The Common Academic Program

University of Dayton. Academic Policies Committee

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Proposal to the Academic Senate

Title: The Common Academic Program

Submitted By: The Academic Policies Committee of the Academic Senate

Date: 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:

The March 2010 revised draft document titled “The Common Academic Program” (CAP) is attached below. This document is a draft report from the Coordinating and Writing Task Force that reflects the efforts of faculty working groups charged with developing the different components of CAP. This revision of the “01/27/10 Report on CAP” incorporates the Academic Policies Committee’s recommendations based on feedback from over 150 faculty, students and staff who attended the APC Forums on CAP and APC Open Meetings. During February and March 2010, specific recommendations for changes to CAP were heard, and the APC held open meetings on particular proposed changes, selecting those that demonstrated widespread support or concern. In all cases, support was indicated by signatures associated with the proposals and feedback from at least twenty faculty and over five departments or programs. At these Open Meetings, the APC considered the Diversity & Social Justice Requirement proposal, the Natural Sciences proposal to add 1 credit hour, the Crossing Boundaries Working Group proposal to merge (or not merge) Inquiry & Integration, and the Upper Level Humanities course. Our deliberations considered each proposal, its thematic contributions towards CAP, the Habits of Inquiry learning outcomes, and the increase in CAP credit hours.

This proposal was prepared for discussion by the Academic Senate at its March meeting. The APC will continue review of community feedback and deliberations on CAP. It is anticipated that a formal CAP proposal, including implementation plan, will be presented by the CAP Task Force to be acted upon at the April 23, 2010 meeting of the Academic Senate.

The APC offers its appreciation to the numerous faculty, students, and staff who participated in discussions throughout February and March. Many have contributed to this collaborative effort.

On behalf of the Academic Policies Committee,

Judith Huacuja, Chair of the APC
Revised Proposal for the Common Academic Program

CAP Coordinating and Writing Task Force

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

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March 15, 2010
I. Introduction

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

II. Background and Context

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

The current effort to develop a new common academic program dates back to February 2005 when the Marianist Education Working Group, was established to facilitate a campus-wide discussion about the purposes and substance of a Marianist education at UD. Based on an examination of numerous documents relating to Catholic and Marianist education and on extensive consultation, it presented recommendations about how a common academic program should express the ideals of university education in the Catholic and Marianist traditions. The
Group’s 2006 report, *Habits of Inquiry and Reflection: A Report on Education in the Catholic and Marianist Traditions at the University of Dayton* (HIR) identified key goals, a mission statement, and seven student learning outcomes of an education in the Catholic and Marianist tradition. The report is available at:


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

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

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

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

The HIR report identified seven core student learning outcomes for the common academic plan.

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

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

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

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.

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.

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.

5. **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.

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

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

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

This creation of a strong and distinctive common academic program also reflects changes in higher education at a national level. These changes involve both pedagogy and content. Robert Barr and John Tagg (1995) describe the transformation from a more traditional teaching paradigm to a learning paradigm. In the teaching paradigm, the mission of the college is to teach while in the learning paradigm, the mission is to produce learning. In recent decades higher education has placed greater focus and emphasis on student learning rather than on instruction per se. This transition fits well with the Marianist mission of the University which seeks to implement the philosophy of Blessed William Joseph Chaminade: “We teach in order to
educate.” This program seeks to emphasize student learning outcomes that are tied both to the mission of the institution as well as to the particular fields of study. The focus on common outcomes, addressed in various ways across elements of the program, will serve as an integrative feature within the program as well as facilitating integration between the program and the major fields of study.

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

IV. Overview and Components

The CAP curriculum is designed to be developmentally integrative. Skills, content and outcomes that are introduced in foundational courses will be reinforced and broadened in subsequent courses. The curriculum will develop distinctive graduates who possess the critical reading, writing, oral communication, quantitative reasoning, and information literacy skills that students need to function in their academic, community, and professional lives. The program will introduce students to the various ways of knowing found in different disciplines and to courses and experiences that help to integrate knowledge across the disciplines.

