

CAP COMMITTEE - CAP COURSE REVIEW GUIDELINES

Revised 09/05/2017

FIRST-YEAR HUMANITIES	
<p>The first-year Humanities component will introduce the seven institutional learning goals (ILGs) and develop appropriate disciplinary objectives as part of the first-year courses in <i>Religious Studies, Philosophy, History and English</i> that create a foundation for student learning in the rest of the Common Academic Program and their majors. These courses will exhibit, at an introductory level, the value of humanistic inquiry and reflection as a means of advancing the seven learning goals. Particular emphasis will be placed on the diversity ILG. Collectively, these courses will introduce students to the concept that learning is a process of integrating knowledge within and across disciplines. To help students understand the relationship between disciplines and to begin to understand the importance of integrating knowledge across disciplines, the faculties of the departments offering these courses will develop other common elements, questions or themes to be considered in these courses. These courses challenge students to ask the question: "What does it mean to be human?" These courses will, when considered collectively, familiarize students with central concepts and texts of the Catholic intellectual tradition.</p> <p>As part of the First-Year Humanities component of the CAP, students will enroll in either a first-year writing seminar or a first-year honors writing seminar.</p>	
All of the following are addressed: (Applies for each of the courses)	
	Creates a foundation for student learning in the rest of the CAP and their majors.
	Introduces the value of humanistic inquiry and reflection as a means of advancing the 7 institutional learning goals.
	Introduces the concept that learning is a process of integrating knowledge across disciplines.
	Places particular emphasis on the diversity learning goal.
	Includes common elements, questions, or themes across Humanities Commons courses.
	Addresses the question: "What does it mean to be human?"
	Familiarizes students with central concepts and texts of the Catholic intellectual tradition.

INSTITUTIONAL LEARNING GOALS (ILGS)

	✓ All that apply. REQUIRED Learning Goals are marked with ** and a thicker border. <i>A minimum of one ILG is required for all CAP Courses.</i>						
	Scholarship	**Faith Traditions**	**Diversity**	**Community**	**Practical Wisdom**	**Critical Evaluation of Our Times**	**Vocation**
Course learning objectives reflect which ILG(s)?							
Course content reflects the targeted ILG(s)							
Developmental level for ILG(s) is listed							
Method for student demonstration of ILG(s)							
Criteria for determining student achievement of ILG(s)							

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SECOND-YEAR WRITING SEMINAR	
<p>The second-year writing seminar, taken by students who completed the first-year writing seminar, is a variable theme composition course focused on academic discourse, research, and argumentation. Students will further develop their reading, writing, research, and critical thinking abilities as they come into contact with the ways that various disciplines (at least three) engage a particular theme. In addition, by studying scholarship across disciplines students will develop rhetorical awareness about the arguments, approaches, and conventions of these disciplines. A focus throughout the course will be on enabling students to take a process approach to making effective arguments in a complex academic context.</p>	
All of the following are addressed:	
	Focused on academic discourse, research and argumentation.
	Students further develop reading, writing, research and critical thinking abilities as they come into contact with the ways that at least three disciplines engage a particular theme.
	Develop rhetorical awareness about the arguments, approaches and conventions of these other (at least) three disciplines by studying scholarship across them.
	Focuses on enabling students to take a process approach to making effective arguments in a complex academic context.

INSTITUTIONAL LEARNING GOALS (ILGS)

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ORAL COMMUNICATION	
<p>To enhance students' ability to communicate effectively, all students will complete three hours in oral communication, normally in their first or second year of study. The Oral Communication foundational course will focus on the concepts of dialogue and debate, with the goals of engaging in constructive mutual dialogue in conversations and meetings; developing the ability to articulate, analyze, and defend a position in a public forum; understanding the differences between dialogue and debate; and understanding relative advantages and disadvantages of each mode of communication. With its focus on dialogue and debate, the course will assist students in the development of the skills necessary for learning, living, and working in communities. By developing the ability to engage in conversation that advances understanding, students will be better able to interact and collaborate with persons from diverse backgrounds and perspectives.</p>	
All of the following are addressed:	
	Focuses on the concepts of dialogue and debate, with the goals of engaging in constructive mutual dialogue in conversations and meetings.
	Develops students' understanding of the differences between dialogue and debate.
	Develops students' understanding of the relative advantages and disadvantages of each mode of communication.
	With its focus on dialogue and debate, the course will assist students in the development of the skills necessary for learning, living, and working in communities.
	By developing the ability to engage in conversation that advances understanding, students will be better able to interact and collaborate with persons from diverse backgrounds and perspectives.

