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28**Proposal to the Academic Senate**

Title: The Common Academic Program

Submitted By: The Academic Policies Committee of the Academic Senate

Date: April 13, 2010 (March 15, 2010) (January 27, 2010) (August 15, 2008)

Action: Legislative Authority

Reference: Art. II. B. 1.b

See also: [DOC 81-02](#), [DOC-03-08](#), [DOC 07-02](#), [DOC 06-09](#), [CAP Comparison Chart](#), and [CAP Feedback Form](#)

Dear Colleagues,

Attached below is the April 13, 2010 document titled “The Common Academic Program” submitted by the Coordinating and Writing Task Force and evaluated through the Academic Policies Committee. The 2010 CAP proposal culminates a five-year, university-wide collaboration by faculty to transform education at the University of Dayton. Importantly, this document is borne out of truly extensive dialogue from faculty, staff, and students across every sector of the university.

Curricular revision began in 2005 when the Marianist Education Working Group (a committee of ten faculty representing all units across UD) researched best practices in general education and facilitated campus-wide conversations about Marianist educational practices at UD. Their research and highly consultative process produced the document *Habits of Inquiry and Reflection (HIR)* that sets forth the Marianist-based educational aims for a “common academic program.” While *HIR* focused educational revision through the articulation of seven student learning outcomes, the Marianist Education Working Group acknowledged that the more significant work of large-scale curricular revision rested with the faculty. Since 2006, over two hundred faculty have stepped forward to serve on key committees, working groups, and departmental focus groups, bringing significant revision to this 2010 CAP.

During the 2006-2007 academic year, over fifty faculty discussed and Senate representatives adopted the seven overarching learning outcomes in *HIR* as guidelines for units

29 to follow when drafting their student learning goals (Senate DOC 07-02). Throughout the 2007-
30 2008 academic year, a sub-committee of the Academic Policies Committee (made up of nine
31 faculty representing all units across the university) drafted the early outlines of CAP. Using *HIR*
32 as the foundation, this CAP sub-committee affirmed the distinguishing characteristics for a
33 common academic program at UD to include: a developmental approach over four years; a
34 commitment to reciprocity between the College and the professional schools; a clear integration
35 of the major and CAP; and interdisciplinary learning opportunities. Notably, this first CAP
36 drafted by the 2008 Academic Policies Committee (APC) sub-committee strengthens the
37 University's commitment to educating in the Catholic and Marianist traditions through the values
38 expressed in the *HIR* student learning outcomes.

39 With the understanding that the 2008 CAP offered a framework for university-wide
40 curricular revision, the 2008-2009 APC collected, summarized and publicly posted wide-ranging
41 feedback from the university community. These conversations are documented in over two
42 hundred pages from twenty-two departments and professional schools, five programs, and seven
43 additional groups of staff, students, and faculty. Working towards refinement of CAP, the
44 Executive Committee of the Academic Senate appointed the 2009-2010 CAP Coordinating and
45 Writing Task Force to move the process forward. The Task Force reviewed the past research on
46 CAP, suggested adjustments to the program, then established and tasked nine working groups
47 including seventy faculty with developing components of CAP. The working groups consulted
48 widely to develop criteria for CAP as the Task Force presented drafts of CAP to the university
49 community. Each draft was vetted through APC Forums and APC Open Meetings. Over 200
50 faculty, students and staff attended the four forums and ten meetings in 2010. The discussions
51 and feedback were documented and publicly posted in another two hundred pages of Forum and
52 APC Meeting Minutes (see CAP and Senate sites at quickplace.udayton.edu).

53

54 At the February and March Open Meetings, the APC considered the Diversity & Social
55 Justice Requirement proposal, the Natural Sciences proposal to add 1 credit hour, the Crossing
56 Boundaries Working Group proposal to merge (or not merge) Inquiry & Integration, and the
57 Upper Level Humanities course. Our deliberations considered each proposal, its thematic
58 contributions towards CAP, the *HIR* learning outcomes, and the possible resultant increase in

59 CAP credit hours. As a brief introduction to the most recent APC recommendations: During
60 April the APC deliberated on Senate concerns, resolving criteria for the Inquiry course and
61 instituting a limit on CAP hours whereby students can complete CAP requirements without
62 taking more credit hours outside the major than are currently required. The APC recognizes that
63 over the next 24 months faculty initiative and creativity, with University support, could address
64 the credit hour concerns while maintaining all of the CAP components. The APC also
65 considered a proposal to amend the single social science course. After hearing from faculty in
66 Economics, Psychology, and the Social Science Working Group, the APC determined that the
67 proposal from the Working Group was the best proposal for the single experience that all UD
68 students would be required to have in the social sciences. Social Science faculty understand the
69 theme-based course asks them to teach from their area of specialty and to deliver introductory
70 knowledge from two other disciplines at a modest level of proficiency appropriate for 1st and 2nd
71 year students. The Social Sciences Working Group devoted five months to examining the issue
72 and supported their criteria with a 6/2 vote. Many social sciences faculty believe they have the
73 ability to draw upon at least three disciplines, they can integrate this knowledge around a
74 common theme, and are motivated to do so. With the CAP criteria as it stands, social sciences
75 faculty will be able to develop curricula to satisfy the specific needs of particular departments or
76 schools.

77
78 Lastly, the APC considered a proposal to modify content of the CAP Oral Communication
79 course. The Oral Communication Working Group confirmed the interviewing modules will be
80 offered more appropriately as one-credit hour electives students take in their third or fourth year.
81 Importantly, this supplements the interviewing services already provided to all students by
82 Career Services. The introductory course, as it stands, is structured to supply students with
83 foundational skills such as dialogue, oral presentations, critical thinking and oral argument. The
84 Working Group surveyed over thirty departments, identifying skills needed earlier such as
85 persuasive argument, explanation of complex concepts to non-experts, and effective public
86 speaking, all of which serve as the foundation for interviewing skills. Given this, the APC voted
87 to maintain the Oral Communication Course Proposal as is.

