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The Common Academic Program

University of Dayton. Academic Policies Committee

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1 Proposal to the Academic Senate

2 Title: The Common Academic Program
3 Submitted By: The Academic Policies Committee of the Academic Senate
4 Date: March 15, 2010 (January 27, 2010) (August 15, 2008)
5 Action: Legislative Authority
6 Reference: Art. II. B. 1.b
7 See also: [DOC 81-02](#), [DOC-03-08](#), [DOC 07-02](#), [DOC 06-09](#), [CAP Comparison Chart](#), and
8 [CAP Feedback Form](#)

9 Dear Colleagues:

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

25
26 This proposal was prepared for discussion by the Academic Senate at its March meeting. The
27 APC will continue review of community feedback and deliberations on CAP. It is anticipated
28 that a formal CAP proposal, including implementation plan, will be presented by the CAP Task
29 Force to be acted upon at the April 23, 2010 meeting of the Academic Senate.

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

32 On behalf of the Academic Policies Committee,

33 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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March 15, 2010

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I. Introduction

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

68

II. Background and Context

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

78 The current effort to develop a new common academic program dates back to February
79 2005 when the Marianist Education Working Group, was established to facilitate a campus-wide
80 discussion about the purposes and substance of a Marianist education at UD. Based on an
81 examination of numerous documents relating to Catholic and Marianist education and on
82 extensive consultation, it presented recommendations about how a common academic program
83 should express the ideals of university education in the Catholic and Marianist traditions. The

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

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

89

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

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

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

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

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

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

115

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

119

120 **I. *Scholarship:*** *All undergraduates will develop and demonstrate advanced habits of*
121 *academic inquiry and creativity through the production of a body of artistic,*
122 *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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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.*
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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.*

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

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

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

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

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

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

216

217 **IV. Overview and Components**

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

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

232

233 **Components of the Common Academic Program**

234 1. First-Year Humanities Courses – 12 total credit hours

235 ENG 100 and introductory courses in Religious Studies, Philosophy and History.

236 2. English 200 – 3 credit hours

237 3. Oral Communication – 3 credit hours

238 4. Mathematics – 3 credit hours

239 5. Social Science – 3 credit hours

240 6. Arts – 3 credit hours

241 7. Natural Sciences – 7 total credit hours

242 8. Faith Traditions –3 credit hours

243 9. Practical Ethical Action– 3 credit hours

244 10. Inquiry Elective – 3 credit hours

245 11. Integrative Course – 3 credit hours

246 12. Major Capstone Course – 3 credit hours

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

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

255 Students with transfer credits or credits earned through Advanced Placement or College Level
 256 Examination Program may apply those toward specific CAP components.

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261 First-Year Humanities

262 The first-year Humanities component will introduce the seven student learning outcomes
263 and develop appropriate disciplinary objectives as part of the first-year CAP courses in Religious
264 Studies, Philosophy, History and English that create a foundation for student learning in the rest
265 of the Common Academic Program and their majors. These courses will exhibit, at an
266 introductory level, the value of humanistic inquiry and reflection as a means of advancing the
267 seven learning outcomes. Particular emphasis will be placed on the diversity outcome. The
268 courses will allow students to encounter, at an introductory level, significant examples of
269 integrative knowledge. To help students understand the relationship between disciplines and to
270 begin to understand the importance of integrating knowledge across disciplines, the faculties of
271 the departments offering these courses will develop other common elements, questions or themes
272 to be considered in these courses. These courses challenge students to ask the question: "What
273 does it mean to be human? These courses will, when considered collectively, familiarize
274 students with central concepts and texts of the Catholic Intellectual Tradition.