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

1. First-Year Humanities Courses – 12 total credit hours
   ENG 100 and introductory courses in Religious Studies, Philosophy and History.

2. English 200 – 3 credit hours

3. Oral Communication – 3 credit hours

4. Mathematics – 3 credit hours

5. Social Science – 3 credit hours

6. Arts – 3 credit hours

7. Natural Sciences – 7 total credit hours

8. Faith Traditions – 3 credit hours

9. Practical Ethical Action – 3 credit hours

10. Inquiry Elective – 3 credit hours

11. Integrative Course – 3 credit hours

12. Major Capstone Course – 3 credit hours

In addition to the REL 103 and PHL 103 courses, all students are required to take a total of six hours of approved courses in religious studies or philosophical studies. All students are required to take three additional hours of approved courses in historical studies beyond HST 103. These nine hours may also satisfy components identified above.

All students must take a three-hour course that has been approved for the Diversity and Social Justice requirement. Courses used to satisfy the Diversity and Social Justice requirement may also satisfy the Faith Traditions, Practical Ethical Action, Inquiry, Integrative or capstone requirements.

Students with transfer credits or credits earned through Advanced Placement or College Level Examination Program may apply those toward specific CAP components.
First-Year Humanities

The first-year Humanities component will introduce the seven student learning outcomes and develop appropriate disciplinary objectives as part of the first-year CAP 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. These courses will exhibit, at an introductory level, the value of humanistic inquiry and reflection as a means of advancing the seven learning outcomes. Particular emphasis will be placed on the diversity outcome. The courses will allow students to encounter, at an introductory level, significant examples of integrative knowledge. 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.

The program will contain two writing courses, ENG 100 and ENG 200. Many students would take ENG 100 as part of the first-year humanities component. The course will emphasize critical thinking, expository writing, analysis of argument, and a process-based approach to academic writing and research and will address elements, questions or themes in common with the other first-year humanities courses. ENG 200, normally taken in the second year, will be a required, themed writing seminar in the liberal arts tradition, focusing on academic research and argumentation. It will engage students in a critical examination of one theme from various disciplinary perspectives. The course will demonstrate close links to multiple HIR outcomes and explore the important question “What does it mean to be human?”
Oral Communication

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.

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 HIR outcomes related to scholarship, practical wisdom and critical evaluation of our times.

Arts

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, Visual Arts, English and the Theater 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 outcomes addressed will vary across courses.

Social Science

Essential to life in the 21st 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 component will use social science methods and social theory to critically examine a human issue or problem from at least three social science disciplinary perspectives. The course will emphasize outcomes related to scholarship, critical evaluation of our times, and the diversity of the human world.

Natural Science

An understanding of many significant issues confronting our world today requires a basic understanding of science. All students will complete seven hours in the natural sciences. This includes a one hour laboratory requirement. 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 outcomes 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 real issues of broad public interest. The community outcome will also be enhanced through the team-based learning that occurs in the laboratory setting.

Crossing Boundaries

These four components challenge students and faculty to link aspects of their own lives, majors, and careers to a broader world within and outside academia. The criteria for these courses are still being developed by the Working Group, the Academic Policies Committee, and the Humanities Chairs. The revised descriptions and criteria will be available in the near future.

The charge to the Working Group included the following items.
Develop criteria for a set of proposed CAP courses relating to diverse religious traditions, practical ethical action, and Inquiry and Integrative courses that will challenge students and faculty to link aspects of their own lives, majors, and careers to a broader world within and outside academia. These courses should 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 student learning outcomes related to faith traditions, diversity, practical wisdom, critical evaluation of our times, and vocation are particularly important for this set of courses.

Develop criteria for a second course on religious traditions designed to offer a comparative approach that allows students to reflect on, and place their own religious belief and experience in a broader historical or cultural context.