INSTITUTIONAL LEARNING GOALS (ILGS)

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	Scholarship	Faith Traditions	** Diversity**	Community	Practical Wisdom	Critical Evaluation of Our Times	Vocation
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MATHEMATICS	
To enhance quantitative reasoning skills, all students will complete three hours in mathematics. The particular course will vary based on the students' major and background in mathematics. The mathematics courses are most closely related to the <i>Habits of Inquiry and Reflection (HIR)</i> learning goals related to scholarship, practical wisdom, and critical evaluation of our times.	
The following is addressed:	
	The course enhances quantitative reasoning skills.

INSTITUTIONAL LEARNING GOALS (ILGS)

	✓ All that apply. For Mathematics Learning Goals marked with ** and a thicker border are SUGGESTED <i>A minimum of one ILG is required for all CAP Courses.</i>						
	Scholarship	Faith Traditions	Diversity	Community	**Practical Wisdom**	**Critical Evaluation of Our Times**	Vocation
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SOCIAL SCIENCES	
Essential to life in the 21 st century is an understanding of the relationship between individuals, groups, and institutions. All students will complete three hours in the social sciences. The social science course will be a theme-based course that varies across sections but shares common learning outcomes. The course will use social science methods and social theory to critically examine a human issue or problem from at least three social science disciplinary perspectives (anthropology, economics, political science, psychology, and sociology). The course will emphasize learning goals related to scholarship, critical evaluation of our times, and the diversity of the human world.	
<i>All of the following are addressed:</i>	
	Helps students understand the relationship between individuals, groups, and institutions.
	Is a theme-based course that varies across sections but shares common learning outcomes.
	Uses social science methods and social theory to critically examine a human issue or problem.
	Uses at least three social science disciplinary perspectives (anthropology, economics, political science, psychology, and sociology).

INSTITUTIONAL LEARNING GOALS (ILGS)

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	Scholarship	Faith Traditions	**Diversity**	Community	Practical Wisdom	**Critical Evaluation of Our Times**	Vocation
Course learning objectives reflect which ILG(s)?							
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ARTS	
<p>To ensure that all students acquire a basic understanding of the arts as significant manifestations of diverse cultural, intellectual, aesthetic, and personal experiences, all students will complete a three-hour component in the Arts. The Arts component may include courses from the Departments of Music, Art and Design, English, and the Theatre Program. Courses will assist students to develop skills and acquire experiences that enable them to understand, reflect upon, and value the creative process within the context of the arts. The requirement may be satisfied by taking studio and performance courses as well as historical studies courses. Students may satisfy the three-hour requirement with one three-hour course or a combination of one- and two-hour courses. Given the diversity of the Arts, the specific learning goals addressed will vary across courses.</p>	
All of the following are addressed:	
	Ensures that all students acquire a basic understanding of the arts as significant manifestations of diverse cultural, intellectual, aesthetic, and personal experiences.
	Assists students to develop skills and acquire experiences that enable them to understand, reflect upon, and value the creative process within the context of the arts.
Requirements met by:	
	Courses from the Departments of Music, Art and Design, English, and the Theatre Program.
	Studio and performance courses as well as historical studies courses.
Course will be structured as a:	
	One three-hour course.
	Combination of one- and two-hour courses.

INSTITUTIONAL LEARNING GOALS (ILGS)

	✓ All that apply. REQUIRED Learning Goals are marked with ** and a thicker border. <i>A minimum of one ILG is required for all CAP Courses.</i>					
	Scholarship	Faith Traditions	Diversity	Community	Practical Wisdom	Critical Evaluation of Our Times
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NATURAL SCIENCES	
<p>An understanding of many significant issues confronting our world today requires a basic understanding of science. Students must take two three-hour lecture courses in the physical or life sciences or computer science, at least one of which should be accompanied by a corresponding one-hour laboratory section. Lecture sections are either a pre-requisite or co-requisite to their correlative laboratory sections. Students will be exposed to at least two of the five disciplines: biology, chemistry, computer science, geology, and physics. The science component will actively challenge students to explore the scientific dimensions of complex, controversial, or unresolved problems facing human society. It will further the development of the learning goals related to scholarship, practical wisdom, and critical evaluation of our times by challenging students to achieve an enriched understanding of the scientific method by applying it to issues of broad public interest. The community learning goal will also be enhanced through the team-based learning that occurs in the laboratory setting.</p>	
All of the following are addressed:	
	This is one of the required courses in the physical or life sciences or computer science, at least one of which should be accompanied by a corresponding one-hour laboratory section. Lecture sections are either a pre-requisite or co-requisite to their correlative laboratory sections.
	Identify one or more of the five disciplines that the course addresses:
	Biology
	Chemistry
	Computer Science
	Geology
	Physics
	Challenges students to explore the scientific dimensions of complex, controversial, or unresolved problems facing human society.
	It will further the development of the learning goals related to scholarship, practical wisdom, and critical evaluation of our times by challenging students to achieve an enriched understanding of the scientific method by applying it to issues of broad public interest.
	The community learning goal is enhanced through the team-based learning that occurs in the laboratory setting.
	The course is accompanied by a lab.
	The course is not accompanied by a lab.

