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## DOC 2008-01 The Common Academic Program

University of Dayton. Common Academic Program Committee

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## Proposal to the Academic Senate

**Title:** The Common Academic Program

**Submitted By:** Subcommittee on the Common Academic Program of the Academic Policies Committee of the Academic Senate

**Date:** August 15, 2008

**Action:** Legislative Authority

**Reference:** Art. II. B. 2.

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

Dear Colleagues:

Attached please find a document titled: “The Common Academic Program” (CAP). This document is a draft report of the subcommittee on the Common Academic Program of the Academic Policies Committee (APC) of the Academic Senate. Commissioned by the APC with the support of the Provost, the CAP Committee was charged in September of 2007 with the following task:

To create a draft proposal for a common academic program for University of Dayton students based on the seven learning outcomes in Habits of Inquiry and Reflection. In fulfilling this charge, the subcommittee should:

1. Establish priorities for the process.
2. Consider the recommendations in Habits of Inquiry and Reflection;
3. Keep in mind the goals of the Vision of Excellence;
4. Consider the history and institutional context of General Education at the University of Dayton;
5. Identify pertinent educational infrastructure, hiring, and faculty development issues raised by its proposed common academic program;
6. Consider assessment means for the proposed common academic program.
7. Pursue its work in a widely consultative manner, bringing in key stakeholders with pertinent interests and requisite knowledge as needed to move its work forward in timely manner.

That work is now completed, and the APC is ready to move on to the next phase of the process—a process that will probably take another 2-3 years from this point to the implementation of significant changes, should the Senate approve such changes.

While the APC members have begun identifying issues and questions concerning the document and working to get clarification to same, we believe that it is important to begin gathering feedback from the larger community concurrently for purposes of openness and efficiency.

The document should be viewed as what it is: a draft proposal to be discussed, debated, amended and revised over the next year by the campus community and the Academic Senate. To begin that process, the APC has asked the Senate to move this document out to the academic units, departments, and other appropriate groups for their general response, questions, and specific suggestions for revision. We have also asked that the document be posted along with the attached feedback form on the Senate web page so that individual members of the community can respond as well. Additionally, the APC will also be conducting open forums for interested individuals to share their thoughts and advice with the committee in person.

After this information is gathered, the APC will attempt to sort it out in a meaningful way and begin the process of revising the document for further review by the campus community and the Academic Senate. It is our goal to have a working document by the end of the academic year. At that point a serious appraisal could then be undertaken regarding the costs of implementation, structural and organizational changes that would have to be made, as well as the prioritization and schedule for the next phases of the process.

**To help frame the conversations regarding the revision of the document we are asking that feedback be submitted, on or before December 12, 2008, in the format that follows.** While general comments are certainly welcome, specific and detailed responses will be of much greater use as we proceed. Thanks to everyone in advance for your efforts on this important collective and collaborative work.

On Behalf of the Academic Policies Committee,

Chris Duncan, Chair APC

## Common Academic Program Feedback Form

### Directions

Thank you for your willingness to complete the following set of questions either as an individual or as the representative of your unit, department or committee. The APC would respectfully ask on behalf of the Academic Senate that you respond as fully and specifically as possible. The manner in which this is done is up to you, but the more specificity and detail you can provide the better. We realize that this is a significant amount of work and effort for all concerned, but we believe that it is necessary to have the most inclusive and wide-ranging conversation about this critical matter as is possible. As you know, the University has adopted the seven learning outcomes from *Habits of Inquiry and Reflection* to guide the University Assessment Plan (<http://assessment.udayton.edu/>). As such, it is crucial that we begin the process of ensuring that the undergraduate curriculum is designed to promote those learning-centered outcomes. This process represents one of the first major steps to do so. When you respond if you could please include the capacity in which you are replying, e.g. for the Department of, the College or School of, as a representative of, or as an individual, that would be very helpful. We would like to have this information submitted electronically on or before **December 12, 2008**. Please return your feedback to [Christopher.Duncan@notes.udayton.edu](mailto:Christopher.Duncan@notes.udayton.edu). (If you could put the term **CAP Feedback** in the subject line that would be very helpful as well). If you have additional questions please call 229-3648. Again, on behalf of the APC, thank you.

