

CRITICAL EVALUATION OF OUR TIMES

Through multidisciplinary study, all undergraduates will develop and demonstrate habits of inquiry and reflection, informed by familiarity with Catholic Social Teaching, that equip them to evaluate critically and imaginatively the ethical, historical, social, political, technological, economic, and ecological challenges of their times in light of the past.

| CRITERIA | Unacceptable(0) | Developing (1) | Competent (2) | Exemplary (3) |
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| Critical and imaginative evaluation of challenges | Evaluates a complex scientific, social, technological, economic or aesthetic challenge, or problem from the limited perspective and literature of one academic field, using traditional sources/contexts and proposes a superficial approach to the question or challenge using evidence from that field. | Evaluates a complex scientific, social, technological, economic or aesthetic challenge or problem from the perspectives and literature of at least two academic fields, using traditional sources/contexts and proposes a brief or superficial approach to the question or challenge using evidence from those fields. | Evaluates a complex scientific, social, technological, economic or aesthetic challenge or problem from the perspectives and literature of at least two academic fields, using traditional and emerging sources/contexts and proposes an adequate “best approach” to the question or challenge using evidence from those fields. | Evaluates a complex scientific, social, technological, economic or aesthetic challenge or problem from the perspectives and literature of at least two academic fields, using traditional and emerging sources/contexts and proposes several thorough and insightful approaches to the question or challenge using evidence from those fields. |
| Develop and demonstrate inquiry and reflection | No examination of and response to a problem or challenge, no explanation of how the methods of inquiry and research within his or her major field can be brought to bear, no description of the likelihood that diverse disciplinary perspectives and methods would contribute to the resolution of the challenge, and limited description of own self as a learner. | Limited examination of and response to a problem or challenge, limited explanation of how the methods of inquiry and research within his or her major field can be brought to bear, limited description of the likelihood that diverse disciplinary perspectives and methods would contribute to the resolution of the challenge, and limited description of own self as a successful learner. | Broad examination of and response to a problem or challenge, explains how the methods of inquiry and research within his or her major field can be brought to bear, judges the likelihood that diverse disciplinary perspectives and methods would contribute to the resolution of the challenge, and articulates strengths and challenges in self as a learner. | Exhaustive examination of and response to a problem or challenge, explains how the methods of inquiry and research within his or her major field can be brought to bear, thorough analysis of the likelihood that multiple and diverse disciplinary perspectives and methods would contribute to the resolution of the challenge, and evaluates self as a learner over time. |
| Familiarity with Catholic Social Teaching | Makes no references to and shows no evidence of familiarity with Catholic Social Teaching when responding to ethical, historical, social, political, technological, economic, and ecological challenges of their times in light of the past. | Makes vague references to and shows limited evidence of familiarity with Catholic Social Teaching when responding to ethical, historical, social, political, technological, economic, and ecological challenges of their times in light of the past. | Makes references to and shows evidence of familiarity with Catholic Social Teaching when responding to ethical, historical, social, political, technological, economic, and ecological challenges of their times in light of the past. | Makes explicit references to, demonstrates and articulates Catholic Social Teaching when responding to ethical, historical, social, political, technological, economic, and ecological challenges of their times in light of the past. |
| Ethical Reasoning | Demonstrates no ability to apply ethical reasoning or analyze ethical dimensions of topic/subject matter. | Demonstrates limited ability to apply ethical reasoning or analyze ethical dimensions of topic/subject matter. | Demonstrates ability to either apply ethical reasoning as a guide for behavior or to analyze ethical dimensions of the topic/subject matter. | Systematically analyzes ethical dimensions of the topic/subject matter AND applies ethical reasoning as a guide for behavior. |

