

**1. First-Year Humanities Courses (Humanities Commons) – 12 total credit hours**

A First-Year Writing Seminar and introductory courses in History, Philosophy, and Religious Studies: The first-year humanities component will introduce the University of Dayton’s seven institutional learning goals (ILGs)<sup>1</sup> and develop appropriate disciplinary objectives as part of the first-year courses in Religious Studies, Philosophy, History, and English that create a foundation for student learning in the rest of the Common Academic Program and their majors.

**2. Second-Year Writing Seminar– 3 credit hours**

The second-year writing seminar, taken by students who completed the first-year writing seminar, is an intermediate level composition course focused on writing for the common good. The course is a distinctive feature of the UD Common Academic Program in that it offers students the opportunity to apply their critical reading, rhetorical abilities, and argumentation skills to engage with different kinds of communities, understand the complexity of social problems, and offer solutions through research practices that center human experience. It fulfills the second-year writing requirement for CAP.

**3. Oral Communication – 3 credit hours**

To enhance students’ ability to communicate effectively, all students will complete three hours [one course] in oral communication, normally in their first or second year of study. The Oral Communication foundational course (CMM 100) 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.

**4. Mathematics – 3 credit hours**

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 institutional learning goals (ILGs) related to scholarship, practical wisdom and critical evaluation of our times.

**5. Social Sciences – 3 credit hours**

Essential to life in the 21<sup>st</sup> century is an understanding of the relationship between individuals, groups and institutions. All students will complete three hours in the Social Sciences. The courses satisfying this requirement will use social science theory and methods to critically examine a human issue or problem from at least one social science disciplinary perspective (anthropology, communication, criminal justice, economics, human rights studies, political science, psychology, sociology, social work, or women's and gender studies). The courses will emphasize learning goals related to scholarship, critical evaluation of our times, and the diversity of the human world. The courses may be proposed by any social science department or by Women's and Gender Studies or

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<sup>1</sup> The institutionally significant 2005 document “[Habits of Inquiry and Reflection](#)” (HIR) established a set of seven institutional learning goals (ILGs), originally called student learning outcomes, which collectively define what it means to be educated in the Catholic and Marianist traditions at the University of Dayton. The ILGs consist of scholarship, faith traditions, diversity, community, practical wisdom, critical evaluation of our times, and vocation.

Human Rights Studies, but must be taught by a faculty member with an appointment in a social science department (Communication, Criminal Justice and Security Studies, Economics, Political Science, Psychology, or Sociology, Anthropology, and Social Work). Finally, courses satisfying this requirement must be numbered at the 100 or 200 level.

#### **6. Arts – 3 credit hours**

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, Dance and Performance Technology 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 institutional learning goals (ILGs) addressed will vary across courses.

#### **7. Natural Sciences – 7 total credit hours**

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 learning outcomes related to institutional learning goals (ILGs) of 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 ILG will also be enhanced through the team-based learning that occurs in the laboratory setting.

#### **8. Faith Traditions (Crossing Boundaries) – 3 credit hours**

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. 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).

#### **9. Practical Ethical Action (Crossing Boundaries) – 3 credit hours**

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. 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.

#### **10. Inquiry Course (Crossing Boundaries) – 3 credit hours**

The Inquiry component 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 Common Academic Program. 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.

#### **11. Integrative Course (Crossing Boundaries) – 3 credit hours**

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 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.

#### **12. Advanced Study in Religious Studies and/or Philosophy – 6 credit hours**

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. 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 Crossing Boundaries CAP components. Second, the criteria for these requirements are disciplinary-based in the fields of religious and philosophical studies and, therefore, not limited to specific departments. Courses offered outside the Departments of Religious Studies and Philosophy may count towards the Advanced Religious Studies and/or Advanced Philosophical Studies requirements if they draw extensively from those disciplinary perspectives and address in significant ways aspects of the Catholic intellectual tradition.

#### **13. Advanced Historical Studies - 3 credit hours**

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 institutional learning goals (ILGs). The course could examine a historical topic drawing on the work of historians to show how interpretations of the past may change over time. Students will have flexibility in fulfilling this requirement. First, these courses will frequently focus on issues related to, and satisfy the criteria for, the Faith Traditions, Practical Ethical Action, Inquiry, and Integrative Crossing Boundaries CAP components. Second, the criteria for this requirement is 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 they draw extensively from the disciplinary perspectives and address in significant ways aspects of the Catholic intellectual tradition.

#### **14. Diversity and Social Justice Requirement - 3 credit hours**

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.

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.

#### **15. Major Capstone Course or Experience – hours determined by department (can be zero hours)**

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 the University's institutional learning goals (ILGs), particularly vocation. 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.