1. What in your domain (e.g., unit, department, or committee) is currently being done that already is aligned in whole or in part with the provisions of the CAP proposal?
2. What elements of the CAP proposal should be considered strengths and worth pursuing?
3. What elements of the CAP proposal should be considered weaknesses and should be significantly rethought or discarded?
4. What does the CAP proposal miss that should be considered and perhaps added to the proposal?
5. What in your domain would need to be developed to align with the provisions of the CAP proposal?
6. What resources and or changes would be needed to make that development possible?
7. In particular, what if anything, might it be necessary for us to stop doing in order to align with the provisions of the CAP proposal?
8. What are the general concerns or questions that need to be addressed or answered before moving forward in any significant way on the revisions to the CAP proposal?

## The Common Academic Program

### A Draft Report of the Subcommittee on the Common Academic Program of the Academic Policies Committee of the Academic Senate August 15, 2008

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## **I. INTRODUCTION**

### **A. The Charge from the Academic Policies Committee of the Academic Senate to the Subcommittee on the Common Academic Program**

The charge to this Subcommittee on a Common Academic Program (hereafter Subcommittee), set forward in “Curricular Reform Committee: A Subcommittee of the Academic Policies Committee Academic Senate for Curricular Reform Based on the Learning Outcomes of Habits of Inquiry & Reflection” (9/12/07), was to prepare a draft common academic program for all University of Dayton undergraduates with the following assumption and charge:

#### **ASSUMPTION**

Curricular revision is probably a two- to four-year process. The function of the subcommittee is to jumpstart this process by developing a working document for the APC to review and amend and then submit to the full Senate and the wider campus community for discussion and further refinement.

#### **CHARGE**

The APC hereby appoints the Subcommittee and charges it to create a draft proposal for a common academic program for University of Dayton students based on the seven learning outcomes in Habits of Inquiry and Reflection. In fulfilling this charge, the subcommittee should:

1. Establish priorities for the process.
2. Consider the recommendations in Habits of Inquiry and Reflection;
3. Keep in mind the goals of the Vision of Excellence;
4. Consider the history and institutional context of General Education at the University of Dayton;
5. Identify pertinent educational infrastructure, hiring, and faculty development issues raised by its proposed common academic program;
6. Consider assessment means for the proposed common academic program.
7. Pursue its work in a widely consultative manner, bringing in key stakeholders with pertinent interests and requisite knowledge as needed to move its work forward in timely manner.

### **B. History of General Education at the University of Dayton**

The University’s General Education Program (GE Program) has been in existence since 1983 (Academic Senate documents 81-02 and I-03-08 describe this program, see Appendix C). In many ways the program has served students well. It has achieved the stated goals of making students “aware of the diversity of intellectual thought and theory represented by the Sciences, the Humanities, and the Social Sciences within the Catholic and Marianist traditions of education” and offering students “an opportunity to evaluate and integrate information from various disciplines and thus enhance the study of a particular profession, field, or major.” It has provided for a number of common courses for all students, has offered courses from various disciplines on common themes, and has allowed flexibility for the development of more focused programs and initiatives such as the CORE Program and Learning-Living Communities.

Within the GE Program, the Humanities Base courses were designed to explore the question “What does it mean to be human?” through four major themes: Autonomy and Responsibility, the Individual and Society, the Person and Nature, and Faith and Reason. The CORE Program, operating within the framework of the GE Program, integrates courses in the Humanities Base and incorporates additional courses in the second and third years of study.

Thematic clusters were implemented to facilitate an integrated view of knowledge and enhance students’ familiarity with key domains of knowledge by offering a minimum of three courses that focus on a common fundamental human question. By taking courses from three to five different domains, students are exposed to various ways of thinking about human concerns. However, at present many units outside the College of Arts and Sciences (hereafter the College) are not well-integrated into the process of developing courses for the current clusters or suggesting new clusters. Furthermore, both formal and informal assessments suggest the need to develop more effective vehicles for conveying an integrated view of knowledge about these human concerns in the College and in the School of Business Administration, the School of Education and Allied Professions, and the School of Engineering (hereafter these three units will be referred to collectively as the professional schools).

