Program-Level Assessment Plan

Program: Bachelor of Arts	Degree Level (e.g., UG or GR certificate, UG major, master's program, doctoral program): UG major
Department: Theological Studies	College/School: Arts & Sciences
Date (Month/Year): May 2021	Primary Assessment Contact: Lori Baron, Coordinator of Undergraduate Studies

Note: Each cell in the table below will expand as needed to accommodate your responses.

#	Student Learning Outcomes What do the program faculty expect all students to know or be able to do as a result of completing this program? Note: These should be measurable and manageable in number (typically 4-6 are sufficient).	Curriculum Mapping In which courses will faculty intentionally work to foster some level of student development toward achievement of the outcome? Please clarify the level at which student development is expected in each course (e.g., introduced, developed, reinforced, achieved, etc.).	Assessment Methods	
			Artifacts of Student Learning (What) 1. What artifacts of student learning will be used to determine if students have achieved this outcome? 2. In which courses will these artifacts be collected?	Evaluation Process (How) 1. What process will be used to evaluate the artifacts, and by whom? 2. What tools(s) (e.g., a rubric) will be used in the process? Note: Please include any rubrics as part of the submitted plan documents.
1	Explain how Christian theology, including the Catholic tradition, engages ultimate questions about the nature of faith; the nature, existence, and personhood of God; the nature and ends of creation and human life; and evil (in ourselves and in the world) and salvation.	THEO 1600-1699: Ultimate Questions in Theology. See "Assessment Methods" for student development plan.	**Direct Measures:** This outcome will be assessed in the required THEO 1600-1699 course. Specifically, the artifact(s) produced in the course will enable instructors to determine how well individual students meet this outcome.	Seven (7) randomly selected instructors will assess the work against a standard rubric designed by the department's Undergraduate Studies Committee. The instructors will be asked to identify the artifact(s) utilized for their assessment and to assess the extent to which students failed to meet, met, or exceeded expectations. See attached rubric. **Indirect Measures:** Majors will be asked to evaluate how well they accomplished this learning outcome in an exit survey and

				interview in the spring semester of their senior year. The undergraduate studies coordinator will tabulate survey results and keep notes of related comments in interviews.
2	Describe how key historical texts, figures, and episodes have contributed to major doctrines of Christian theology.	THEO 3430 and/or 3435: Teachings in the Christian Tradition. See "Assessment Methods" for student development plan.	**Direct Measures:** This outcome will be assessed in the required THEO 3430 and/or 3435 course. Specifically, assignments and/or exams will enable instructors to determine how well individual students meet this outcome.	The instructors of these courses will assess student work against a standard rubric designed by the department's Undergraduate Studies Committee. The instructors will be asked to identify the assignments and/or exams utilized for their assessment and to assess the extent to which students failed to meet, met, or exceeded expectations. See attached rubric. **Indirect Measures:** Majors will be asked to evaluate how well they accomplished this learning outcome in an exit survey and interview in the spring semester of their senior year. The undergraduate studies coordinator will tabulate survey results and keep notes of related comments in interviews.
3	Analyze entanglements of global movements and personal identities with religions, cultures, and interreligious relations in the past and present.	THEO 2710: Religions of the World. See "Assessment Methods" for student development plan.	**Direct Measures:** This outcome will be assessed in the required THEO 2710 course. Specifically, the artifact(s) produced in the course will enable instructors to determine how well individual	Two (2) randomly selected instructors will assess the work against a standard rubric designed by the department's Undergraduate Studies Committee. The instructors will be asked to

			students meet this outcome.	identify the artifact(s) utilized for their assessment and to assess the extent to which students failed to meet, met, or exceeded expectations. See attached rubric. **Indirect Measures:** Majors will be asked to evaluate how well they accomplished this learning outcome in an exit survey and interview in the spring semester of their senior year. The undergraduate studies coordinator will tabulate survey results and keep notes of related comments in interviews.
4	Apply concepts, including those from the study of ethics, sacred texts, and religious traditions to the question of the significance of theological and religious study for living a life of "faith that does justice."	THEO 4960: Capstone Seminar. See "Assessment Methods" for student development plan.	**Direct Measures:** This outcome will be assessed in the capstone seminar (THEO 4960) via one or more assignments that call on the students to reflect on this question and articulate their own personal answer.	Assessment results will be analyzed annually against a standard rubric by the seminar instructor and reported to the program coordinator. Instructors will assess student work against a standard rubric that will be created by the Undergraduate Studies Committee. The instructor will be asked to assess the extent to which students failed to meet, met, or exceeded expectations. See attached rubric. **Indirect Measures:** Majors will be asked to evaluate how well they accomplished this learning outcome in an exit survey and interview in the spring semester of their senior year. The