88

89 In summary, CAP 2010 represents in-depth study of best practices in curricular
90 innovation and it reflects the values of the university's faculty, staff and students. Over the past
91 five years, key faculty representatives on university committees studied current literature on
92 curricular reform; studied literature on the character and history of Catholic and Marianist higher
93 education in the United States; participated in the Association of American Colleges and
94 Universities' Institutes on General Education; convened numerous campus-wide forums and
95 meetings for conversation about a common academic program (MEWG 2005, MEWG 2006,
96 APC 2008, APC 2009, APC 2010); solicited departmental reports about Marianist education and
97 a common academic program (MEWG 2006, APC 2008, APC 2009, APC 2010); issued interim
98 reports summarizing these conversations and key points for further dialogue (MEWG 2007, APC
99 2008, APC 2009, CAP Task Force 2009 and 2010, APC 2010); and incorporated community
100 insight throughout a rigorous and extensive evaluation process.

101

102 Throughout the past five years, faculty have offered insight on building a more
103 intentionally developmental approach to undergraduate education. They have explored methods
104 that facilitate interdisciplinary study and dynamic integration with the major. The University of
105 Dayton faculty, staff and students have engaged its educational mission with a commitment to
106 scholarship and serious exploration of diverse perspectives within the Catholic and Christian
107 traditions and alternative perspectives. The APC is deeply appreciative to the many faculty,
108 students and staff who devoted the time, energy and focus involved in shaping this collaborative
109 effort. Given their contributions, the APC supports this formal CAP proposal and welcomes its
110 presentation to the Academic Senate to be discussed and acted upon at the Senate's April 23,
111 2010 meeting.

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113 On behalf of the Academic Policies Committee,
114 Judith Huacuja, Chair of the APC.

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Revised Proposal for the Common Academic Program

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CAP Coordinating and Writing Task Force

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**Patrick Donnelly (Chair), Department of Sociology,
Anthropology and Social Work, Academic
Policies Committee of the Academic Senate**

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April 13, 2010

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I. Introduction

138 Throughout its long history, the University of Dayton has sought to advance the
139 intellectual, cultural, social, moral, and spiritual development of undergraduates and to
140 intentionally incorporate into its educational program key elements of the Catholic intellectual
141 tradition and its Marianist charism. The University's efforts to revise its common curriculum for
142 all undergraduate students seek to build on the strengths of our current program while
143 incorporating many innovative concepts and ideas generated by faculty at the University of
144 Dayton and professionals nationally to provide a more integrative, more reflective, and more
145 engaging educational program for University of Dayton students in the 21st century. These
146 efforts embody the spirit of the Marianist tradition which invites an openness to change and
147 acceptance of the challenge presented by Blessed William Joseph Chaminade, the founder of the
148 Society of Mary, when he wrote "New times call for new methods."

149

II. Background and Context

151 The University of Dayton first adopted its General Education Program for all
152 undergraduate students in the Fall of 1983 when Senate Doc #81-2 was approved. Its stated
153 purpose was to make "students aware of the diversity of intellectual thought and theory
154 represented by the sciences, the humanities and the social sciences. In addition, the general
155 education component offers the students an opportunity to synthesize and evaluate information
156 from various disciplines and thus enhance the study of a specific profession." In 1991 significant
157 curricular revisions were made to the General Education Program including the introduction of
158 the Humanities Base and Thematic Cluster requirements.

159 The current effort to develop a new common academic program dates back to February
160 2005 when the Marianist Education Working Group, was established to facilitate a campus-wide
161 discussion about the purposes and substance of a Marianist education at UD. Based on an
162 examination of numerous documents relating to Catholic and Marianist education and on
163 extensive consultation, it presented recommendations about how a common academic program
164 should express the ideals of university education in the Catholic and Marianist traditions. The

165 Group's 2006 report, *Habits of Inquiry and Reflection: A Report on Education in the Catholic*
166 *and Marianist Traditions at the University of Dayton (HIR)* identified key goals, a mission
167 statement, and seven student learning outcomes of an education in the Catholic and Marianist
168 tradition. The report is available at:

169 <http://academic.udayton.edu/Senate/documents/senate%20documents/Documents.htm>.

170

171 The key aspects of *HIR* that provide important guiding principles and goals of the
172 development of the academic plan include the following.

173 *Education in the Catholic and Marianist traditions at the University of Dayton: 1)*
174 *seeks knowledge in a sacramental spirit; 2) pursues learning in, through, and for*
175 *community; 3) cultivates practical wisdom; 4) forges critical ability to read the signs*
176 *of these times; and 5) supports discernment of personal and communal vocation...*

177 *Accordingly, the common academic program for undergraduates should be guided by the*
178 *following mission statement:*

179 *Students educated in the Catholic and Marianist traditions at the University of Dayton*
180 *pursue rigorous academic inquiry, in a sacramental spirit, and engage in vigorous*
181 *dialogue, learning in, through, and for community. Guided by the purpose of*
182 *transforming society for the ends of justice, peace, and the common good, the*
183 *University's academic program challenges students to excellence in their majors,*
184 *cultivates practical wisdom in light of the particular needs of the twenty-first century,*
185 *and fosters reflection upon their individual vocations.*

186 The *HIR* report identified seven core student learning outcomes for the common
187 academic program.

188 *The learning outcomes presented below are intended to function at the level*
189 *of the common academic program. They could be promoted in different ways,*
190 *through different structures and activities, in the student's major, in General*
191 *Education and the Competencies programs, in co-curricular programming, and in*
192 *learning experiences that transpire outside the formal curriculum. They are not to*
193 *be regarded as the exclusive responsibility of a limited segment of the university*
194 *community. Rather, they should shape all intentional planning for students'*
195 *educational experience in every division of the university.*

196

197 *The proposed outcomes do not necessarily map onto unique elements of the*
198 *common academic program, and they do not exhaust the goals of the academic*
199 *program for students.*

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201 ***I. Scholarship:*** *All undergraduates will develop and demonstrate advanced habits of*
202 *academic inquiry and creativity through the production of a body of artistic,*
203 *scholarly or community-based work intended for public presentation and defense.*