INSTITUTIONAL LEARNING GOALS (ILGS)

	✓ All that apply. REQUIRED Learning Goals are marked with ** and a thicker border. <i>A minimum of one ILG is required for all CAP Courses.</i>						
	Scholarship	Faith Traditions	Diversity	Community	**Practical Wisdom**	**Critical Evaluation of Our Times**	Vocation
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CROSSING BOUNDARIES

The Crossing Boundaries component includes four courses (Faith Traditions, Practical Ethical Action, Inquiry, and Integrative) that challenge students and faculty to link aspects of their own lives, majors, and careers to a broader world within and outside academia. As a Catholic, Marianist, comprehensive university, the University of Dayton is particularly well-suited to develop curricular programs that forge these links and to offer extracurricular experiences to help students reflect on and understand these links. These courses focus on Faith Traditions, Practical Ethical Action, Inquiry, and Integration. Collectively, these courses will build on our strengths as a comprehensive Marianist university by engaging students and faculty across disciplinary lines and across academic units and will strengthen the Catholic intellectual tradition in significant ways. This tradition in Catholic and Marianist higher education emphasizes the centrality of theology and philosophy, the importance of linking faith and reason, the integration of knowledge, and the application of that knowledge to personal and social situations in the world today. The institutional learning goals related to faith traditions, diversity, practical wisdom, critical evaluation of our times, and vocation are particularly important for this set of courses.

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CROSSING BOUNDARIES – FAITH TRADITIONS	
<p>The course on <i>faith traditions</i> is designed to encourage students to better understand, reflect on, and place their own religious beliefs and experiences in a broader historical or cultural context. Courses satisfying the faith traditions component may be offered by any department provided that the courses incorporate some of the ideas from the introductory religious studies course and that they develop students' ability to examine their own faith commitments and to participate in dialogue with other faith traditions. The courses will: 1) place religious traditions within their historical context; 2) examine their philosophical foundations or the internal logic of religious thought, language, and practice; 3) compare religious traditions by examining their philosophical foundations, historical origins, artistic expressions, canonical texts, and/or storied practices; or 4) examine a religious tradition with which students are unfamiliar (e.g., a non-Christian tradition).</p>	
Crossing Boundaries:	
	Course will build on our strengths as a comprehensive Marianist university by engaging students and faculty across disciplinary lines and across academic units and by connecting with the Catholic intellectual tradition.
	The institutional learning goals related to faith traditions, diversity, practical wisdom, critical evaluation of our times, and vocation are particularly important for crossing boundaries courses.
	Course will draw from relevant interdisciplinary knowledge as well as an understanding of the professions and social institutions.
	Challenges students and faculty to link aspects of their own lives, majors, and careers to a broader world within and outside academia.
	Emphasizes the centrality of theology and philosophy, the importance of linking faith and reason, the integration of knowledge, and the application of that knowledge to personal and social situations in the world today.
Must address all of the following:	
	The course on faith traditions is designed to encourage students to better understand, reflect on, and place their own religious beliefs and experiences in a broader historical or cultural context.
	The course must incorporate some of the ideas from the introductory religious studies course.
	Requires students to examine their own faith commitments and participate in dialogue with other faith traditions.
The course will (one or more of the following):	
	1) Place religious traditions within their historical context;
	2) Examine their philosophical foundations or the internal logic of religious thought, language, and practice;
	3) Compare religious traditions by examining their philosophical foundations, historical origins, artistic expressions, canonical texts, and/or storied practices;
	or 4) Examine a religious tradition with which students are unfamiliar (e.g., a non-Christian tradition).
And:	
	The course may also be submitted to satisfy one of the Advanced Studies courses (Historical, Religious, or Philosophical Studies).
	The course may also be submitted to satisfy the Diversity and Social Justice component.
	The course may be offered by any department provided that the courses incorporate some of the ideas from the introductory religious studies course and that they develop students' ability to examine their own faith commitments and to participate in dialogue with other faith traditions.