				undergraduate studies coordinator will tabulate survey results and keep notes of related comments in interviews.
5	Explain the impact of theories, methods, and/or historiographies on academic theology and/or study of religion.	THEO 4960: Capstone Seminar. See "Assessment Methods" for student development plan.	**Direct Measures:** This outcome will be assessed in the capstone seminar (THEO 4960) via assignments that call on the students to engage theories, methods, and historiographies; to articulate key components of them; and to reflect on how such considerations could affect research projects of interest to them.	Assessment results will be analyzed annually against a standard rubric by the seminar instructor and reported to the program coordinator. Instructors will assess student work against a standard rubric that will be created by the Undergraduate Studies Committee. The instructor will be asked to assess the extent to which students failed to meet, met, or exceeded expectations. See attached rubric. **Indirect Measures:** Majors will be asked to evaluate how well they accomplished this learning outcome in an exit survey and interview in the spring semester of their senior year. The undergraduate studies coordinator will tabulate survey results and keep notes of related comments in interviews.
6	Research-intensive track: Produce an original piece of research appropriate for the academic study of theology and/or religion.	THEO 4980: Independent Study taken the spring semester after the Capstone Seminar. See "Assessment Methods" for student development plan.	**Direct Measures:** This outcome will be assessed in a senior thesis written by students on the research-intensive track. This track requires an independent study with a thesis advisor who is a full-time faculty member in the	Assessment results will be analyzed annually against a standard rubric by the thesis advisers and reported to the program coordinator. They will assess student work against a standard rubric that will be created by the Undergraduate Studies

			Department of Theological Studies.	Committee. The thesis adviser will be asked to assess the extent to which their advisee failed to meet, met, or exceeded expectations. **Indirect Measures:** Majors on the research-intensive track will be asked to evaluate how well they accomplished this learning outcome in an exit survey and interview in the spring semester of their senior year. The undergraduate studies coordinator will tabulate survey results and keep notes of related comments in interviews.

Use of Assessment Data

1. How and when will analyzed data be used by program faculty to make changes in pedagogy, curriculum design, and/or assessment practices?

Learning outcomes will be assessed in a three-year assessment cycle and the data will be reviewed by the department's Undergraduate Studies Committee at the end of each spring semester. The committee will discuss the data and identify areas of success and areas for improvement. The program coordinator will communicate recommendations for curriculum, pedagogy, and/or assessment revisions to the program faculty in a manner that allows for appropriate implementation.

2. How and when will the program faculty evaluate the impact of assessment-informed changes made in previous years?

At the end of each spring semester, the Undergraduate Studies Committee will consult with professors from the previous year to determine how assessment-informed changes promoted student learning and success compared to previous years.

Additional Questions

1. On what schedule/cycle will program faculty assess each of the program's student learning outcomes? (Please note: It is not recommended to try to assess every outcome every year.)

Assessment Review Cycle

Year 1	PLOs 1 and 2
Year 2	PLOs 3 and 6
Year 3	PLOs 4 and 5

2. Describe how, and the extent to which, program faculty contributed to the development of this plan.

   The Undergraduate Studies Committee developed this plan together, led by Dr. Atria Larson, who also serves on the committee that developed the new Core curriculum. Thus the new assessment plan was designed to meet the needs of the new THEO major as well as the new Core.

IMPORTANT: Please remember to submit any rubrics or other assessment tools along with this plan.

Assessment Plan

Saint Louis University Department of Theological Studies
Major in Theological Studies and Minor in Theological Studies

Rev. April 2021

Program Learning Outcomes (PLOs)

Students who major in Theological Studies will be able to (PLOs with an asterisk also apply to students who minor in Theological Studies):

1.* Explain how Christian theology, including the Catholic tradition, engages ultimate questions about the nature of faith; the nature, existence, and personhood of God; the nature and ends of creation and human life; and evil (in ourselves and in the world) and salvation.

2. Describe how key historical texts, figures, and episodes have contributed to major doctrines of Christian theology.

3. * Analyze entanglements of global movements and personal identities with religions, cultures, and interreligious relations in the past and present.