Develop criteria for a practical ethical action course designed to bridge the theoretical and the practical and the liberal arts and the applied fields. Such a course should offer an 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.

Develop criteria for an Inquiry course that requires students to select a course outside their own division to better understand the ways of knowing found in other academic specialties. Students in the professional schools may benefit from a range of courses in the College that expand their horizons and inform their views of the social world or their own professions. Students in the humanities, arts, social and natural sciences may benefit from courses in the professional schools or outside their own units in the College.

Develop criteria for an Integrative course that requires faculty to develop, and students to select, courses that transcend disciplinary boundaries and explicitly examine significant social issues or problems in a multidisciplinary or interdisciplinary framework. Faculty from numerous departments could develop new courses or redesign existing courses to explicitly incorporate a broader multidisciplinary or interdisciplinary perspective. Courses that provide for collaborative or team-teaching, that link foreign language study with culture or history, that incorporate study abroad, immersion or service-learning experiences are all possible ways to facilitate integration.

At the present time, the criteria for the faith traditions course are:

1. Any course which either (a) places religious traditions within their historical context; or (b) examines their philosophical foundations or the internal logic of religious thought, language, and practice; or (c) compares religious traditions by examining their philosophical foundations, historical origins, artistic expressions, canonical texts, and/or storied practices; or (d) examines at least one religious tradition with which students are
unfamiliar (e.g., a non-Christian tradition) by examining its philosophical foundations, historical origins, artistic expressions, canonical texts and/or storied practices;

b. Course must resonate with the content of REL 103. For example, REL 103 might serve as the basis for comparison and contrast;

c. 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.

At the present time, the criteria for the practical ethical action courses are to:

a. Engage students in thick description and analysis of ethical issues via concepts central to the study of ethics (such as “justice,” “rights,” “natural law,” “conscience,” “forgiveness,” etc.) by instructors who are adequately trained to guide ethical argumentation. (When necessary, this can be accomplished creatively by means of the Jigsaw model or via team teaching, etc.) The “thickness” of discussion will arise from both relevant special interdisciplinary knowledge as well as awareness of the professions, economic institutions and practices, political institutions and practices, or cultural institutions and practices.

b. Provide sufficient normative content from which reflection on value judgments and ethical reasoning can begin and in light of which students can be directed in how to apply them. Said differently, this course aims to extend student learning to those steps that follow the making of moral decisions. For example, students in education need to move from thinking about advocacy of children to learning how to be advocates for children to actually practicing advocacy.

At the present time, the description of the Inquiry course is:

The goal of an inquiry course is to (a) familiarize students with the methodologies of a discipline outside their field of study and (b) provide students with an opportunity for inquiry-based learning, that is learning driven not by lectures and being passively fed information about a discipline, but by immersion in a project or projects working within that discipline. This can be done in a variety of ways:

A course that pursues inquiry into the nature of a discipline outside a student's division by pursuing (a) a project or (b) smaller tasks which applies the methodologies of that discipline;

A course that includes an international component which provides students an opportunity to study and learn in a substantially different cultural environment;

A course with a service learning component that requires students to cooperate with community members in a meaningful way.
Among the examples offered for Integrative course are the following:

A course offered by one faculty that brings different disciplinary perspectives together while focusing on a common set of themes or problems;

A Multidisciplinary Team Taught Course that focuses on student research projects.

Participation in an international experience, either education abroad, an immersion or service learning experience, that links foreign language study with the experience in the culture and history of the region;

Participation in a multi-course integrative curriculum that already counts as fulfilling the CAP charge.

Major Capstone

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 outcomes associated with the Habits of Inquiry and Reflection. 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 and may, or may not be assigned credit hours.