INSTITUTIONAL LEARNING GOALS (ILGS)

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CROSSING BOUNDARIES – PRACTICAL ETHICAL ACTION	
<p>The <i>practical ethical action</i> course is designed to cross the boundaries between the theoretical and the practical and between the liberal arts and the applied fields. It offers the opportunity for faculty to cross the boundaries of their own disciplines to dialogue with faculty from other disciplines in ways that enrich their own understanding of important ethical issues and that enrich the courses they offer to students. Courses satisfying the practical ethical action component may be offered by any department provided that the courses engage students in thick description and analysis of ethical issues using concepts central to the study of ethics such as justice, rights, natural law, conscience, or forgiveness and that the courses provide sufficient normative content that allow students to reflect on value judgments and ethical reasoning and practical application. These courses will draw from relevant interdisciplinary knowledge as well as an understanding of the professions and social institutions.</p>	
<i>Crossing Boundaries:</i>	
	Course will build on our strengths as a comprehensive Marianist university by engaging students and faculty across disciplinary lines and across academic units and by connecting with the Catholic intellectual tradition.
	The institutional learning goals related to faith traditions, diversity, practical wisdom, critical evaluation of our times, and vocation are particularly important for crossing boundaries courses.
	Course will draw from relevant interdisciplinary knowledge as well as an understanding of the professions and social institutions.
	Challenges students and faculty to link aspects of their own lives, majors, and careers to a broader world within and outside academia.
	Emphasizes the centrality of theology and philosophy, the importance of linking faith and reason, the integration of knowledge, and the application of that knowledge to personal and social situations in the world today.
<i>All of the following are addressed:</i>	
	The practical ethical action course is designed to cross the boundaries between the theoretical and the practical and between the liberal arts and the applied fields.
	Engages students in thick description and analysis of ethical issues using concepts central to the study of ethics such as justice, rights, natural law, conscience, or forgiveness and that the courses provide sufficient normative content that allow students to reflect on value judgments and ethical reasoning and practical application.
	Will draw from relevant interdisciplinary knowledge as well as an understanding of the professions and social institutions.
<i>And:</i>	
	The course may also be submitted to satisfy one of the Advanced Studies courses (Historical, Religious, or Philosophical Studies)
	The course may also be submitted to satisfy the Diversity and Social Justice component.

INSTITUTIONAL LEARNING GOALS (ILGS)

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CROSSING BOUNDARIES – INQUIRY	
<p>The <i>Inquiry</i> component of CAP requires that students select a course outside their own division to better understand the ways of knowing found in other academic disciplines. The Inquiry course provides an opportunity for all academic units, particularly the professional schools, to develop courses for the CAP. The Inquiry course will serve as an introduction to key methods of investigation, interpretation, exploration, and ways of knowing. Taking a course outside one’s major can broaden awareness of differing philosophies or analytic approaches, and it can offer new ways of conceiving of and resolving problems. The Inquiry course will provide students an opportunity to contrast inquiry in their own field with a different discipline’s methods of inquiry. Some modes of inquiry engage experimentation and creative practice; other modes employ cognitive systems or analytical frameworks. Still other modes of inquiry investigate the complexity of systems, languages, or cultures. Exposure to modes of inquiry not typically used in the students’ major prepares them to think critically about ways of acquiring, evaluating, and applying knowledge claims within their own discipline. For this reason, the Inquiry course will include a reflective and comparative component in which a student examines methods in his or her major field with those in the field of the Inquiry course.</p>	
<i>Crossing Boundaries:</i>	
	Course will build on our strengths as a comprehensive Marianist university by engaging students and faculty across disciplinary lines and across academic units and by connecting with the Catholic intellectual tradition.
	The institutional learning goals related to faith traditions, diversity, practical wisdom, critical evaluation of our times, and vocation are particularly important for crossing boundaries courses.
	Course will draw from relevant interdisciplinary knowledge as well as an understanding of the professions and social institutions.
	Challenges students and faculty to link aspects of their own lives, majors, and careers to a broader world within and outside academia.
	Emphasizes the centrality of theology and philosophy, the importance of linking faith and reason, the integration of knowledge, and the application of that knowledge to personal and social situations in the world today.
<i>All of the following are addressed:</i>	
	Serves as an introduction to key methods of investigation, interpretation, exploration, and ways of knowing.
	Broadens awareness of differing philosophies or analytic approaches or conceiving of and resolving problems.
	Contrasts own field with a different discipline’s methods of inquiry (such as experimentation; creative practice; cognitive systems; analytical frameworks; or complex systems, languages, or cultures).
	Prepares students to think critically about ways of acquiring, evaluating, and applying knowledge claims within their own discipline.
	Includes a reflective and comparative component in which a student examines methods in his or her major field with those in the field of the Inquiry course.
<i>And:</i>	
	The course may also be submitted to satisfy one of the Advanced Studies courses (Historical, Religious, or Philosophical Studies).
	The course may also be submitted to satisfy the Diversity and Social Justice component.
	The Inquiry component of CAP requires that students select a course outside their own division to better understand the ways of knowing found in other academic disciplines.