4. Apply concepts, including those from the study of ethics, sacred texts, and religious traditions to the question of the significance of theological and religious study for living a life of "faith that does justice."

5. Explain the impact of theories, methods, and/or historiographies on academic theology and/or study of religion.

6. Research-intensive track: Produce an original piece of research appropriate for the academic study of theology and/or religion.

Assessment Review Cycle

Year 1	PLOs 1 and 2
Year 2	PLOs 3 and 6
Year 3	PLOs 4 and 5

Assessment Plan: PLOs, Measures of Assessment, Review Process

PLO	Measures of Assessment	Review Process
1.* Explain how Christian theology, including the Catholic tradition, engages ultimate questions about the nature of faith; the nature, existence, and personhood of God; the nature and ends of creation and human life; and evil (in ourselves and in the world) and salvation.	**Direct Measures:** This outcome will be assessed in the required THEO 1600-1699 course. Specifically, the artifact(s) produced in the course will enable instructors to determine how well individual students meet this outcome. Seven (7) randomly selected instructors will assess the work against a standard rubric designed by the department's Undergraduate Studies Committee. The instructors will be asked to identify the artifact(s) utilized for their assessment and to assess the extent to which students failed to meet, met, or exceeded expectations. **Indirect Measures:** Majors will be asked to evaluate how well they accomplished this learning outcome in an exit survey and interview in the spring semester of their senior year. The undergraduate studies coordinator will tabulate survey results and keep notes of related comments in interviews.	Learning outcome #1 will be assessed in Year 1 in a three-year assessment cycle and the data will be reviewed by the department's Undergraduate Studies Committee. The committee will discuss the data and identify areas of success and areas for improvement. The program coordinator will communicate recommendations for curriculum, pedagogy, and/or assessment revisions to the program faculty in a manner that allows for appropriate implementation. Reviews of the impact of any such program changes will also be conducted the year after the changes are made, and the records of those reviews will be maintained by the program coordinator.

2. Describe how key historical texts, figures, and episodes have contributed to major doctrines of Christian theology.	**Direct Measures:** This outcome will be assessed in the required THEO 3430 and/or 3435 course. Specifically, assignments and/or exams will enable instructors to determine how well individual students meet this outcome. The instructors of these courses will assess student work against a standard rubric designed by the department's Undergraduate Studies Committee. The instructors will be asked to identify the assignments and/or exams utilized for their assessment and to assess the extent to which students failed to meet, met, or exceeded expectations. **Indirect Measures:** Majors will be asked to evaluate how well they accomplished this learning outcome in an exit survey and interview in the spring semester of their senior year. The undergraduate studies coordinator will tabulate survey results and keep notes of related comments in interviews.	Learning outcome #2 will be assessed in Year 1 in a three-year assessment cycle and the data will be reviewed by the department's Undergraduate Studies Committee. The committee will discuss the data and identify areas of success and areas for improvement. The program coordinator will communicate recommendations for curriculum, pedagogy, and/or assessment revisions to the program faculty in a manner that allows for appropriate implementation. Reviews of the impact of any such program changes will also be conducted the year after the changes are made, and the records of those reviews will be maintained by the program coordinator.

3. Analyze entanglements of global movements and personal identities with religions, cultures, and interreligious relations in the past and present.	**Direct Measures:** This outcome will be assessed in the required THEO 2710 course. Specifically, the artifact(s) produced in the course will enable instructors to determine how well individual students meet this outcome. Two (2) randomly selected instructors will assess the work against a standard rubric designed by the department's Undergraduate Studies Committee. The instructors will be asked to identify the artifact(s) utilized for their assessment and to assess the extent to which students failed to meet, met, or exceeded expectations. **Indirect Measures:** Majors will be asked to evaluate how well they accomplished this learning outcome in an exit survey and interview in the spring semester of their senior year. The undergraduate studies coordinator will tabulate survey results and keep notes of related comments in interviews.	Learning outcome #3 will be assessed in Year 2 in a three-year assessment cycle and the data will be reviewed by the department's Undergraduate Studies Committee. The committee will discuss the data and identify areas of success and areas for improvement. The program coordinator will communicate recommendations for curriculum, pedagogy, and/or assessment revisions to the program faculty in a manner that allows for appropriate implementation. Reviews of the impact of any such program changes will also be conducted the year after the changes are made, and the records of those reviews will be maintained by the program coordinator.