In designing a common academic program based on the seven student learning outcomes from *Habits of Inquiry and Reflection* (HIR), the Subcommittee built on the recognized strengths of the GE Program. For the purposes of this document, this new program will be referred to as the Common Academic Program (hereafter the CAP). These strengths are most easily identified in the CORE Program with its highly developed and rigorous interdisciplinary course of study and emphasis on faculty collaboration. What fundamentally distinguishes the CAP from the GE Program is a developmental approach that guarantees integration of general education with the major and provides significant interdisciplinary experiences throughout the undergraduate experience of all students. The CAP is integral to, rather than preliminary to, education in the majors. Furthermore, the CAP is a curricular structure that reflects the following: a more developed understanding of the Catholic and Marianist traditions explicated in HIR; a more deliberate plan for integrating knowledge across disciplines; a desire to promote reciprocity of learning between the College and the professional schools; and a strategy to bridge the CAP with students’ majors.

### **C. Evolution of the Common Academic Program Draft Proposal**

The Subcommittee’s work was guided by its charge to produce a common academic program as the means to implement the seven student learning outcomes of HIR. The Subcommittee reviewed a variety of internal and external documents (see Appendix B) and met regularly between December 2007 and mid-August 2008, with additional communication and elaboration of ideas conducted via a QuickPlace site.

The Subcommittee began by identifying curricular vehicles within the current GE Program that may be implementing the seven student learning outcomes described by HIR. Early deliberations provided consensus on the following: a holistic developmental approach to the CAP over four years; a commitment to reciprocity between the College and the professional schools; a clear

integration of the major and the CAP; and a preference for interdisciplinary learning opportunities throughout the CAP.

New curricular vehicles that could effectively address specific student learning outcomes were considered. An interdisciplinary course in the third or fourth year that involved critical evaluation of our times and practical wisdom and a fourth-year capstone course or equivalent experience in the major were deemed suitable as culminating CAP experiences.

The Subcommittee then considered first-year seminars proposed by HIR. These considerations evolved into a discussion of a set of linked first-year courses. Noting the effectiveness of the CORE Program and the Learning-Living Communities, the Subcommittee produced the following working model: a pairing of courses in the humanities (English, History, Philosophy and Religious Studies), combined with common addresses that would introduce students to the intellectual life of UD as a comprehensive university. Common second-year courses in the Arts and the Social Sciences would build upon the base formed by the first-year linked courses. The Subcommittee recognized that a process for developing these courses would need to be carefully planned to ensure faculty engagement in determining both the disciplinary and interdisciplinary dimensions of the six courses over the first two years of study.

The Subcommittee presented its preliminary ideas on the CAP, particularly the first year paired courses and addresses, at the May 6<sup>th</sup> Humanities Base Workshop. Humanities faculty and those attending from other disciplines and professional schools were engaged in large and small group discussions regarding the CAP, and the subcommittee incorporated the faculty's feedback into its ongoing work.

The Subcommittee's next focus was to review the remaining CAP requirements, giving special attention to diversity, internationalization, and service learning with recognition of the importance of integrating all three into every part of CAP as well as the major. The final step has been to write the report with attention to the logistical details that the curriculum proposal demands. As noted above, the Subcommittee, following the language in its charge, used Common Academic Program or CAP as a working name for the program within this report.

While the above seems to present a serial evolution, such a process does not fully represent what transpired. Rather, the process was highly iterative. The maturation of each CAP element forced a rethinking and revision of previously addressed elements.

## II. DEVELOPMENT OF THE COMMON ACADEMIC PROGRAM DRAFT PROPOSAL

### A. Philosophy behind the Common Academic Program

The philosophical underpinnings of the CAP are in the University's commitment to educating in the Catholic and Marianist traditions. These traditions have informed a UD education since the University's founding. *Habits of Inquiry and Reflection*, the most recent expression of how this commitment is to be realized, offers the following as a "mission statement for the undergraduate academic program":

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 (HIR, IV).