INSTITUTIONAL LEARNING GOALS (ILGS)

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CROSSING BOUNDARIES – INTEGRATIVE	
<p>The integration of knowledge has a long-standing position within the Catholic intellectual tradition and an increasingly important role in understanding contemporary social issues and problems. The Integrative course in the CAP requires that faculty develop, and students select, a course that transcends disciplinary boundaries and explicitly examines significant social issues or problems in a multidisciplinary or interdisciplinary framework. Collaborative, interdisciplinary efforts by faculty are encouraged but not required for this course. Courses offered by one faculty member that bring together different disciplinary perspectives to enhance students' understanding of significant issues may also be developed.</p>	
Crossing Boundaries:	
	Course will build on our strengths as a comprehensive Marianist university by engaging students and faculty across disciplinary lines and across academic units and by connecting with the Catholic intellectual tradition.
	The institutional learning goals related to faith traditions, diversity, practical wisdom, critical evaluation of our times, and vocation are particularly important for crossing boundaries courses.
	Course will draw from relevant interdisciplinary knowledge as well as an understanding of the professions and social institutions.
	Challenges students and faculty to link aspects of their own lives, majors, and careers to a broader world within and outside academia.
	Emphasizes the centrality of theology and philosophy, the importance of linking faith and reason, the integration of knowledge, and the application of that knowledge to personal and social situations in the world today.
All of the following are addressed:	
	Transcends disciplinary boundaries.
	Addresses contemporary social issues and problems.
	Explicitly examines significant social issues or problems in a multidisciplinary or interdisciplinary framework.
	Brings together different disciplinary perspectives to enhance students' understanding of significant issues.
And:	
	The course may also be submitted to satisfy one of the Advanced Studies courses (Historical, Religious, or Philosophical Studies).
	The course may also be submitted to satisfy the Diversity and Social Justice component.

INSTITUTIONAL LEARNING GOALS (ILGS)

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ADVANCED STUDY IN RELIGIOUS STUDIES, PHILOSOPHY AND HISTORY

As a Catholic and Marianist institution of higher education, the University regards religious studies and philosophy as having special roles in the undergraduate curriculum and in the attainment of University-wide learning goals. Students are expected to deepen their knowledge of the religious and philosophical traditions that inform the Catholic and Marianist education. Advanced study in these areas, especially when conducted through interdisciplinary courses, also assists students in constructing integrated knowledge of the central human questions examined in a liberal education. The fields of philosophy and religious studies, together with historical study are indispensable for students' education in the Catholic intellectual tradition. Students will take courses beyond the 100 level in these fields to further their understanding of the resources that the Catholic intellectual tradition offers for their own personal, professional, and civic lives and also for the just transformation of the social world. By requiring every student to take six hours of courses in the areas of religious studies or philosophy and three hours in history beyond the 100 level, the University expects students to engage in liberal learning that connects theory and practice and to draw upon the resources of the Catholic intellectual tradition as they consider how to lead wise and ethical lives of leadership and service.

Students will have flexibility in fulfilling these requirements. First, these courses will frequently focus on issues related to, and satisfy the criteria for the Faith Traditions, Practical Ethical Action, Inquiry, and Integrative components of the CAP. Second, the criteria for these requirements are disciplinary-based in the fields of religious, philosophical, and historical studies and, therefore, not limited to specific departments. **Courses offered outside the Departments of Philosophy, Religious Studies, and History may count towards the advanced religious, philosophical, and historical studies requirements if the courses draw extensively from those disciplinary perspectives and address in significant ways aspects of the Catholic intellectual tradition.** Courses satisfying the advanced religious studies component might examine the central beliefs, texts, or practices of one or more religious traditions or movements; examine ethics as a central feature of a religious tradition including the use of Catholic social teaching as a resource; or examine cultural expressions of religious identity or tradition as the central focus of theological or religious studies. Courses satisfying the advanced philosophical studies component might evaluate competing solutions to theoretical or ethical options in the present day, or draw on the philosophical resources of the Catholic intellectual tradition to address the challenges of their times. Courses satisfying the advanced historical studies component might engage students in the study and analysis of primary materials to further develop students' historical sensibilities in a way that illuminates the historical dimensions of *Habits of Inquiry and Reflection* learning goals. The course could examine a historical topic drawing on the work of historians to show how interpretations of the past may change over time.