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

284

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287 Oral Communication

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289 To enhance students' ability to communicate effectively, all students will complete three
290 hours in oral communication, normally in their first or second year of study. The Oral
291 Communication foundational course will focus on the concepts of dialogue and debate, with the
292 goals of engaging in constructive mutual dialogue in conversations and meetings; developing the
293 ability to articulate, analyze, and defend a position in a public forum; understanding the
294 differences between dialogue and debate; and understanding relative advantages and
295 disadvantages of each mode of communication. With its focus on dialogue and debate, the
296 course will assist students in the development of the skills necessary for learning, living, and
297 working in communities. By developing the ability to engage in conversation that advances
298 understanding, students will be better able to interact and collaborate with persons from diverse
299 backgrounds and perspectives.

300

301 Mathematics

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

306 Arts

307 To ensure that all students acquire a basic understanding of the arts as significant
308 manifestations of diverse cultural, intellectual, aesthetic, and personal experiences, all students
309 will complete a three hour component in the Arts. The Arts component may include courses
310 from the Departments of Music, Visual Arts, English and the Theater Program. Courses will
311 assist students to develop skills and acquire experiences that enable them to understand, reflect
312 upon, and value the creative process within the context of the arts. The requirement may be
313 satisfied by taking studio and performance courses as well as historical studies courses. Students
314 may satisfy the three hour requirement with one three hour course or a combination of one- and

315 two-hour courses. Given the diversity of the Arts, the specific learning outcomes addressed will
316 vary across courses.

317
318 **Social Science**

319 Essential to life in the 21st century is an understanding of the relationship between
320 individuals, groups and institutions. All students will complete three hours in the social sciences.
321 The social science component will use social science methods and social theory to critically
322 examine a human issue or problem from at least three social science disciplinary perspectives.
323 The course will emphasize outcomes related to scholarship, critical evaluation of our times, and
324 the diversity of the human world.

325
326 **Natural Science**

327 An understanding of many significant issues confronting our world today requires a basic
328 understanding of science. All students will complete seven hours in the natural sciences. This
329 includes a one hour laboratory requirement. Students will be exposed to at least two of the five
330 disciplines: Biology, Chemistry, Computer Science, Geology, and Physics. The science
331 component will actively challenge students to explore the scientific dimensions of complex,
332 controversial or unresolved problems facing human society. It will further the development of
333 the outcomes related to scholarship, practical wisdom and critical evaluation of our times by
334 challenging students to achieve an enriched understanding of the scientific method by applying
335 it to real issues of broad public interest. The community outcome will also be enhanced
336 through the team-based learning that occurs in the laboratory setting.

337
338 **Crossing Boundaries**

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

343 The charge to the Working Group included the following items.

344 Develop criteria for a set of proposed CAP courses relating to diverse religious traditions,
345 practical ethical action, and Inquiry and Integrative courses that will challenge students and
346 faculty to link aspects of their own lives, majors, and careers to a broader world within and
347 outside academia. These courses should strengthen the Catholic intellectual tradition in
348 significant ways. This tradition in Catholic and Marianist higher education emphasizes the
349 centrality of theology and philosophy, the importance of linking faith and reason, the
350 integration of knowledge, and the application of that knowledge to personal and social
351 situations in the world today. The student learning outcomes related to faith traditions,
352 diversity, practical wisdom, critical evaluation of our times, and vocation are particularly
353 important for this set of courses.

354
355 Develop criteria for a second course on religious traditions designed to offer a comparative
356 approach that allows students to reflect on, and place their own religious belief and experience
357 in a broader historical or cultural context.

358
359 Develop criteria for a practical ethical action course designed to bridge the theoretical and the
360 practical and the liberal arts and the applied fields. Such a course should offer an
361 opportunity for faculty to cross the boundaries of their own disciplines to dialogue with
362 faculty from other disciplines in ways that enrich their own understanding of important ethical
363 issues and that enrich the courses they offer to students.

364
365 Develop criteria for an Inquiry course that requires students to select a course outside their
366 own division to better understand the ways of knowing found in other academic specialties.
367 Students in the professional schools may benefit from a range of courses in the College that
368 expand their horizons and inform their views of the social world or their own professions.
369 Students in the humanities, arts, social and natural sciences may benefit from courses in the
370 professional schools or outside their own units in the College.