*Habits of Inquiry and Reflection* identifies the following seven student learning outcomes for a common academic program:

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.*

**6. Critical evaluation of our times:** *Through multidisciplinary study, all undergraduates will develop and demonstrate habits of inquiry and reflection, informed by familiarity with Catholic Social Teaching, that equip them to evaluate critically and imaginatively the ethical, historical, social, political, technological, economic, and ecological challenges of their times in light of the past.*

**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.*

Through these outcomes, HIR promises students an education of the whole person. It provides the opportunity to explore with full intellectual rigor the faith-informed affirmation of the dignity of each human as one created in the image and likeness of God. This dignity is rooted in an understanding of the human as a social creature whose richness of life depends upon the diversity that comes in relationship to others. One comes to an understanding of diversity in and through the familiar, family and friends; in and through the wide spectrum of activities and institutions referred to by the broad term “culture;” and in and through the biodiversity found in all of creation – the vast cosmological ecosystem in which we live. If dignity is rooted in humans as social creatures, then dignity also depends upon right relationships from the personal to the cosmic, from the local to the global. It is, in fact, the relational character of the human person that makes clear that this life is one lived in community with its rights/privileges and duties/responsibilities. Living in community requires a critical evaluation of our times and demands a practical wisdom that integrates the intellectual, emotional, and spiritual into right action. Catholic tradition understands right action to be an expression of one’s vocation, a response to gifts bestowed from a loving God and among the most basic personal expressions of the relational dimensions of human life.

The University of Dayton engages in its educational mission with an intentional commitment to scholarship as a comprehensive twenty-first century university. To ensure critical examination of all dimensions of human endeavors to know, to understand, and to engage in life in the world, the Marianist commitment to education requires a serious exploration of diverse perspectives within the Catholic and Christian traditions and alternative perspectives, both from other faith

traditions and from secular perspectives. At the heart of the CAP's commitment to scholarship are the academic disciplines which make their unique contributions to the pursuit of knowledge. At the same time, critical evaluation of our times and practical wisdom demands an intellectual sophistication that requires thinking across and through disciplines. The CAP is designed to utilize more fully the intellectual diversity that exists at UD as a comprehensive university to foster this intellectual sophistication in our students.

The CAP prepares students to engage in discipline-specific and interdisciplinary scholarship by forming them in the habits of the intellectual life, i.e., critical reading, effective writing, and engaged and informed conversation in and across disciplines. It seeks to facilitate dialogue among those with various perspectives even when the dialogue raises questions, debates and conflicts that are not easily resolved. With a focus on diversity, the CAP also provides students with a self-reflexive awareness of their own intellectual location including the influences that come from family, the wider culture, mass media, and their own faith traditions.

The CAP can serve as a model of engaged dialogue that enacts genuine respect and openness to other perspectives even in the face of significant disagreement. The CAP can contribute to our students' preparation to deal with conflict in ways that avoid coercion and violence in the face of difference. To prepare students to engage the world peaceably with a commitment to justice would surely be an affirmation of the best that the Catholic and Marianist educational traditions have to offer.

## **B. Guiding Principles behind the Development of the Common Academic Program**

The guiding principles for the CAP are found in the seven student learning outcomes of HIR. Key to implementing these outcomes effectively is to use pedagogical approaches that ensure students develop the basic academic skills, i.e. critical reading and writing skills and the ability to integrate knowledge. While many faculty already engage in pedagogical approaches that effectively assist students in developing these skills, the Subcommittee recommends that these efforts be supported and expanded through a more intentional developmental and integrative approach throughout the CAP. The emphasis will be on students' developing increasing sophistication in their reading, writing, and integrative skills from year to year. Obviously, this development is complex with students beginning from different starting points and advancing at variable rates. Nevertheless, the Subcommittee recognizes that faculty teaching CAP courses should be deliberate in preparing students in these three fundamentals of academic work.

