

COMMON CORE INVENTION

ALIGNMENTS: Core SLOs // 21st Century Catholic Social Teaching (ACCU)

In 1998, the United States Conference of Catholic Bishops identified seven essential themes guiding Catholic education: the life and dignity of the human person; the call to family, community and participation; rights and responsibilities; option for the poor and vulnerable; the dignity of work and the rights of workers; solidarity; and the care for God’s creation. In 2012, the Association of Catholic Colleges and Universities (ACCU) used these seven themes to craft a vision statement on Catholic Social Thought in 21st century higher education. Here are a few examples of how our SLOs align. [<https://www.accunet.org/CST>]

ACCU <u>Catholic Higher Education and Catholic Social Teaching: A Vision Statement (2012)</u>	SLU Core Student Learning Outcomes (SLO) “All SLU graduates will be able to...”
<i>Toward a World Made New.</i> Revolutions in communication technologies, economic exchanges, religious convictions, cultural diversity, and political developments make our global society increasingly complex. CST guides students in evaluating societal developments in terms of their advancement of human dignity and the common good.	SLO 1. Examine actions and vocations in dialogue with the Catholic, Jesuit tradition. SLO 7. Evaluate the extent to which social systems influence equity and reflect innate human dignity.
<i>Economy and Dignity of Work.</i> The dignity of labor, the common good, the preferential option for the poor, and human solidarity are essential to forge a more just, merciful, and sustainable global economy. CST teaches students that economic responsibility is not reduced to competitiveness and the maximization of profit.	SLO 6. Recognize transnational or global interdependence. SLO 7. Evaluate the extent to which social systems influence equity and reflect innate human dignity.
<i>Environment.</i> Global climate change and environmental degradation pose fundamental challenges. To address these challenges, students need education in the complex science of climate change and resource consumption in tandem with a rich moral formation.	SLO 2. Integrate knowledge from multiple disciplines to address complex questions. SLO 6. Recognize transnational or global interdependence. SLO 8. Collaborate with others toward a common goal.
<i>Migration.</i> Extreme poverty, violent conflicts, natural disasters, and human rights violations remain the primary reasons people risk leaving their homelands in search of better lives. Guided by CST, students work against forces of injustice in order to stand in solidarity with those who are most vulnerable in our society.	SLO 5. Analyze how diverse identities influence students’ lives and the lives of others. SLO 7. Evaluate the extent to which social systems influence equity and reflect innate human dignity.
<i>Gender, Ethnic and Racial Discrimination:</i> Societal injustices based on gender, race, ethnicity, economic status, and other factors persist and remain beyond an individual’s control. CST provides a framework for addressing discrimination as an issue of social injustice that requires interdisciplinary collaboration.	SLO 2. Integrate knowledge from multiple disciplines to address complex questions. SLO 5. Analyze how diverse identities influence students’ lives and the lives of others. SLO 7. Evaluate the extent to which social systems influence equity and reflect innate human dignity.
<i>Peace:</i> Peace calls for the development of just institutions at all levels of society, including international institutions that can address questions that individual nations cannot address alone. CST guides students to become educated about, to reflect on, and to contribute to the transformation of conflict around the world.	SLO 4. Communicate effectively in writing, speech, and visual media. SLO 6. Recognize transnational or global interdependence. SLO 7. Evaluate the extent to which social systems influence equity and reflect innate human dignity.
<i>Human Rights:</i> CST teaches that all human beings are free and equal in dignity and rights because endowed by God with reason and conscience. We act in solidarity with one another in a spirit of love; we affirm that personal rights must be balanced with duties to the common good; and that demands for justice must be tempered with appeals for reconciliation in the search for peace.	SLO 5. Analyze how diverse identities influence students’ lives and the lives of others. SLO 6. Recognize transnational or global interdependence. SLO 7. Evaluate the extent to which social systems influence equity and reflect innate human dignity.