371
372 Develop criteria for an Integrative course that requires faculty to develop, and students to
373 select, courses that transcend disciplinary boundaries and explicitly examine significant social
374 issues or problems in a multidisciplinary or interdisciplinary framework. Faculty from
375 numerous departments could develop new courses or redesign existing courses to explicitly
376 incorporate a broader multidisciplinary or interdisciplinary perspective. Courses that provide
377 for collaborative or team-teaching, that link foreign language study with culture or history,
378 that incorporate study abroad, immersion or service-learning experiences are all possible ways
379 to facilitate integration.

380
381 At the present time, the criteria for the faith traditions course are:

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

- 387 unfamiliar (e.g., a non-Christian tradition) by examining its philosophical foundations,
 388 historical origins, artistic expressions, canonical texts and/or storied practices;
 389
- 390 b. Course must resonate with the content of REL 103. For example, REL 103 might serve as
 391 the basis for comparison and contrast;
 392
- 393 c. Students' abilities should be developed sufficiently to allow them to examine deeply their
 394 own faith commitments and also to participate intelligently and respectfully in dialogue
 395 with other traditions.
 396

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

- 398 a. Engage students in thick description and analysis of ethical issues via concepts central to
 399 the study of ethics (such as "justice," "rights," "natural law," "conscience," "forgiveness,"
 400 etc.) by instructors who are adequately trained to guide ethical argumentation. (When
 401 necessary, this can be accomplished creatively by means of the Jigsaw model or via team
 402 teaching, etc.) The "thickness" of discussion will arise from both relevant special
 403 interdisciplinary knowledge as well as awareness of the professions, economic institutions
 404 and practices, political institutions and practices, or cultural institutions and practices.
 405 b. Provide sufficient normative content from which reflection on value judgments and ethical
 406 reasoning can begin and in light of which students can be directed in how to apply them.
 407 Said differently, this course aims to extend student learning to those steps that follow the
 408 making of moral decisions. For example, students in education need to move from
 409 thinking about advocacy of children to learning how to be advocates for children to
 410 actually practicing advocacy.
 411

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

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

- 418 A course that pursues inquiry into the nature of a discipline outside a student's division by
 419 pursuing (a) a project or (b) smaller tasks which applies the methodologies of that
 420 discipline;
 421 A course that includes an international component which provides students an opportunity
 422 to study and learn in a substantially different cultural environment;
 423 A course with a service learning component that requires students to cooperate with
 424 community members in a meaningful way.
 425

426 Among the examples offered for Integrative course are the following:
427 A course offered by one faculty that brings different disciplinary perspectives together
428 while focusing on a common set of themes or problems;
429 A Multidisciplinary Team Taught Course that focuses on student research projects.
430 Participation in an international experience, either education abroad, an immersion or
431 service learning experience, that links foreign language study with the experience in the
432 culture and history of the region;
433 Participation in a multi-course integrative curriculum that already counts as fulfilling
434 the CAP charge.

435

436 **Major Capstone**

437 The ability of students to integrate the knowledge acquired in the undergraduate career,
438 both within the major and in the common academic program, is greatly enhanced by a capstone
439 experience. All students will have a capstone course or experience in their major. The capstone
440 will provide students the opportunity to engage, integrate, practice, and demonstrate the
441 knowledge and skills they have developed in their major courses and which reflect learning
442 outcomes associated with the Habits of Inquiry and Reflection. The capstone will provide
443 students the opportunity to engage in the scholarship, activity and/or practice of their major field
444 and further the students' understanding of their chosen vocation, career or profession. Students
445 will present their work in a forum appropriate to their major. This course or experience will be
446 designed by faculty in each major and may, or may not be assigned credit hours.