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ADVANCED STUDY – RELIGIOUS STUDIES	
<p>As a Catholic and Marianist institution of higher education, the University regards religious studies and philosophy as having special roles in the undergraduate curriculum and in the attainment of University-wide learning goals. Students are expected to deepen their knowledge of the religious and philosophical traditions that inform the Catholic and Marianist education. Advanced study in these areas, especially when conducted through interdisciplinary courses, also assists students in constructing integrated knowledge of the central human questions examined in a liberal education. The fields of philosophy and religious studies, together with historical study, are indispensable for students' education in the Catholic intellectual tradition. Students will take courses beyond the 100 level in these fields to further their understanding of the resources that the Catholic intellectual tradition offers for their own personal, professional, and civic lives and also for the just transformation of the social world. With these courses, the University expects students to engage in liberal learning that connects theory and practice and to draw upon the resources of the Catholic intellectual tradition as they consider how to lead wise and ethical lives of leadership and service. Courses satisfying the advanced religious studies component might examine the central beliefs, texts, or practices of one or more religious traditions or movements; examine ethics as a central feature of a religious tradition including the use of Catholic social teaching as a resource; or examine cultural expressions of religious identity or tradition as the central focus of theological or religious studies.</p>	
All of the following are addressed:	
	Course is beyond the 100 level.
	Students deepen their knowledge of the religious traditions that inform the Catholic and Marianist education.
	Assists students in constructing integrated knowledge of the central human questions examined in liberal education – especially when conducted as an interdisciplinary course.
	Further students' understanding of the resources that the Catholic intellectual tradition offers for personal, professional, and civic lives and also for the just transformations of the social world.
	Engages students in liberal learning that connects theory and practice.
	Students draw upon the resources of the Catholic intellectual tradition as they consider how to lead wise and ethical lives of leadership and service.
And may also do the following:	
	Examine the central beliefs, texts, or practices of one or more religious traditions or movements.
	Examine ethics as a central feature of a religious tradition including the use of Catholic social teaching as a resource.
	Examine cultural expressions of religious identity or tradition as the central focus of theological or religious studies.
And may:	
	Focus on issues related to, and satisfy the criteria for, the Faith Traditions, Practical Ethical Action, Inquiry, and Integrative components of the CAP.
	Be offered by a department other than Religious Studies. The criteria for this requirement are disciplinary-based in the field of religious studies and, therefore, not limited to specific departments. Courses offered outside the Department of Religious Studies may count towards the advanced religious studies requirement if the course draws extensively from that disciplinary perspective and addresses in significant ways aspects of the Catholic intellectual tradition.

INSTITUTIONAL LEARNING GOALS (ILGS)

	✓ All that apply. REQUIRED Learning Goals are marked with ** and a thicker border. <i>A minimum of one ILG is required for all CAP Courses.</i>					
	Scholarship	**Faith Traditions**	Diversity	Community	Practical Wisdom	Critical Evaluation of Our Times
Course learning objectives reflect which ILG(s)?						
Course content reflects the targeted ILG(s)						
Developmental level for ILG(s) is listed						
Method for student demonstration of ILG(s)						
Criteria for determining student achievement of ILG(s)						