4. Apply concepts, including those from the study of ethics, sacred texts, and religious traditions to the question of the significance of theological and religious study for living a life of "faith that does justice."	**Direct Measures:** This outcome will be assessed in the capstone seminar (THEO 4960) via one or more assignments that call on the students to reflect on this question and articulate their own personal answer. Assessment results will be analyzed annually against a standard rubric by the seminar instructor and reported to the program coordinator. Instructors will assess student work against a standard rubric that will be created by the Undergraduate Studies Committee. The instructor will be asked to assess the extent to which students failed to meet, met, or exceeded expectations. **Indirect Measures:** Majors will be asked to evaluate how well they accomplished this learning outcome in an exit survey and interview in the spring semester of their senior year. The undergraduate studies coordinator will tabulate survey results and keep notes of related comments in interviews.	Learning outcome #4 will be assessed in Year 3 in a three-year assessment cycle and the data will be reviewed by the department's Undergraduate Studies Committee. The committee will discuss the data and identify areas of success and areas for improvement. The program coordinator will communicate recommendations for curriculum, pedagogy, and/or assessment revisions to the program faculty in a manner that allows for appropriate implementation. Reviews of the impact of any such program changes will also be conducted the year after the changes are made, and the records of those reviews will be maintained by the program coordinator.

5. Explain the impact of theories, methods, and/or historiographies on academic theology and/or study of religion.	**Direct Measures:** This outcome will be assessed in the capstone seminar (THEO 4960) via assignments that call on the students to engage theories, methods, and historiographies; to articulate key components of them; and to reflect on how such considerations could affect research projects of interest to them. Assessment results will be analyzed annually against a standard rubric by the seminar instructor and reported to the program coordinator. Instructors will assess student work against a standard rubric that will be created by the Undergraduate Studies Committee. The instructor will be asked to assess the extent to which students failed to meet, met, or exceeded expectations. **Indirect Measures:** Majors will be asked to evaluate how well they accomplished this learning outcome in an exit survey and interview in the spring semester of their senior year. The undergraduate studies coordinator will tabulate survey results and keep notes of related comments in interviews.	Learning outcome #5 will be assessed in Year 3 in a three-year assessment cycle and the data will be reviewed by the department's Undergraduate Studies Committee. The committee will discuss the data and identify areas of success and areas for improvement. The program coordinator will communicate recommendations for curriculum, pedagogy, and/or assessment revisions to the program faculty in a manner that allows for appropriate implementation. Reviews of the impact of any such program changes will also be conducted the year after the changes are made, and the records of those reviews will be maintained by the program coordinator.

6. Research-intensive track: Produce an original piece of research appropriate for the academic study of theology and/or religion.	**Direct Measures:** This outcome will be assessed with the senior thesis written by students on the research-intensive track. Assessment results will be analyzed annually against a standard rubric by the thesis advisers and reported to the program coordinator. They will assess student work against a standard rubric that will be created by the Undergraduate Studies Committee. The thesis adviser will be asked to assess the extent to which their advisee failed to meet, met, or exceeded expectations. **Indirect Measures:** Majors on the research-intensive track will be asked to evaluate how well they accomplished this learning outcome in an exit survey and interview in the spring semester of their senior year. The undergraduate studies coordinator will tabulate survey results and keep notes of related comments in interviews.	Learning outcome #5 will be assessed in Year 2 in a three-year assessment cycle and the data will be reviewed by the department's Undergraduate Studies Committee. The committee will discuss the data and identify areas of success and areas for improvement. The program coordinator will communicate recommendations for curriculum, pedagogy, and/or assessment revisions to the program faculty in a manner that allows for appropriate implementation. Reviews of the impact of any such program changes will also be conducted the year after the changes are made, and the records of those reviews will be maintained by the program coordinator.

Direct Measures: Rubrics for Instructor Assessment of Student Achievement of PLOs

Learning Objective #1:

"1.* Explain how Christian theology, including the Catholic tradition, engages ultimate questions about the nature of faith; the nature, existence, and personhood of God; the nature and ends of creation and human life; and evil (in ourselves and in the world) and salvation."

Rubric to be filled out by seven (7) instructors teaching THEO 1600-1699 annually.

Assignment serving as basis for evaluation: Artifact to be available for submission to University Assessment Office for purposes of assessment of the SLU Core (for SLO 1).