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2. **Faith traditions:** *All undergraduates will develop and demonstrate ability to engage in intellectually informed, appreciative, and critical inquiry regarding major faith traditions. Students will be familiar with the basic theological understandings and central texts that shape Catholic beliefs and teachings, practices, and spiritualities. Students' abilities should be developed sufficiently to allow them to examine deeply their own faith commitments and also to participate intelligently and respectfully in dialogue with other traditions.*
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3. **Diversity:** *All undergraduates will develop and demonstrate intellectually informed, appreciative, and critical understanding of the cultures, histories, times, and places of multiple others, as marked by class, race, gender, ethnicity, religion, nationality, sexual orientation, and other manifestations of difference. Students' understanding will reflect scholarly inquiry, experiential immersion, and disciplined reflection.*
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4. **Community:** *All undergraduates will develop and demonstrate understanding of and practice in the values and skills necessary for learning, living, and working in communities of support and challenge. These values and skills include accepting difference, resolving conflicts peacefully, and promoting reconciliation; they encompass productive, discerning, creative, and respectful collaboration with persons from diverse backgrounds and perspectives for the common purpose of learning, service, and leadership that aim at just social transformation. Students will demonstrate these values and skills on campus and in the Dayton region as part of their preparation for global citizenship.*
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5. **Practical wisdom:** *All undergraduates will develop and demonstrate practical wisdom in addressing real human problems and deep human needs, drawing upon advanced knowledge, values, and skills in their chosen profession or major course of study. Starting with a conception of human flourishing, students will be able to define and diagnose symptoms, relationships, and problems clearly and intelligently, construct and evaluate possible solutions, thoughtfully select and implement solutions, and critically reflect on the process in light of actual consequences.*
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6. **Critical evaluation of our times:** *Through multidisciplinary study, all undergraduates will develop and demonstrate habits of inquiry and reflection, informed by familiarity with Catholic Social Teaching, that equip them to evaluate critically and imaginatively the ethical, historical, social, political, technological, economic, and ecological challenges of their times in light of the past.*
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7. **Vocation:** *Using appropriate scholarly and communal resources, all undergraduates will develop and demonstrate ability to articulate reflectively the purposes of their life and proposed work through the language of vocation. In collaboration with the university community, students' developing vocational plans will exhibit appreciation of the fullness of human life, including its intellectual, ethical, spiritual, aesthetic, social, emotional, and bodily dimensions, and will examine both the interdependence of self and community and the responsibility to live in service of others.*

252 The Academic Policies Committee of the Academic Senate charged the Subcommittee on
253 the Common Academic Program with creating a draft proposal for a common academic program
254 based on the seven learning outcomes in *HIR*. The Subcommittee presented its Draft Report,
255 The Common Academic Program in August 2008. The CAP sought to: provide a more
256 developed understanding of the Catholic and Marianist traditions explicated in *HIR*; structure a
257 developmental program that built the learning outcomes over the students' years at UD; provide
258 integration of general education with the major; provide significant interdisciplinary experiences
259 throughout the undergraduate experience; and promote reciprocity of learning between the
260 College and the undergraduate schools. Following extensive feedback, the ECAS established the
261 Coordinating and Writing Task Force in April, 2009 to present a plan to move the process
262 forward. The Work Plan presented by the Task Force in August 2009 proposed maintaining
263 those features that are central to the University mission and that were supported by the
264 University community. The Work Plan sought to maintain a number of distinguishing guiding
265 principles of the CAP, including the following:

266 The central feature of CAP is the developmental nature of the program which begins
267 in the first year and builds towards a more sophisticated appreciation of the learning
268 outcomes over four years, both in the CAP courses and the major...
269

270 An education in the Catholic and Marianist tradition emphasizes the unity of
271 knowledge and seeks to develop integrative thought across disciplines. The Catholic
272 intellectual tradition calls for collaborative efforts across disciplinary bounds. The
273 Marianist approach to education promotes linking theory and practice, and liberal and
274 professional education through integrative learning and living in community. The
275 CAP seeks to build on this tradition and approach.
276

277 This creation of a strong and distinctive common academic program also reflects changes
278 in higher education at a national level. These changes involve both pedagogy and content.
279 Robert Barr and John Tagg (1995) describe the transformation from a more traditional teaching
280 paradigm to a learning paradigm. In the teaching paradigm, the mission of the college is to teach
281 while in the learning paradigm, the mission is to produce learning. In recent decades higher
282 education has placed greater focus and emphasis on student learning rather than on instruction
283 per se. This transition fits well with the Marianist mission of the University which seeks to
284 implement the philosophy of Blessed William Joseph Chaminade: "We teach in order to

285 educate.” This program seeks to emphasize student learning outcomes that are tied both to the
286 mission of the institution as well as to the particular fields of study. The focus on common
287 outcomes, addressed in various ways across elements of the program, will serve as an integrative
288 feature within the program as well as facilitating integration between the program and the major
289 fields of study.

290 The common academic program also incorporates educational programs that have been
291 shown to enhance student engagement in their educational journey. These include a common
292 intellectual experience with some basic common courses that are connected to more advanced
293 integrative courses, communities such as Learning-Living Communities that integrate learning
294 across courses, writing intensive courses, undergraduate research, collaborative projects and
295 assignments, courses and programs that encourage understanding and appreciation of cultures
296 and life experiences other than our own, service learning, community-based programs,
297 internships, and capstone experiences.

298

299 **III. Overview and Components**

300 The CAP curriculum is designed to be developmentally integrative. Skills, content and
301 outcomes that are introduced in foundational courses will be reinforced and broadened in
302 subsequent courses. The curriculum will develop distinctive graduates who possess the critical
303 reading, writing, oral communication, quantitative reasoning, and information literacy skills that
304 students need to function in their academic, community, and professional lives. The program will
305 introduce students to the various ways of knowing found in different disciplines and to courses
306 and experiences that help to integrate knowledge across the disciplines. CAP is designed to
307 provide all University of Dayton students with an excellent and distinctive education yet ensure
308 sufficient flexibility for students to complete their degree requirements in an appropriate time
309 frame. To achieve that end, the College and the Schools will make a collective commitment to
310 cooperate in the design, development, and delivery of the curricular components to ensure that
311 the new CAP structure does not result in students taking more credit hours outside their major
312 than they are currently required to take.