447

448 **Upper Level courses in religious studies, philosophy, and history**

449 As a Catholic and Marianist institution of higher education, the University regards
450 religious studies and philosophy as serving special functions in the undergraduate curriculum and
451 in the attainment of University-wide learning outcomes. Students are expected to deepen their
452 knowledge of the religious and philosophical traditions that inform the Catholic and Marianist
453 education. Study in these areas, especially when conducted through interdisciplinary courses,
454 also assists students in constructing integrated knowledge of the central human questions
455 examined in a liberal education. The fields of philosophy and religious studies, together with

456 historical study are indispensable for students' education in the Catholic intellectual tradition.
457 These fields prepare students to shape and contribute to this tradition in the future. The Catholic
458 intellectual tradition grows as individuals and societies encounter new challenges. Requiring all
459 students to take upper-level courses in these academic fields at the University of Dayton will
460 introduce them to the resources that the Catholic intellectual traditions offers for their own
461 personal, professional and civic lives and also for the just transformation of the social world. By
462 requiring every student to take six hours of upper level courses in the areas of religious studies or
463 philosophy and three upper-level hours in history, the University expects students to engage in
464 liberal learning that connects theory and practice and to draw upon the resources of the Catholic
465 intellectual tradition as they consider how to lead wise and ethical lives of leadership an service.

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

473 **Diversity and Social Justice Course**

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

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

487 Courses approved to satisfy the Diversity and Social Justice component of the CAP will
488 build on earlier CAP courses addressing diversity including the First-Year Humanities courses
489 (including ENG 100), ENG 200, and the Social Science, Arts, Natural Science, and Oral
490 Communication courses. The Diversity and Social Justice component may not double count
491 with these courses, but may double count with courses taken to satisfy other CAP components or
492 courses taken as part of the student's major.

493

494

495 **V. Administrative Structure**

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

502

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

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

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

515 this judgment, the Committee will return the proposal to the proposer with an explanation of its
516 decision.

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

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

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

523

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

525

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

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

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

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

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

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

542 4. At least three of the nine members must come from the Academic Senate, preferably
543 from the Academic Policies Committee. At least one member must come from the Academic
544 Policies Committee.

545 5. Each undergraduate dean has the option to serve or to appoint a designate as an *ex*
546 *officio* member in addition to the *ex officio* members identified above.
547 Members with the exception of the students shall have staggered three-year terms of office.
548 Student members shall have a one-year term of office, but may be reappointed by the Executive
549 Committee of the Academic Senate.

550

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

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

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

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

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

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

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

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

573 8. With the assistance of the Assistant Provost for the Common Academic Program and
574 the Associate Dean, conduct evaluations of the Common Academic Program and make

575 recommendations to the Academic Policies Committee of the Academic Senate for strengthening
576 the Common Academic Program. A thorough and systematic evaluation of the Program will be
577 conducted two years after it has been implemented and every five years thereafter. The
578 Committee may conduct a review of the Common Academic Program or any of its components
579 at any time to assess the extent to which students are achieving the specified goals.

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

584

585 **The CAP Leadership Team**

586

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

594 The Team members will work as a group to:

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

602

603

604

605 Assistant Provost for the Common Academic Program

606

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

614 Among other responsibilities, the Assistant Provost will:

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

630

631 Associate Dean of the College of Arts and Sciences

632 Because of the significant role of the College of Arts and Sciences in the Common
633 Academic Program, the designated Associate Dean of the College of Arts and Sciences will play

634 an important role in the implementation and administration of the Program. Among other roles,
635 the Associate Dean will:

- 636 1. Promote faculty interest in and development of CAP course proposals and serve as a
637 resource for faculty with questions about proposal development;
- 638 2. Coordinate faculty development and curriculum development activities in those areas of
639 CAP that are generally limited to faculty in the College;
- 640 3. Work with the Assistant Provost to address logistical issues related to CAP and to
641 implement procedures for effective assessment, review, and evaluation of the Common
642 Academic Program. The Associate Dean will assist in implementing assessment and
643 reporting the results of that assessment to the various constituencies including the
644 Committee on the Common Academic Plan and Competencies and the University
645 Assessment Committee;
- 646 4. Work with the Assistant Provost for the Common Academic Program and other university
647 staff to identify and pursue possible outside funding sources for the Common Academic
648 Program.