Number of students in class: _____

	Percentage (%) of Students Who...		
Standard	**Failed to Meet Expectations**	**Met Expectations**	**Exceeded Expectations**
1. In the artifact, students were able to articulate responses to ultimate questions found in the Christian tradition.			
2. In the artifact, students were able to demonstrate an accurate understanding of the meaning and implications of the ultimate questions considered.			
3. In the artifact, students were able to show familiarity with the Catholic tradition in terms of its longevity, breadth, and at least some of its particularities within Christianity and/or among religions of the world.			

Open-Ended Questions:

1. Among students who exceeded expectations, what do you think were the key drivers of, or factors in, their success?
2. Among students who failed to meet expectations, what do you think were the main obstacles to their success?
3. (Optional) If you as an instructor have ideas about how these standards can better be met in this course or within the major and minor in Theological Studies as a whole, please share them here.

Learning Objective #2:

"Describe how key historical texts, figures, and episodes have contributed to major doctrines of Christian theology."

Rubric to be filled out by professor(s) teaching THEO 3430 and 3435 annually.

Note: An artifact/assignment/exam must serve as the basis for the evaluation of student achievement according to the following three standards. One artifact can be designed to assess one, two, or all three standards. Please indicate below the artifact/assignment/exam that you are using to evaluate student achievement in each of the three categories/standards. Please submit the instructions that you give your students for each relevant artifact/assignment/exam together with this rubric.

Assignment to assess Standard 1:

Assignment to assess Standard 2:

Assignment to assess Standard 3:

Number of students in class: _____

	Percentage (%) of Students Who...		
Standard	**Failed to Meet Expectations**	**Met Expectations**	**Exceeded Expectations**
1. In their work, students were able to identify the key points of debate in relationship to major doctrines of Christian theology.			
2. In their work, students were able to explain how key historical texts, figures, and episodes contributed to the formulation and/or development of these doctrines.			
3. In their work, students were able to demonstrate a sensitivity to historical context.			

Open-Ended Questions:

1. Among students who exceeded expectations, what do you think were the key drivers of, or factors in, their success?

2. Among students who failed to meet expectations, what do you think were the main obstacles to their success?
3. (Optional) If you as an instructor have ideas about how these standards can better be met in this course or within the major and minor in Theological Studies as a whole, please share them here.

Learning Objective #3:
"Analyze entanglements of global movements and personal identities with religions, cultures, and interreligious relations in the past and present."

Rubric to be filled out by two (2) instructors teaching THEO 2710 annually.

Assignment serving as basis for evaluation: Artifact to be available for submission to University Assessment Office for purposes of assessment of the SLU Core (for SLO 5 and 7).

Number of students in class: _____

	Percentage (%) of Students Who...		
Standard	**Failed to Meet Expectations**	**Met Expectations**	**Exceeded Expectations**
1. In the assignment, students were able to demonstrate introductory literacy in the teachings, practices, and cultures of a range of religious traditions in global, diasporic, and historical context(s).			
2. In the assignment, students were able to identify and evaluate the construction of "world religion(s)" as a category through colonial and imperial contexts.			
3. In the artifact, students demonstrated understanding of religion and social identity in relation to circumstances of race, gender, nationality, sexuality, locality, geography, and/or class.			

Open-Ended Questions:

1. Among students who exceeded expectations, what do you think were the key drivers of, or factors in, their success?
2. Among students who failed to meet expectations, what do you think were the main obstacles to their success?
3. (Optional) If you as an instructor have ideas about how these standards can better be met in this course or within the major and minor in Theological Studies as a whole, please share them here.

Learning Objective #4:
"Apply concepts, including those from the study of ethics, sacred texts, and religious traditions to the question of the significance of theological and religious study for living a life of 'faith that does justice'."

Rubric to be filled out annually by the professor teaching THEO 4960.

Assignment(s) utilized for assessment: _____

Note: Please submit the instructions that you give your students for this assignment together with this rubric.

Number of students in class: _____

	Percentage (%) of Students Who...		
Standard	**Failed to Meet Expectations**	**Met Expectations**	**Exceeded Expectations**
1. In the assignment, students were able to provide a cogent understanding of a 'faith that does justice'.			
2. In the assignment, students were able to articulate generally how theological and religious study informs a life of 'faith that does justice'.			
3. In the assignment, students were able to use specific examples gained from their learning in other coursework, including in ethics, sacred texts, and religious traditions, to inform their			

response.			