313

314 The outcomes or goals of *Habits of Inquiry and Reflection* will serve as a unifying theme
 315 for the CAP. The CAP will address the seven *HIR* outcomes, not necessarily in any single
 316 course, but as a composite whole. The seven *HIR* outcomes will be introduced in the first-year
 317 Humanities courses and regularly addressed in later CAP courses and experiences. These
 318 outcomes will not be the only learning outcomes for CAP courses or experiences. Each
 319 disciplinary or interdisciplinary course or experience will also develop outcomes specific to that
 320 course or experience.

321 **Components of the Common Academic Program**

- 322 1. First-Year Humanities Courses – 12 total credit hours
 - 323 Introductory courses in Religious Studies, Philosophy and History and a First- Year Writing
 - 324 Seminar.
 - 325 2. Second- Year Writing Seminar– 3 credit hours
 - 326 3. Oral Communication – 3 credit hours
 - 327 4. Mathematics – 3 credit hours
 - 328 5. Social Science – 3 credit hours
 - 329 6. Arts – 3 credit hours
 - 330 7. Natural Sciences – 7 total credit hours
 - 331 8. Faith Traditions (Crossing Boundaries) –3 credit hours
 - 332 9. Practical Ethical Action (Crossing Boundaries) – 3 credit hours
 - 333 10. Inquiry Course (Crossing Boundaries) – 3 credit hours
 - 334 11. Integrative Course (Crossing Boundaries) – 3 credit hours
 - 335 12. Major Capstone Course or Experience – hours determined by department
- 336 In addition to the introductory Religious Studies and Philosophy courses, all students are
 337 required to take a total of six hours of approved courses in religious studies or philosophical
 338 studies. All students are required to take three additional hours of approved courses in
 339 historical studies beyond the introductory History course. These nine hours in religious
 340 studies, philosophical studies and historical studies may also satisfy the Faith Traditions,
 341 Practical Ethical Action, Inquiry, and Integrative components.

342 All students must take a three-hour course that has been approved for the Diversity and Social
343 Justice requirement. Courses used to satisfy the Diversity and Social Justice requirement may
344 also satisfy the Faith Traditions, Practical Ethical Action, Inquiry, Integrative, the Major
345 Capstone components, or a course in the students' major.

346 Students with transfer credits or credits earned through Advanced Placement or College Level
347 Examination Program may apply those toward appropriate CAP components.

348

349 **First-Year Humanities**

350 The first-year Humanities component will introduce the seven student learning outcomes
351 and develop appropriate disciplinary objectives as part of the first-year courses in Religious
352 Studies, Philosophy, History and English that create a foundation for student learning in the rest
353 of the Common Academic Program and their majors. These courses will exhibit, at an
354 introductory level, the value of humanistic inquiry and reflection as a means of advancing the
355 seven learning outcomes. Particular emphasis will be placed on the diversity outcome.
356 Collectively, these courses will introduce students to the concept that learning is a process of
357 integrating knowledge within and across disciplines. To help students understand the
358 relationship between disciplines and to begin to understand the importance of integrating
359 knowledge across disciplines, the faculties of the departments offering these courses will develop
360 other common elements, questions or themes to be considered in these courses. These courses
361 challenge students to ask the question: "What does it mean to be human?" These courses will,
362 when considered collectively, familiarize students with central concepts and texts of the Catholic
363 intellectual tradition.

364 The CAP program will contain two writing courses, a first-year writing seminar and a
365 second-year writing seminar. As part of the First-Year Humanities component of the CAP,
366 students will enroll in either a first-year writing seminar or a first-year honors writing seminar.
367 Many students will begin by taking the first-year writing seminar. This course focuses on
368 personal and academic literacies, with an emphasis on expository writing and the development of
369 college-level reading, writing, research, and critical thinking skills as well as a process approach
370 to writing. With its focus on personal and academic literacies, the first-year writing seminar

371 addresses directly the question, “What does it mean to be human?” as it explores the relationship
372 between reading/writing (or literacy) and being human. Based on placement criteria, some
373 students will qualify to enroll in the first-year honors writing seminar. This course will also
374 engage the question of what it means to be human in a manner fitting the context of a themed
375 writing seminar (see description of second-year writing seminar below). Together, then, the first-
376 year writing seminar and the first-year honors writing seminar will provide all incoming first-
377 year students with a course in writing that supports multiple *HIR* outcomes and explores the
378 question, “What does it mean to be human?” Students who complete the first-year honors
379 writing seminar will not take the second-year writing seminar.

380

381 The second-year writing seminar, taken by students who completed the first-year writing
382 seminar, is a variable theme composition course focused on academic discourse, research, and
383 argumentation. Students will further develop their reading, writing, research, and critical
384 thinking abilities as they come into contact with the ways that various disciplines (at least three)
385 engage a particular theme. In addition, by studying scholarship across disciplines students will
386 develop rhetorical awareness about the arguments, approaches, and conventions of these
387 disciplines. A focus throughout the course will be on enabling students to take a process
388 approach to making effective arguments in a complex academic context.

389

390 **Oral Communication**

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392 To enhance students’ ability to communicate effectively, all students will complete three
393 hours in oral communication, normally in their first or second year of study. The Oral
394 Communication foundational course will focus on the concepts of dialogue and debate, with the
395 goals of engaging in constructive mutual dialogue in conversations and meetings; developing the
396 ability to articulate, analyze, and defend a position in a public forum; understanding the
397 differences between dialogue and debate; and understanding relative advantages and
398 disadvantages of each mode of communication. With its focus on dialogue and debate, the
399 course will assist students in the development of the skills necessary for learning, living, and
400 working in communities. By developing the ability to engage in conversation that advances

401 understanding, students will be better able to interact and collaborate with persons from diverse
402 backgrounds and perspectives.