The seven student learning outcomes are most fully accomplished through a developmental and integrative approach, with no single course exhausting what is sought in any one of the outcomes. While individual courses will contribute in significant ways to students' ability to master particular learning outcomes, that fact does not place "ownership" of an particular student learning outcome with one department. For example, the "faith traditions" learning outcome can not, nor should be, the sole purview or responsibility of the Department of Religious Studies. Each of the outcomes must be attended to in each year with increased levels of intellectual sophistication. This attention should be provided in the courses in the CAP as well as courses in the students' major field of study. The chart found in Appendix D provides a visual referent for the ways in which the CAP fulfills the seven student learning outcomes. The developmental

approach to the CAP is also meant to facilitate the CAP's integration with the major. The students' increased academic facility should provide clear evidence of the CAP's effectiveness in developing students who are intellectually capable of engagement with complex ideas in their chosen disciplines.

Given that the seven student learning outcomes were the guiding principles behind development of the CAP, the Subcommittee also drew upon these to provide opportunities for reciprocity of learning between the College and the professional schools in the CAP. The Subcommittee takes the position that it is important for professional schools to continue to integrate perspectives from the arts and sciences in their respective programs. This stated, education that emphasizes the important influence of professions on society as understood by faculty practicing and teaching within said professions also has value and hence should be included in the CAP.

While HIR does not call explicitly for a coupling of the Arts and Sciences and professional schools in the delivery of a common academic program, HIR student learning outcomes such as #5 (practical wisdom), #6 (critical evaluation of the times), and #7 (vocation) indicate a degree of integration between various bodies of theoretical and applied knowledge that necessitates the reciprocal relationship proposed here. Indeed, these HIR outcomes are more likely to be fully realized with significant curricular participation from the professional schools.

Consequently, a subset of curricular vehicles described in this report specifically call for integration with the professional schools: the CAP-Core Addresses, the Practical Ethics requirement, and the CAP Integrative Experience. Additionally, service learning can provide a vehicle for engagement between the professional schools and the College.

### III. THE COMMON ACADEMIC PROGRAM

#### A. Overview of the Proposed Common Academic Program

The CAP curriculum is developmentally integrative. Skills and content introduced in foundational courses will be reinforced and broadened in subsequent courses. In all four years of study, students will integrate content and methods of inquiry from multiple disciplines in order to better understand the world and its challenges.

A brief listing of CAP courses and experiences is given in this section. Detailed descriptions follow in Section III.B., and a chart illustrating a possible four year sequence of the CAP courses is located in Appendix E.

#### 1. CAP-Core – 18 total credit hours; first and second years.

- a. The four first year CAP-Core courses are CAP English 101, CAP History, CAP Philosophy, and CAP Religion. These courses are paired, with each pair accompanied by a series of CAP-Core Addresses. (12 total credit hours).
- b. The two second year courses in the CAP-Core are CAP Arts and CAP Social Sciences. Each course is accompanied by a series of CAP-Core Addresses. (6 total credit hours).

#### 2. English 201 – 3 credit hours; second year. This course will emphasize rhetorical analysis and a process-approach to writing effective academic arguments.

**3. Religion Course – 200 level – 3 credit hours; second year.** Students will select one 200 level course in Religious Studies. These courses will focus on the Faith Traditions learning outcome from HIR and introduce students to major religious traditions other than Catholicism and Christianity in general.

**4. Natural Sciences in the Common Academic Program – 6 total credit hours.** Students will take these courses in the semesters appropriate for their major. Students with different majors can satisfy this requirement in ways consistent with needs in the major. At minimum, all students will take two courses in the Natural Sciences.

**5. Mathematics in the Common Academic Program – 3 credit hours.** Students will take this courses in the semester appropriate for their major. Students with different majors can satisfy this requirement in ways consistent with needs in the major. At minimum, all students will take one course in Mathematics.

**6. Communication –** Unit and/or department plans must demonstrate how communication development within the major is addressed. Communication skills may be developed in a particular course and/or by experiences spread through a sequences of courses.