Open-Ended Questions:

1. Among students who exceeded expectations, what do you think were the key drivers of, or factors in, their success?
2. Among students who failed to meet expectations, what do you think were the main obstacles to their success?
3. (Optional) If you as an instructor have ideas about how these standards can better be met in this course or within the major and minor in Theological Studies as a whole, please share them here.

Learning Objective #5:
"Explain the impact of theories, methods, and/or historiographies on academic theology and/or study of religion."

Rubric to be filled out annually by the professor teaching THEO 4960.

Note: An artifact/assignment/exam must serve as the basis for the evaluation of student achievement according to the following three standards. One artifact can be designed to assess one, two, or all three standards. Please indicate below the artifact/assignment/exam that you are using to evaluate student achievement in each of the three categories/standards. Please submit the instructions that you give your students for each relevant artifact/assignment/exam instructions together with this rubric.

Assignment to assess Standard 1:

Assignment to assess Standard 2:

Assignment to assess Standard 3:

Number of students in class: _____

	Percentage (%) of Students Who...		
Standard	**Failed to Meet Expectations**	**Met Expectations**	**Exceeded Expectations**

1. In their work, students were able to explain key components of theories, methods, and/or historiographies in academic theology and/or study of religion.			
2. In their work, students were able to identify historical and current trends in theories, methods, and/or historiographies in academic theology and/or study of religion.			
3. In their work, students were able to reflect on how such theoretical, methodological, and/or historiographical considerations could affect projects of interest to them.			

Open-Ended Questions:

1. Among students who exceeded expectations, what do you think were the key drivers of, or factors in, their success?
2. Among students who failed to meet expectations, what do you think were the main obstacles to their success?
3. (Optional) If you as an instructor have ideas about how these standards can better be met in this course or within the major and minor in Theological Studies as a whole, please share them here.

Learning Outcome #6 (Research-Intensive Track):

"Produce an original piece of research appropriate for the academic study of theology and/or religion."

Rubric to be filled out annually by the adviser for each student writing a senior thesis.

Assignment(s) utilized for assessment: Individual Senior Thesis

Student Name and Thesis Title: _____

	Percentage (%) of Students Who...		
Standard	**Failed to Meet Expectations**	**Met Expectations**	**Exceeded Expectations**
1. Student was able to employ scholarly			

resources for research in the academic study of theology and/or religion.			
2. Student was able to implement a method of inquiry appropriate to their topic.			
3. Student was able to write a long paper (15-25 pages) that presented a coherent and compelling argument in defense of a defined thesis statement.			

Open-Ended Questions:

1. If the student exceeded expectations, what do you think were the key drivers of, or factors in, their success?
2. If the student failed to meet expectations, what do you think were the main obstacles to their success?
3. (Optional) If you as an adviser have ideas about how these standards can better be met for research-intensive majors in Theological Studies, please share them here.

Indirect Measures: Survey for Majors in Spring Semester of Senior Year

The undergraduate studies coordinator will circulate a Google form or Qualtrics Survey to all majors set to graduate in May or December of that year. The form will ask these questions:

1. Upon near completion of your major in Theological Studies, how well do you feel that you have accomplished the following program learning outcomes?

Program Learning Outcome	Not well at all	Insufficiently Well	Sufficiently Well	Very well
1. Explain how Christian theology, including the Catholic tradition, responds to ultimate questions about the nature of faith; the nature, existence, and personhood of God; the nature and ends of creation and human life; and evil (in ourselves and in the world) and salvation.				

2. Describe how key historical texts, figures, and episodes have contributed to major doctrines of Christian theology.				
3. Analyze entanglements of global movements and personal identities with religions, cultures, and interreligious relations in the past and present.				
4. Apply concepts, including those from the study of ethics, sacred texts, and religious traditions to the question of the significance of theological study for living a life of "faith that does justice."				
5. Explain the impact of theories, methods, and/or historiographies on academic theology and/or study of religion.				
6. (Research-intensive students only:) Produce an original piece of research appropriate for the academic study of theology and/or religion.				

2. What courses and/or experiences, if any, best enabled you to achieve these learning outcomes, individually or collectively?

3. What courses and/or experiences, if any, do you think did not enable you to achieve these learning outcomes? How could they do a better job of doing so?

4. Feel free to add any additional comments about your experience with our program here. Keep in mind that you will also have the opportunity to discuss these and other matters with the Coordinator of Undergraduate Studies in your exit interview.