403

404 **Mathematics**

405 To enhance quantitative reasoning skills, all students will complete three hours in
406 mathematics. The particular course will vary based on the students' major and background in
407 mathematics. The mathematics courses are most closely related to the *HIR* outcomes related to
408 scholarship, practical wisdom and critical evaluation of our times.

409

410 **Arts**

411 To ensure that all students acquire a basic understanding of the arts as significant
412 manifestations of diverse cultural, intellectual, aesthetic, and personal experiences, all students
413 will complete a three hour component in the Arts. The Arts component may include courses
414 from the Departments of Music, Visual Arts, English and the Theatre Program. Courses will
415 assist students to develop skills and acquire experiences that enable them to understand, reflect
416 upon, and value the creative process within the context of the arts. The requirement may be
417 satisfied by taking studio and performance courses as well as historical studies courses. Students
418 may satisfy the three hour requirement with one three hour course or a combination of one- and
419 two-hour courses. Given the diversity of the Arts, the specific learning outcomes addressed will
420 vary across courses.

421

422

423 **Social Science**

424 Essential to life in the 21st century is an understanding of the relationship between
425 individuals, groups and institutions. All students will complete three hours in the social sciences.
426 The social science course will be a theme-based course that varies across sections but shares
427 common learning outcomes. The course will use social science methods and social theory to
428 critically examine a human issue or problem from at least three social science disciplinary
429 perspectives (anthropology, economics, political science, psychology and sociology). The

430 course will emphasize outcomes related to scholarship, critical evaluation of our times, and the
431 diversity of the human world.

432

433 **Natural Science**

434 An understanding of many significant issues confronting our world today requires a basic
435 understanding of science. Students must take two three-hour lecture courses in the physical or
436 life sciences or computer science, at least one of which should be accompanied by a
437 corresponding one-hour laboratory section. Lecture sections are either a pre-requisite or co-
438 requisite to their correlative laboratory sections. Students will be exposed to at least two of the
439 five disciplines: biology, chemistry, computer science, geology, and physics. The science
440 component will actively challenge students to explore the scientific dimensions of complex,
441 controversial or unresolved problems facing human society. It will further the development of
442 the outcomes related to scholarship, practical wisdom and critical evaluation of our times by
443 challenging students to achieve an enriched understanding of the scientific method by applying it
444 to issues of broad public interest. The community outcome will also be enhanced through the
445 team-based learning that occurs in the laboratory setting.

446

447 **Crossing Boundaries**

448 The Crossing Boundaries component includes four courses (Faith Traditions, Practical
449 Ethical Action, Inquiry and Integrative courses) that challenge students and faculty to link
450 aspects of their own lives, majors, and careers to a broader world within and outside academia.
451 As a Catholic, Marianist, comprehensive university, the University of Dayton is particularly
452 well-suited to develop curricular programs that forge these links and to offer extracurricular
453 experiences to help students reflect on and understand these links. These courses focus on faith
454 traditions, practical ethical action, Inquiry and Integration. Collectively, these courses will
455 strengthen the Catholic intellectual tradition in significant ways. This tradition in Catholic and
456 Marianist higher education emphasizes the centrality of theology and philosophy, the importance
457 of linking faith and reason, the integration of knowledge, and the application of that knowledge
458 to personal and social situations in the world today. Collectively, these courses will build on our

459 strengths as a comprehensive Marianist university by engaging students and faculty across
460 disciplinary lines and across academic units in order to see the relationship between the practical
461 and the theoretical and to understand issues in a more integrative and holistic perspective. The
462 student learning outcomes related to faith traditions, diversity, practical wisdom, critical
463 evaluation of our times, and vocation are particularly important for this set of courses.

464
465 The course on faith traditions is designed to encourage students to better understand,
466 reflect on, and place their own religious beliefs and experiences in a broader historical or cultural
467 context. Courses satisfying the faith traditions component may be offered by any department
468 provided that the courses incorporate some of the ideas from the introductory religious studies
469 course and that they develop students' ability to examine their own faith commitments and to
470 participate in dialogue with other faith traditions. The courses will: 1) place religious traditions
471 within their historical context; 2) examine their philosophical foundations or the internal logic of
472 religious thought, language, and practice; 3) compare religious traditions by examining their
473 philosophical foundations, historical origins, artistic expressions, canonical texts, and/or storied
474 practices; or 4) examine a religious tradition with which students are unfamiliar (e.g., a non-
475 Christian tradition).

476
477 The practical ethical action course is designed to cross the boundaries between the
478 theoretical and the practical and between the liberal arts and the applied fields. It offers the
479 opportunity for faculty to cross the boundaries of their own disciplines to dialogue with faculty
480 from other disciplines in ways that enrich their own understanding of important ethical issues
481 and that enrich the courses they offer to students. Courses satisfying the practical ethical action
482 component may be offered by any department provided that the courses engage students in thick
483 description and analysis of ethical issues using concepts central to the study of ethics such as
484 justice, rights, natural law, conscience or forgiveness and that the courses provide sufficient
485 normative content that allow students to reflect on value judgments and ethical reasoning and
486 practical application. These courses will draw from relevant interdisciplinary knowledge as well
487 as an understanding of the professions and social institutions.

488

489 The Inquiry component of CAP requires that students select a course outside their own
490 division to better understand the ways of knowing found in other academic disciplines. The
491 Inquiry course provides an opportunity for all academic units, particularly the professional
492 schools, to develop courses for the CAP. The Inquiry course will serve as an introduction to key
493 methods of investigation, interpretation, exploration, and ways of knowing. Taking a course
494 outside one's major can broaden awareness of differing philosophies or analytic approaches, and
495 it can offer new ways of conceiving of and resolving problems. The Inquiry course will provide
496 students an opportunity to contrast inquiry in their own field with a different discipline's
497 methods of inquiry. Some modes of inquiry engage experimentation and creative practice; other
498 modes employ cognitive systems or analytical frameworks. Still other modes of inquiry
499 investigate the complexity of systems, languages, or cultures. Exposure to modes of inquiry not
500 typically used in the students' major prepares them to think critically about ways of acquiring,
501 evaluating, and applying knowledge claims within their own discipline. For this reason, the
502 Inquiry course will include a reflective and comparative component in which a student examines
503 methods in his or her major field with those in the field of the Inquiry course.