Upper Level courses in religious studies, philosophy, and history

As a Catholic and Marianist institution of higher education, the University regards religious studies and philosophy as serving special functions in the undergraduate curriculum and in the attainment of University-wide learning outcomes. Students are expected to deepen their knowledge of the religious and philosophical traditions that inform the Catholic and Marianist education. 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. These fields prepare students to shape and contribute to this tradition in the future. The Catholic intellectual tradition grows as individuals and societies encounter new challenges. Requiring all students to take upper-level courses in these academic fields at the University of Dayton will introduce them to the resources that the Catholic intellectual traditions 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 upper level courses in the areas of religious studies or philosophy and three upper-level hours in history, 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 an service.

To ensure that students have some flexibility in the ways they fulfill upper-level humanities requirement, these requirements may also satisfy the Faith Traditions, Practical Ethical Action, Inquiry and Integrative components of the CAP. Courses offered outside the Departments of Philosophy, Religious Studies and History may count toward the upper-level religious studies, philosophy and history requirements if the courses draw extensively from those disciplinary perspectives and address in significant ways resources from the Catholic Intellectual Tradition.

**Diversity and Social Justice Course**

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 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 of the CAP will build on earlier CAP courses addressing diversity including the First-Year Humanities courses (including ENG 100), ENG 200, 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 as part of the student’s major.

V. Administrative Structure

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

School/College Common Academic Program Committees

The College and the Schools will each establish committees or specify an extant committee to carry out the unit’s responsibilities for the Common Academic Program. The size, composition, and selection procedure of each of these committees will be determined by, and based on, the needs of each of these academic divisions. The responsibilities of these Committees shall be the following:

1. Propose and/or review proposals for courses or experiences in the CAP originating from that College or School. Courses or experiences that involve faculty or staff from more than one unit would be proposed and reviewed by the authorized committees in all applicable units. If the Committee judges that a proposal meets the purposes of the CAP and that it would be an appropriate for students in that division, the Committee will forward the proposal to the University Committee on Common Academic Program and Competencies. If it does not reach
this judgment, the Committee will return the proposal to the proposer with an explanation of its
decision.

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

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

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

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

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

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

The Committee will be composed of a minimum of nine members plus three *ex officio*
members. The ex officio members are the Assistant Provost for the Common Academic
Program, an Associate Dean of the College of Arts and Sciences; and the Registrar or designate.

Membership shall be designated as follows:

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

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

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

4. At least three of the nine members must come from the Academic Senate, preferably
   from the Academic Policies Committee. At least one member must come from the Academic
   Policies Committee.
5. Each undergraduate dean has the option to serve or to appoint a designate as an *ex officio* member in addition to the *ex officio* members identified above. Members with the exception of the students shall have staggered three-year terms of office. Student members shall have a one-year term of office, but may be reappointed by the Executive Committee of the Academic Senate.

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

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

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

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

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

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

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

7. Review proposals that would satisfy more than one component of the Common Academic Plan or that would be less than the normal three credit offering for specific programs to determine whether the goals of the Common Academic Program would be met.

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

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

**The CAP Leadership Team**

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

The Team members will work as a group to:

1. Promote faculty understanding and participation in the Common Academic Program across the university;
2. Serve as CAP liaisons within their individual units;
3. Develop criteria for CAP Innovation Awards;
4. Distribute a Request for Proposals for CAP Innovation Awards twice a year;
5. Review and award grants to proposals that will significantly advance the development, implementation and continued vitality of the CAP.
Assistant Provost for the Common Academic Program

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

Among other responsibilities, the Assistant Provost will:

1. Lead planning efforts for the initial implementation of the CAP including facilitation of professional development activities related to CAP;
2. Develop and implement a plan to communicate details about the CAP and its implementation to the entire University community, including faculty, advisors and students and facilitate an ongoing discussion among administrators, faculty, and students concerning the role of general education in the mission and vision of the University;
3. Promote faculty interest in and development of CAP course proposals and serve as a resource for faculty with questions about proposal development;
4. Work with the College and professional schools to coordinate CAP logistical and staffing issues;
5. Work with the College Associate Dean and professional schools to implement common procedures for effective assessment, review, and evaluation of the Common Academic Program;
6. Work with the College Associate Dean and other university staff to identify and pursue possible outside funding sources for the Common Academic Program.