CAP COMMITTEE - CAP COURSE REVIEW GUIDELINES

Revised 09/05/2017

ADVANCED STUDY – PHILOSOPHICAL STUDIES	
<p>As a Catholic and Marianist institution of higher education, the University regards religious studies and philosophy as having special roles in the undergraduate curriculum and in the attainment of University-wide learning goals. Students are expected to deepen their knowledge of the religious and philosophical traditions that inform the Catholic and Marianist education. Advanced study in these areas, especially when conducted through interdisciplinary courses, also assists students in constructing integrated knowledge of the central human questions examined in a liberal education. The fields of philosophy and religious studies, together with historical study, are indispensable for students' education in the Catholic intellectual tradition. Students will take courses beyond the 100 level in these fields to further their understanding of the resources that the Catholic intellectual tradition offers for their own personal, professional, and civic lives and also for the just transformation of the social world. With these courses, the University expects students to engage in liberal learning that connects theory and practice and to draw upon the resources of the Catholic intellectual tradition as they consider how to lead wise and ethical lives of leadership and service. Courses satisfying the advanced philosophical studies component might evaluate competing solutions to theoretical or ethical options in the present day, or draw on the philosophical resources of the Catholic intellectual tradition to address the challenges of their times.</p>	
All of the following are addressed:	
	Course is beyond the 100 level.
	Students deepen their knowledge of the philosophical traditions that inform the Catholic and Marianist education.
	Assists students in constructing integrated knowledge of the central human questions examined in liberal education – especially when conducted as an interdisciplinary course.
	Furthers students' understanding of the resources that the Catholic intellectual tradition offers for personal, professional, and civic lives and also for the just transformations of the social world.
	Engages students in liberal learning that connects theory and practice.
	Students draw upon the resources of the Catholic intellectual tradition as they consider how to lead wise and ethical lives of leadership and service.
And may also do the following:	
	Evaluate competing solutions to theoretical or ethical options in the present day.
	Draw on the philosophical resources of the Catholic intellectual tradition to address the challenges of their times.
And may:	
	Focus on issues related to, and satisfy the criteria for, the Faith Traditions, Practical Ethical Actions, Inquiry, and Integrative components of the CAP.
	Be offered by a department other than Philosophy. The criteria for this requirement are disciplinary-based in the field of philosophical studies and, therefore, not limited to specific departments. Courses offered outside the Department of Philosophy may count towards the advanced philosophical studies requirement if the course draws extensively from that disciplinary perspective and addresses in significant ways aspects of the Catholic intellectual tradition.

INSTITUTIONAL LEARNING GOALS (ILGS)

	✓ All that apply. REQUIRED Learning Goals are marked with ** and a thicker border. <i>A minimum of one ILG is required for all CAP Courses.</i>						
	Scholarship	Faith Traditions	Diversity	Community	Practical Wisdom	Critical Evaluation of Our Times	Vocation
Course learning objectives reflect which ILG(s)?							
Course content reflects the targeted ILG(s)							
Developmental level for ILG(s) is listed							
Method for student demonstration of ILG(s)							
Criteria for determining student achievement of ILG(s)							

CAP COMMITTEE - CAP COURSE REVIEW GUIDELINES

Revised 09/05/2017

ADVANCED STUDY – HISTORICAL STUDIES	
<p>The fields of philosophy and religious studies, together with historical study, are indispensable for students’ education in the Catholic intellectual tradition. Students will take courses beyond the 100 level in these fields to further their understanding of the resources that the Catholic intellectual tradition offers for their own personal, professional, and civic lives and also for the just transformation of the social world. With these courses, the University expects students to engage in liberal learning that connects theory and practice and to draw upon the resources of the Catholic intellectual tradition as they consider how to lead wise and ethical lives of leadership and service. Courses satisfying the advanced historical studies component might engage students in the study and analysis of primary materials to further develop students’ historical sensibilities in a way that illuminates the historical dimensions of <i>Habits of Inquiry and Reflection (HIR)</i> learning goals. The course could examine a historical topic drawing on the work of historians to show how interpretations of the past may change over time.</p>	
All of the following are addressed:	
	Course is beyond the 100 level.
	Furtheres students’ understanding of the resources that the Catholic intellectual tradition offers for personal, professional, and civic lives and also for the just transformations of the social world.
	Engages students in liberal learning that connects theory and practice.
	Students draw upon the resources of the Catholic intellectual tradition as they consider how to lead wise and ethical lives of leadership and service.
And might/could do the following:	
	Engage students in the study and analysis of primary materials to further develop students’ historical sensibilities in a way that illuminates the historical dimensions of <i>HIR</i> learning goals.
	Examine a historical topic drawing on the work of historians to show how interpretations of the past may change over time.
And may:	
	Focus on issues related to, and satisfy the criteria for, the Faith Traditions, Practical Ethical Actions, Inquiry, and Integrative components of the CAP.
	Be offered by a department other than History. The criteria for this requirement are disciplinary-based in the field of historical studies and, therefore, not limited to specific departments. Courses offered outside the Department of History may count towards the advanced historical studies requirement if the course draws extensively from that disciplinary perspective and addresses in significant ways aspects of the Catholic intellectual tradition.