504
505 The integration of knowledge has a long-standing position within the Catholic intellectual
506 tradition and an increasingly important role in understanding contemporary social issues and
507 problems. The Integrative course in the CAP requires that faculty develop, and students select, a
508 course that transcends disciplinary boundaries and explicitly examines significant social issues or
509 problems in a multidisciplinary or interdisciplinary framework. Collaborative, interdisciplinary
510 efforts by faculty are encouraged but not required for this course. Courses offered by one faculty
511 member that bring together different disciplinary perspectives to enhance students'
512 understanding of significant issues may also be developed.

513

514 **Major Capstone**

515 The ability of students to integrate the knowledge acquired in the undergraduate career,
516 both within the major and in the Common Academic Program, is greatly enhanced by a capstone
517 experience. All students will have a capstone course or experience in their major. The capstone

518 will provide students the opportunity to engage, integrate, practice, and demonstrate the
519 knowledge and skills they have developed in their major courses and which reflect learning
520 outcomes associated with the *Habits of Inquiry and Reflection*. The capstone will provide
521 students the opportunity to engage in the scholarship, activity and/or practice of their major field
522 and further the students' understanding of their chosen vocation, career or profession. Students
523 will present their work in a forum appropriate to their major. This course or experience will be
524 designed by faculty in each major. It may, or may not be assigned credit hours.

525

526 **Advanced study in religious studies, philosophy, and history**

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

542

543 Students will have flexibility in fulfilling these requirements. First, these courses will
544 frequently focus on issues related to, and satisfy the criteria for the Faith Traditions, Practical
545 Ethical Action, Inquiry and Integrative components of the CAP. Second, the criteria for these
546 requirements are disciplinary-based in the fields of religious, philosophical and historical studies

547 and therefore not limited to specific departments. Courses offered outside the Departments of
548 Philosophy, Religious Studies and History may count towards the advanced religious studies,
549 philosophy and history requirements if the courses draw extensively from those disciplinary
550 perspectives and address in significant ways aspects of the Catholic intellectual tradition.
551 Courses satisfying the religious studies component might examine the central beliefs, texts or
552 practices of one or more religious traditions or movements; examine ethics as a central feature of
553 a religious tradition including the use of Catholic social teaching as a resource, or; examine
554 cultural expressions of religious identity or tradition as the central focus of theological or
555 religious studies. Courses satisfying the advanced philosophical studies component might
556 evaluate competing solutions to theoretical or ethical options in the present day, or draw on the
557 philosophical resources of the Catholic intellectual tradition to address the challenges of their
558 times. Courses satisfying the advanced historical studies component might engage students in
559 the study and analysis of primary materials to further develop students' historical sensibilities in
560 a way that illuminates the historical dimensions of *HIR* learning outcomes. The course could
561 examine a historical topic drawing on the work of historians to show how interpretations of the
562 past may change over time.

563

564 **Diversity and Social Justice Course**

565 As a Marianist university, the University has a special concern for the poor and
566 marginalized and a responsibility to promote the dignity, rights and responsibilities of all persons
567 and peoples. The University curriculum is responsible for contributing to this effort and does so
568 throughout the Common Academic Program, but in a more focused way through a Diversity and
569 Social Justice component. Every student will investigate human diversity issues within a
570 sustained academic context by taking at least three credit hours of course work that have a
571 central focus on one or more dimensions of diversity that are relevant to social justice. The
572 course must have a central focus on one or more dimensions of human diversity on the basis of
573 which systems, institutions, or practices that obstruct social justice have functioned. The
574 dimensions may include, but are not limited to, race, gender, socioeconomic class, and sexual
575 orientation. Courses may address diversity within the United States, in a global context, or both.

576 Since the course uses a social justice framework, it will consider constructive responses to such
577 injustice.

578 Courses approved to satisfy the Diversity and Social Justice component will build on
579 earlier CAP courses addressing diversity including the First-Year Humanities courses, the
580 Second-Year Writing Seminar, and the Social Science, Arts, Natural Science, and Oral
581 Communication courses. The Diversity and Social Justice component may not double count
582 with these courses, but may double count with courses taken to satisfy other CAP components or
583 courses taken in the student's major.

584

585 **IV. Administrative Structure**

586 The position of an Assistant Provost for the Common Academic Program will be created
587 to facilitate, implement, and assess the Common Academic Program. Each school and College
588 will establish its own Common Academic Program Committee. A University Committee on the
589 Common Academic Program and Competencies will be established. The Assistant Provost will
590 work closely with the designated Associate Dean of the College of Arts and Sciences in these
591 efforts to assure the integrity and quality of the Common Academic Program.

592

593 **School/College Common Academic Program Committees**

594

595 The College of Arts and Sciences, the School of Business Administration, the School of
596 Education and Allied Professions, and the School of Engineering will each establish committees
597 or specify an extant committee to carry out the unit's responsibilities for the Common Academic
598 Program. The size, composition, and selection procedure of each of these committees will be
599 determined by, and based on, the needs of each of these academic divisions. The responsibilities
600 of these Committees shall be the following:

601 1. Propose and/or review proposals for courses or experiences in the CAP originating
602 from that College or School. Courses or experiences that involve faculty or staff from more than
603 one unit would be proposed and reviewed by the authorized committees in all applicable units.
604 If the Committee judges that a proposal meets the purposes of the CAP and that it would be an
605 appropriate for students in that division, the Committee will forward the proposal to the

606 University Committee on Common Academic Program and Competencies. If it does not reach
607 this judgment, the Committee will return the proposal to the proposer with an explanation of its
608 decision.