**7. Course in Practical Ethical Action Informed by Catholic Social Teaching – 3 credit hours.** Students will take this course in the semester appropriate for their major. All students will be required to take one such course selected from among a group of approved options.

**8. CAP Inquiry Elective** – 3 credit hours; third year. All students will be required to take one CAP Inquiry Elective selected from a designated list of courses. These courses will address at least two of the following student learning outcomes: diversity, community, practical wisdom, and critical evaluation of our times. Students are required to explore a topic of intellectual interest outside of their major in the case of the College and outside of their unit in the case of the professional schools.

**9. Diversity** – 3 credit hours or equivalent experience; second or third year. All students will participate in an initial discussion of diversity that will take place in the six-course CAP-Core. In addition, each department will be responsible for ensuring that all students majoring in the department receive an additional significant experience relating to the diversity outcome.

**10. Service Learning Requirement** – No credit hours specified; third or fourth year. All students will engage in a service learning opportunity related to their major.

**11. CAP Integrative Course** – 3 credit hours, third year. This thematically and/or problem-based experience will engage students in a social/cultural problem from an interdisciplinary perspective.

**12. Disciplinary Capstone Course** – 3 credit hours; fourth year. This course will be the culminating experience of the CAP.

**B. Common Academic Program: Courses and Experiences**

*Note: All of the CAP courses and experiences presented in the following sections (III.B.1-12) must be reviewed and approved by the CAP Course Approval Committee (described in Section IV.A.3).*

**1. CAP-Core for First and Second Years**

**a. Introduction**

Progressive Development { The central feature of the CAP is the CAP-Core, which students take during the first and second years of study. The CAP-Core includes common courses in English, History, Philosophy, and Religious Studies (first year), and in the Arts, and the Social Sciences (second year). Through a carefully coordinated design, these courses use a mutually reinforcing, progressive model of learning relative to the HIR student learning outcomes. No specific course has the sole responsibility for any of these outcomes, but each course does attend to each outcome from its own disciplinary perspective. The inter- and multi-disciplinary dimensions of the CAP-Core, in turn, reinforce and deepen student learning relative to those outcomes.

Integrative Learning { Inspired by the success of the CORE Program in creating a challenging learning environment in which students develop important intellectual skills, the CAP-Core provides rigorous and common integrative learning through course linkages and faculty collaboration. Beyond the interdisciplinary links among the courses, the CAP-Core introduces students to the unique opportunities offered in and through the intellectual diversity available at a comprehensive university. The integrative learning in the CAP-Core connects to multiple disciplines—both within the College and in the professional schools—primarily through the CAP-Core Addresses.

The CAP-Core introduces content via courses in religious studies, English, History, Philosophy, the Arts, and the Social Sciences. However, these courses will not be the standard introductions to a discipline often associated with general education courses. This statement is not intended to devalue the introductory course for those entering a discipline. Rather, the emphasis here is on the unique and valuable perspectives that each area brings toward shared understanding of the dimensions of human endeavors and the world in which we live. A truly interdisciplinary learning experience in a common academic program mirrors the complexity of the world in which UD students will work and live in community. This learning experience includes carefully designed opportunities for students to improve their ability to engage in multiple forms of oral and written scholarly communication. At the same time, the inter- and multi-disciplinary approach of the CAP-Core assists students in deepening their knowledge of faith traditions, diversity, modern world problems, and sense of personal vocation. In other words, disciplinary-based knowledge remains absolutely necessary in the student’s formation in practical wisdom, but its development flourishes when a student has

to engage across disciplines. A multi-disciplinary approach both heightens disciplinary awareness and enriches this awareness. Faculty teaching CAP-Core courses are expected to model for the students an ability to provide both disciplinary expertise and broader perspective that comes in the exchange with faculty from other disciplines.

Student Challenge

Courses in the CAP-Core will employ a pedagogy that engages students actively in the classroom, and which challenges students to do research that enables them to analyze topics critically and develop scholarship. Students are to be challenged to develop scholarship that reflects their engagement with the different disciplinary perspectives in the CAP-Core. Faculty must be afforded multiple opportunities to evaluate students' scholarship to help students mature in their scholarly abilities.