INSTITUTIONAL LEARNING GOALS (ILGS)

	✓ All that apply. REQUIRED Learning Goals are marked with ** and a thicker border. <i>A minimum of one ILG is required for all CAP Courses.</i>						
	Scholarship	Faith Traditions	Diversity	Community	Practical Wisdom	Critical Evaluation of Our Times	Vocation
Course learning objectives reflect which ILG(s)?							
Course content reflects the targeted ILG(s)							
Developmental level for ILG(s) is listed							
Method for student demonstration of ILG(s)							
Criteria for determining student achievement of ILG(s)							

CAP COMMITTEE - CAP COURSE REVIEW GUIDELINES

Revised 09/05/2017

DIVERSITY AND SOCIAL JUSTICE	
<p>As a Marianist university, the University has a special concern for the poor and marginalized and a responsibility to promote the dignity, rights, and responsibilities of all persons and peoples. The University curriculum is responsible for contributing to this effort and does so throughout the Common Academic Program, but in a more focused way through a Diversity and Social Justice component. Every student will investigate human diversity issues within a sustained academic context by taking at least three credit hours of course work that have a central focus on one or more dimensions of diversity that are relevant to social justice. The course must have a central focus on one or more dimensions of human diversity on the basis of which systems, institutions, or practices that obstruct social justice have functioned. The dimensions may include, but are not limited to, race, gender, socioeconomic class, and sexual orientation. Courses may address diversity within the United States, in a global context, or both. Since the course uses a social justice framework, it will consider constructive responses to such injustice.</p> <p>Courses approved to satisfy the Diversity and Social Justice component will build on earlier CAP courses addressing diversity, including the First-Year Humanities courses, the Second-Year Writing Seminar, and the Social Science, Arts, Natural Science, and Oral Communication courses. The Diversity and Social Justice component may not double count with these courses, but may double count with courses taken to satisfy other CAP components or courses taken in the student's major.</p>	
All of the following are addressed:	
	Has a central focus on one or more dimensions of diversity that are relevant to social justice.
	The course must have a central focus on one or more dimensions of human diversity on the basis of which systems, institutions, or practices that obstruct social justice have functioned. The dimensions may include, but are not limited to:
	Race
	Gender
	Socioeconomic class
	Sexual orientation
	Other
Courses may address diversity within the United States, in a global context, or both. Since the course uses a social justice framework, it will consider constructive responses to such injustice.	
And may also do the following:	
	May satisfy other CAP components such as Crossing Boundaries and Advanced Study or courses taken in the student's major.
And may <u>not</u> do the following:	
	The Diversity and Social Justice component may not double count with First-Year Humanities, Second-Year Writing Seminar, Social Science, Arts, Natural Science, and Oral Communication.

INSTITUTIONAL LEARNING GOALS (ILGS)

	✓ All that apply. REQUIRED Learning Goals are marked with ** and a thicker border. <i>A minimum of one ILG is required for all CAP Courses.</i>						
	Scholarship	Faith Traditions	**Diversity**	Community	Practical Wisdom	Critical Evaluation of Our Times	Vocation
Course learning objectives reflect which ILG(s)?							
Course content reflects the targeted ILG(s)							
Developmental level for ILG(s) is listed							
Method for student demonstration of ILG(s)							
Criteria for determining student achievement of ILG(s)							

CAP COMMITTEE - CAP COURSE REVIEW GUIDELINES

Revised 09/05/2017

MAJOR CAPSTONE	
<p>The ability of students to integrate the knowledge acquired in the undergraduate career, both within the major and in the Common Academic Program, is greatly enhanced by a capstone experience. All students will have a capstone course or experience in their major. The capstone will provide students the opportunity to engage, integrate, practice, and demonstrate the knowledge and skills they have developed in their major courses and which reflect learning goals associated with the <i>Habits of Inquiry and Reflection (HIR)</i>. The capstone will provide students the opportunity to engage in the scholarship, activity, and/or practice of their major field and further the students' understanding of their chosen vocation, career, or profession. Students will present their work in a forum appropriate to their major. This course or experience will be designed by faculty in each major. It may or may not be assigned credit hours.</p>	
All of the following are addressed:	
	The capstone provides students the opportunity to engage, integrate, practice, and demonstrate the knowledge and skills they have developed in their major courses and which reflect learning goals associated with the <i>Habits of Inquiry and Reflection</i> .
	The capstone provides students the opportunity to engage in the scholarship, activity, and/or practice of their major field and further the students' understanding of their chosen vocation, career, or profession.
	Provides students the opportunity to present their work in a forum appropriate to their major.
	It may or may not be assigned credit hours. Are credits assigned? If so, how many? _____

INSTITUTIONAL LEARNING GOALS (ILGS)

	✓ All that apply. REQUIRED Learning Goals are marked with ** and a thicker border. <i>At least one additional ILG is required besides Vocation.</i>						
	Scholarship	Faith Traditions	Diversity	Community	Practical Wisdom	Critical Evaluation of Our Times	**Vocation** + at least 1 other ILG
Course learning objectives reflect which ILG(s)?							
Course content reflects the targeted ILG(s)							
Developmental level for ILG(s) is listed							
Method for student demonstration of ILG(s)							
Criteria for determining student achievement of ILG(s)							