609 2. Periodically review approved courses and experiences relative to their
610 appropriateness for students in that academic division.

611 3. Provide recommendations to the University CAP Committee relating to CAP policies
612 and procedures.

613 4. Through communication with faculty and students in that academic division,
614 facilitate an understanding of, and appreciation for, the Common Academic Program.

615 5. Work with the University Committee and with the Assistant Provost to conduct
616 assessments of the Common Academic Program.

617

618 **University Structure for the Common Academic Program and Competencies**

619

620 The Committee on the Common Academic Program and Competencies will be a standing
621 subcommittee of the Academic Policies Committee of the Academic Senate. In consultation
622 with the provost and deans, the Executive Committee of the Academic Senate will appoint the
623 members of the Committee on the Common Academic Program and Competencies.

624 Membership on the Committee must be a representative cross-section of the various components
625 of the University.

626 The Committee will be composed of a minimum of nine members plus three *ex officio*
627 members. The *ex officio* members are the Assistant Provost for the Common Academic
628 Program, an Associate Dean of the College of Arts and Sciences; and the Registrar or designate.
629 Membership shall be designated as follows:

630 1. Four faculty members: one each from the three professional schools of Business
631 Administration, Education and Allied Professions, Engineering, and University Libraries.

632 2. Three faculty members from the College of Arts and Sciences with one each from the
633 humanities, the social sciences, and the sciences.

634 3. Two student members from the Academic Policies Committee, or from the Common
635 Academic Program Committees of the Schools or College, or from the Academic Senate.

636 4. At least three of the nine members must come from the Academic Senate, preferably
637 from the Academic Policies Committee. At least one member must come from the Academic
638 Policies Committee.

639 5. Each undergraduate dean has the option to serve or to appoint a designate as an *ex*
640 *officio* member in addition to the *ex officio* members identified above.

641 Members with the exception of the students shall have staggered three-year terms of office.

642 Student members shall have a one-year term of office, but may be reappointed by the Executive
643 Committee of the Academic Senate.

644

645 The responsibilities of the University Committee on the Common Academic Program and
646 Competencies shall be as follows:

647 1. Review courses and experiences that form the components of the Common
648 Academic Program

649 2. If the Committee judges that a proposal meets the purposes of the Common
650 Academic Program and that the proposal appears feasible in terms of staffing and other
651 resources, it shall approve the proposal. If the Committee does not judge that the proposal meets
652 the purposes of the Common Academic Program, the Committee shall notify the proposer and
653 the appropriate unit committee of its judgment with an explanation of its decision.

654 3. Facilitate communication and collaboration among faculty proposing courses and
655 experiences.

656 4. Instruct the Assistant Provost for the Common Academic Program to identify and
657 promulgate, at least once a year, a list of courses or experiences that have been approved for the
658 Common Academic Program.

659 5. Keep a file of documents for approved courses in the CAP under the auspices of the
660 Assistant Provost for the Common Academic Program.

661 6. With the assistance of the Assistant Provost for the Common Academic Program,
662 monitor and evaluate courses and experiences in the CAP to insure that the CAP requirements
663 can be satisfied by students in a timely and systematic fashion.

664 7. Review proposals that would satisfy more than one component of the Common
665 Academic Program to determine whether the goals of the Common Academic Program would be
666 met.

667 8. With the assistance of the Assistant Provost for the Common Academic Program and
668 the Associate Dean, conduct evaluations of the Common Academic Program and make
669 recommendations to the Academic Policies Committee of the Academic Senate for strengthening
670 the Common Academic Program. A thorough and systematic evaluation of the Program will be
671 conducted two years after it has been implemented and every five years thereafter. The
672 Committee may conduct a review of the Common Academic Program or any of its components
673 at any time to assess the extent to which students are achieving the specified goals.

674 The Committee shall select its chairperson at the first organizational meeting each year.
675 The chairperson will be selected from among the faculty serving on the Committee. The
676 Committee shall develop its own procedures for performing its duties and such procedures shall
677 be submitted to the Executive Committee of the Academic Senate for its approval.

678

679 **The CAP Leadership Team**

680

681 The CAP Leadership Team will serve as advocates for the Program during its
682 implementation on campus and as an advisory body to the Assistant Provost for the Common
683 Academic Program. Team members will be selected by the Academic Policies Committee in
684 consultation with the academic deans to serve terms of two academic years. The Team will be
685 chaired by the Assistant Provost and will include one faculty representative each from
686 humanities, arts, mathematics and the natural sciences, social sciences, the undergraduate
687 professional schools, the designated Associate Dean of the College of Arts and Sciences, and one
688 representative from Student Development.

689 The Team members will work as a group to:

- 690 1. Promote faculty understanding and participation in the Common Academic
691 Program across the university;
- 692 2. Serve as CAP liaisons within their individual units;

- 693 3. Develop criteria for CAP Innovation Awards to support faculty and curricular
694 development;
- 695 4. Distribute a Request for Proposals for CAP Innovation Awards twice a year;
- 696 5. Review and award grants to proposals that will significantly advance the
697 development, implementation and continued vitality of the CAP.
- 698 6. Receive and review reports from awardees on the implementation and
699 effectiveness of their projects.

700

701 **Assistant Provost for the Common Academic Program**

702

703 An Assistant Provost for the Common Academic Program will be appointed by the
704 Provost after consultation with the Academic Policies Committee of the Academic Senate. The
705 Assistant Provost will be responsible for the administration of all aspects of the Common
706 Academic Program. The Assistant Provost will work closely with the designated Associate Dean
707 of the College of Arts and Sciences Associate Dean in assuring that the Common Academic
708 Program is implemented in a manner consistent with the mission and policies of Common
709 Academic Program.