**b. Focus**

The CAP-Core courses are addressing questions emerging from the seven student learning outcomes of HIR. Figure 1 notes these guiding questions which generally deal with a Catholic and Marianist perspective on ways of knowing and living. These questions reinforce the transformative nature of the CAP. The CAP-Core seeks to inspire individual and societal responses to challenges and opportunities in the world today.

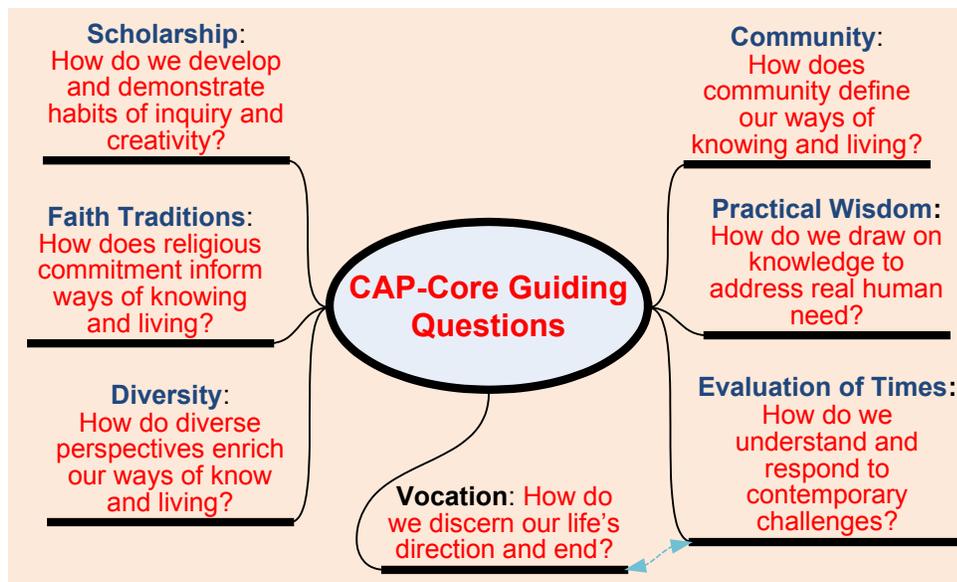


Figure 1. CAP-Core Guiding Questions

Each CAP-Core course addresses the questions linked to the seven student learning outcomes as the discipline dictates. Some questions will receive significant attention in one course and little in another, but it remains important that each course in the CAP-Core should strive to address all seven outcomes to some degree.

### c. Structure

The six common CAP-Core courses are offered as two sets of paired courses in the first year (e.g. CAP ENG 101/CAP PHL and CAP REL/CAP HST), followed by one course each in Arts and Social Sciences in the second year. The latter courses would be expected to integrate all Arts and Social Sciences respectively. The first year paired CAP courses and the second year CAP Arts and CAP Social Sciences courses are accompanied by CAP-Core Addresses. These are detailed in section III.B.d. CAP-Core courses and Addresses would be offered in common time blocks to facilitate scheduling. Enrollment in CAP-Core course will be limited to a maximum of 30 students per section.

The four first-year CAP-Core courses are paired. For example, one-half of first-year students might take paired ENG/PHL courses in the first semester and paired HST/REL courses in the second semester. The remaining first-year students would take the paired HIS/REL courses in the first semester and paired ENG/PHL courses in the second semester (see Table 1). The Subcommittee leaves it to the developers of the first-year CAP-Core to decide which courses are best paired. An important aspect of “pairing” is that, ideally, a given section of students should stay together throughout all four first-year CAP-Core courses.

The second year in the CAP-Core includes one common Arts course and one common Social Sciences course. Ordinarily, they are to be taken in different semesters. The ways of knowing found in the social sciences and the arts offer additional approaches to exploring the questions found in Figure 1.