649

650

651 **VII. Bibliography**

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

654

655 Appendix B. Membership of Task Force and Working Groups

656

657 Coordinating and Writing Task Force

658

659 Patrick Donnelly (SOC)*

660 Margaret Pinnell (MEE)

661 Danielle Poe (PHL)

662

663 Arts Working Group

664

665 Sharon Gratto (chair, MUS)

James Farrelly (ENG)

666 Judith Huacuja (VAR)

Eric Street (MUS)

667 Joel Whitaker (chair, VAR)

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

668

669 Crossing Boundaries Working Group

670

671 Paul Becker (SOC)

Connie Bowman (Teacher Ed.)

672 Mary Carlson (HST)*

Andria Chiodo (LNG)

673 Jim Globig (ET)

Dan Goldman (GEO)

674 Brad Kallenberg (REL)

Dan Fouke (PHL)

675 Jayne Whitaker (VAR)

Janet Greenlee (SBA)

676

677 English 200 Working Group

678

679 Brian Bardine (ENG)

680 Sheila Hassel-Hughes (chair, Department of English)*

681 Susan Trollinger (ENG)

682

683 First Year Humanities Working Group

684

685 Julius Amin (chair, HST)

Maura Donahue (director, Program/ Christian Leadership)

686 Myrna Gabbe (PHL)

Sheila Hughes (chair, ENG)

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

688 Caroline Merithew (HST)

Laura Hume (HST)

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

690 Lori Phillips-Young (Writing Program Coordinator)

691 Anthony Smith (REL)

Susan Trollinger (ENG)

692 Cari Wallace (Director of New Student Programs)

693 Sandra Yocum (chair, REL)

Bryan Bardine (ENG)

694

* 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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696		
697		
698	<u>Major Capstone Working Group</u>	
699		
700	Janet Bednarek (HST)	John Clarke (VCD)
701	Heidi Gauder (Library)	Elizabeth Gustafson (ECO)
702	Carissa Krane (BIO)	Art Jipson (director, CJS Program)
703	George DeMarco (HSS)	Phil Doepker (MEE)
704	Steve Wilhoit (ENG, LTC)*	David Wright (BIO, LTC)*
705		
706		
707	<u>Mathematics Working Group</u>	
708		
709	Joe Mashburn (chair, MTH)*	Art Busch (MTH)
710	Becky Krakowski (MTH)	
711		
712	<u>Natural Science Working Group</u>	
713		
714	Rex Berney (chair, PHY)	Dale Courte (chair, CPS)
715	Said Elhamri (PHY)	Carl Friese (BIO)
716	Aparna Higgins (MTH)	Mark Masthay (chair, CHM)
717	Allen McGrew (chair, GEO)*	Jayne Robinson (chair, BIO)
718	Mike Sandy (GEO)	Jennifer Seitzer (CPS)
719	Shawn Swavey (CHM)	
720		
721	<u>Oral Communication Working Group</u>	
722		
723	Lou Cusella (CMM)	Jon Hess (chair, CMM)*
724	Heather Parsons (CMM)	Sam Wallace (CMM)
725	Kathy Watters (CMM)	
726		
727	<u>Social Science Working Group</u>	
728		
729	David Biers (chair, PSY)	Kristen Cheney (ANT)
730	Ralph Frasca (ECO)	Nancy Martorano Miller (POL)
731	Fran Pestello (chair, SOC)*	Jason Pierce (chair, POL)
732	John Rapp (interim chair, ECO)	Carolyn Roecker Phelps (PSY)
733		

734 * Denotes chairperson(s).

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