710 Among other responsibilities, the Assistant Provost will:

- 711 1. Lead planning efforts for the initial implementation of the CAP including facilitation of
712 professional development activities related to CAP;
- 713 2. Develop and implement a plan to communicate details about the CAP and its
714 implementation to the entire University community, including faculty, advisors and
715 students and facilitate an ongoing discussion among administrators, faculty, and students
716 concerning the role of general education in the mission and vision of the University;
- 717 3. Promote faculty interest in and development of CAP course proposals and serve as a
718 resource for faculty with questions about proposal development;
- 719 4. Work with the College and professional schools to coordinate CAP logistical and staffing
720 issues;

- 721 5. Work with the College Associate Dean and professional schools to implement common
722 procedures for effective assessment, review, and evaluation of the Common Academic
723 Program;
- 724 6. Report the results of the assessment and evaluation to the Academic Policies Committee
725 of the Academic Senate and other appropriate University bodies.
- 726 7. Work with the College Associate Dean and other university staff to identify and pursue
727 possible outside funding sources for the Common Academic Program.

728

729 **Associate Dean of the College of Arts and Sciences**

730 Because of the significant role of the College of Arts and Sciences in the Common
731 Academic Program, the designated Associate Dean of the College of Arts and Sciences will play
732 an important role in the implementation and administration of the Program. Among other roles,
733 the Associate Dean will:

- 734 1. Promote faculty interest in and development of CAP course proposals and serve as a
735 resource for faculty with questions about proposal development;
- 736 2. Coordinate faculty development and curriculum development activities in those areas of
737 CAP that are generally limited to faculty in the College;
- 738 3. Work with the Assistant Provost to address logistical issues related to CAP and to
739 implement procedures for effective assessment, review, and evaluation of the Common
740 Academic Program. The Associate Dean will assist in reporting the results of that
741 assessment to the Academic Policies Committee of the Academic Senate and other
742 appropriate University bodies;
- 743 4. Work with the Assistant Provost for the Common Academic Program and other university
744 staff to identify and pursue possible outside funding sources for the Common Academic
745 Program.

746

747 **VII. Bibliography**

748 Barr, Robert B. and John Tagg. "From Teaching to Learning: A New Paradigm for
749 Undergraduate Education." *Change* 27 (Nov-Dec 1995): 12-25.

750

751 Appendix B. Membership of Task Force and Working Groups

752

753 Coordinating and Writing Task Force

754

755 Patrick Donnelly (SOC)*

756 Margaret Pinnell (MEE)

757 Danielle Poe (PHL)

758

759 Arts Working Group

760

761 Sharon Gratto (chair, MUS)

James Farrelly (ENG)

762 Judith Huacuja (VAR)

Eric Street (MUS)

763 Joel Whitaker (chair, VAR)

Sean Wilkinson (Graul Chair in Arts & Languages, VAR)*

764

765 Crossing Boundaries Working Group

766

767 Paul Becker (SOC)

Connie Bowman (Teacher Ed.)

768 Mary Carlson (HST)*

Andria Chiodo (LNG)

769 Jim Globig (ET)

Dan Goldman (GEO)

770 Brad Kallenberg (REL)

Dan Fouke (PHL)

771 Jayne Whitaker (VAR)

Janet Greenlee (SBA)

772 Dennis Doyle (REL)

773

774 English 200 Working Group

775

776 Brian Bardine (ENG)

777 Sheila Hassell-Hughes (chair, Department of English)*

778 Susan Trollinger (ENG)

779

780 First Year Humanities Working Group

781

782 Julius Amin (chair, HST)

Maura Donahue (director, Program/ Christian Leadership)

783 Myrna Gabbe (PHL)

Sheila Hassell-Hughes (chair, ENG)

784 Bill Richards/John Inglis (chair, PHL)¹ Patricia Johnson (Alumni Chair in the Humanities, PHL)

785 Caroline Merithew (HST)

Laura Hume (HST)

786 Don Pair (Associate Dean for Integrated Learning and Curriculum)*

787 Lori Phillips-Young (Writing Program Coordinator)

788 Anthony Smith (REL)

Susan Trollinger (ENG)

789 Cari Wallace (Director of New Student Programs)

790 Sandra Yocum (chair, REL)

Bryan Bardine (ENG)

* Denotes chairperson(s).

¹ Dr. Inglis was on sabbatical in Fall 2009. During this time, William Richards served as interim department chair and member of this working group.

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792		
793		
794		
795	<u>Major Capstone Working Group</u>	
796		
797	Janet Bednarek (HST)	John Clarke (VCD)
798	Heidi Gauder (Library)	Elizabeth Gustafson (ECO)
799	Carissa Krane (BIO)	Art Jipson (director, CJS Program)
800	George DeMarco (HSS)	Phil Doepker (MEE)
801	Steve Wilhoit (ENG, LTC)*	David Wright (BIO, LTC)*
802		
803		
804	<u>Mathematics Working Group</u>	
805		
806	Joe Mashburn (chair, MTH)*	Art Busch (MTH)
807	Becky Krakowski (MTH)	
808		
809	<u>Natural Science Working Group</u>	
810		
811	Rex Berney (chair, PHY)	Dale Courte (chair, CPS)
812	Said Elhamri (PHY)	Carl Friese (BIO)
813	Aparna Higgins (MTH)	Mark Masthay (chair, CHM)
814	Allen McGrew (chair, GEO)*	Jayne Robinson (chair, BIO)
815	Mike Sandy (GEO)	Jennifer Seitzer (CPS)
816	Shawn Swavey (CHM)	
817		
818	<u>Oral Communication Working Group</u>	
819		
820	Lou Cusella (CMM)	Jon Hess (chair, CMM)*
821	Heather Parsons (CMM)	Sam Wallace (CMM)
822	Kathy Watters (CMM)	
823		
824	<u>Social Science Working Group</u>	
825		
826	David Biers (chair, PSY)	Kristen Cheney (ANT)
827	Ralph Frasca (ECO)	Nancy Martorano Miller (POL)
828	Fran Pestello (chair, SOC)*	Jason Pierce (chair, POL)
829	John Rapp (interim chair, ECO)	Carolyn Roecker Phelps (PSY)
830		

831 * Denotes chairperson(s).

832