1,2,3	2,3
<p>Outcome #4 <i>Graduates will be able to employ methods and materials from the Catholic intellectual tradition to analyze in depth a question of contemporary cultural significance.</i></p>		1,2	2	2,3	2,3

Program Courses Offered by Other Departments			
	“EXPLORATIONS” ELECTIVES		
Major Student Learning Outcomes	Courses with Specifically Catholic Content: ARTH 2150, ARTH 2450, ARTH 3410, ARTH 3020, HIST 3080, ITAL 3400, MDVL 2100, PHIL 4840, POLS 3710, THEO 2310, THEO 2320, THEO 2510, THEO 2610, THEO 3345, THEO 4510	Courses with Specifically Jesuit Content: HIST 3220	All Other Courses with “Catholic Studies” Attribute
Outcome #1 <i>Graduates will be able to articulate the central concerns of the Catholic intellectual tradition and describe key contributions made to it in both the first and second millennium of its development.</i>	1,2	1,2	

<p>Outcome #2 <i>Graduates will be able to draw upon the Catholic intellectual tradition to analyze developments in two or more disciplines or fields of activity, including philosophy, theology, literature, music, art, architecture, history, politics, and the natural and social sciences.</i></p>	<p>1</p>	<p>1</p>	<p>1,2</p>
<p>Outcome #3 <i>Graduates will be able to articulate how characteristic elements of Jesuit spirituality, such as “finding God in all things” and “discernment of spirits,” contribute to reflection on the good life and help orient Catholic engagement of culture.</i></p>		<p>1,2,3</p>	
<p>Outcome #4 <i>Graduates will be able to employ methods and materials from the Catholic intellectual tradition to analyze in depth a question of contemporary cultural significance.</i></p>	<p>1,2</p>		<p>1</p>

* Adapted from Bloom’s Taxonomy (1965)