Associate Dean of the College of Arts and Sciences

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

1. Promote faculty interest in and development of CAP course proposals and serve as a resource for faculty with questions about proposal development;

2. Coordinate faculty development and curriculum development activities in those areas of CAP that are generally limited to faculty in the College;

3. Work with the Assistant Provost to address logistical issues related to CAP and to implement procedures for effective assessment, review, and evaluation of the Common Academic Program. The Associate Dean will assist in implementing assessment and reporting the results of that assessment to the various constituencies including the Committee on the Common Academic Plan and Competencies and the University Assessment Committee;

4. Work with the Assistant Provost for the Common Academic Program and other university staff to identify and pursue possible outside funding sources for the Common Academic Program.
Appendix B. Membership of Task Force and Working Groups

Coordinating and Writing Task Force

Patrick Donnelly (SOC)*
Margaret Pinnell (MEE)
Danielle Poe (PHL)

Arts Working Group

Sharon Gratto (chair, MUS)  James Farrelly (ENG)
Judith Huacuja (VAR)  Eric Street (MUS)
Joel Whitaker (chair, VAR)  Sean Wilkinson (Graul Chair in Arts & Languages, VAR)*

Crossing Boundaries Working Group

Paul Becker (SOC)  Connie Bowman (Teacher Ed.)
Mary Carlson (HST)*  Andria Chiodo (LNG)
Jim Globig (ET)  Dan Goldman (GEO)
Brad Kallenberg (REL)  Dan Fouke (PHL)
Jayne Whitaker (VAR)  Janet Greenlee (SBA)

English 200 Working Group

Brian Bardine (ENG)
Sheila Hassel-Hughes (chair, Department of English)*
Susan Trollinger (ENG)

First Year Humanities Working Group

Julius Amin (chair, HST)  Maura Donahue (director, Program/ Christian Leadership)
Myrna Gabbe (PHL)  Sheila Hughes (chair, ENG)
Bill Richards/John Inglis (chair, PHL)  Patricia Johnson (Alumni Chair in the Humanities, PHL)
Caroline Merithew (HST)  Laura Hume (HST)
Don Pair (Associate Dean for Integrated Learning and Curriculum)*
Lori Phillips-Young (Writing Program Coordinator)
Anthony Smith (REL)  Susan Trollinger (ENG)
Cari Wallace (Director of New Student Programs)
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.
Major Capstone Working Group

Janet Bednarek (HST)   John Clarke (VCD)
Heidi Gauder (Library)   Elizabeth Gustafson (ECO)
Carissa Krane (BIO)   Art Jipson (director, CJS Program)
George DeMarco (HSS)   Phil Doepker (MEE)
Steve Wilhoit (ENG, LTC)*   David Wright (BIO, LTC)*

Mathematics Working Group

Joe Mashburn (chair, MTH)*   Art Busch (MTH)
Becky Krakowski (MTH)

Natural Science Working Group

Rex Berney (chair, PHY)   Dale Courte (chair, CPS)
Said Elhamri (PHY)   Carl Friese (BIO)
Aparna Higgins (MTH)   Mark Masthay (chair, CHM)
Allen McGrew (chair, GEO)*   Jayne Robinson (chair, BIO)
Mike Sandy (GEO)   Jennifer Seitzer (CPS)
Shawn Swavey (CHM)

Oral Communication Working Group

Lou Cusella (CMM)   Jon Hess (chair, CMM)*
Heather Parsons (CMM)   Sam Wallace (CMM)
Kathy Watters (CMM)

Social Science Working Group

David Biers (chair, PSY)   Kristen Cheney (ANT)
Ralph Frasca (ECO)   Nancy Martorano Miller (POL)
Fran Pestello (chair, SOC)*   Jason Pierce (chair, POL)
John Rapp (interim chair, ECO)   Carolyn Roecker Phelps (PSY)

* Denotes chairperson(s).