**Table 1. CAP-Core Structure**

	Courses	
Year	Semester 1	Semester 2
<b>first</b>	REL1xx/HST1xx or PHL1xx/ENG101	PHL1xx/ENG101 or REL1xx/HST1xx
<b>second</b>	ART2xx or SSC 2xx	SSC 2xx or ART2xx

### d. CAP-Core Addresses

An important aspect of the CAP-Core for both the first and second years is the CAP-Core Addresses. A total of five to seven Addresses per semester are recommended. They are a required, common element of the CAP-Core. These CAP-Core Addresses provide a structural means to infuse the CAP-Core with perspectives from disciplines throughout the University including, notably, the professional schools. They are to be one of the principal means to interdisciplinary engagement. The CAP-Core Addresses support the CAP-Core curriculum and ought never dictate the course content.

Structurally, each set of paired courses in the first year would have a unique set of CAP-Core Addresses, as would the individual second year CAP Social Sciences and CAP Arts courses. Thus, in both years there would be two sets of CAP-Core Addresses offered in

each semester. For example, in the first year, the CAP-Core Address for the paired CAP REL/CAP HST course would be delivered to 800-900 students. The paired CAP PHL/CAP ENG 101 course would be delivered to the other half of the students. Both CAP-Core Addresses would be offered each term. The Subcommittee notes that there are significant implementation challenges to the delivery of the CAP-Core Addresses.

With support from the CAP Director and CAP Leadership Team (see section IV.A), the respective departments assigned to develop and teach the CAP-Core courses will define the CAP-Core Addresses to best compliment the CAP-Core curriculum and provide exposure to perspectives from all disciplines. As envisioned, it is expected that the CAP-Core Addresses could be centered upon specific themes connected to the HIR goals from outside of the disciplines of the paired courses. For example, a first year CAP-Core Address relevant for the paired CAP REL/CAP HST course could address the question “How does community inform our ways of knowing and living” from the perspective of biodiversity. The individual instructors in religion and history are to then consider the contrasting perspective in the context of the course. As another example, for the second year CAP Arts course, a Mechanical Engineering faculty might provide an address on the design and production of a coffee maker. Economics faculty may offer perspectives on various models for allocation of scarce resources. Education faculty may describe various means by which elementary education may be funded. The Arts faculty could later expound upon the Address from the perspective of diversity of ideas, the perspective of the Arts in interpreting the technological times, etc. Again, it must be noted that critical to the success of this CAP-Core proposal is a planning, design, and application process that allows for careful coordination of the disciplinary and interdisciplinary elements of the curriculum.

#### **e. Common Content and Texts**

*Habits of Inquiry and Reflection* stipulates that the student learning outcomes will not be the sole domain of the CAP-Core or the CAP in total:

[the seven student learning outcomes] 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. (pg. 7)

Faculty from all disciplines will need to understand these outcomes and understand how they can build from knowledge and experiences derived from the CAP-Core.

There must be strong commonality among the various sections of the CAP-Core courses within the same discipline. Yet, individual instructors should retain flexibility in how they address those common components. The CAP-Core Addresses will help to reinforce and enhance commonality between courses. A common syllabus and some common readings (not necessarily all readings) should be established for each course. Such commonality need not be in conflict with individual faculty creativity. In order to deliver

the HIR outcome critical evaluation of times, CAP-Core courses should deal, to some extent, with modernity or the underpinnings of modernity.

#### **f. CAP-Core Development**

The development of the CAP-Core will require significant and careful collaboration, with strong involvement by and between the departments assigned to develop and teach the CAP-Core courses. The envisioned process starts with proposals from the individual departments (English, History, Philosophy, Religious Studies and the departments that make up the Arts and Social Sciences) that address the goals and framework of the CAP-Core. After course content is specified, topics for the CAP-Core Addresses will need to be developed and faculty who can deliver those Addresses identified. The complex intersection of all of these efforts will provide a solid foundation for the integration of learning across and through disciplines represented in the courses and the CAP-Core Addresses.

#### **g. The Arts Course**

##### Brief Description

A single interdisciplinary course in the Arts should introduce students to the arts, the arts “way of thinking” and looking at the world. It includes readings, discussion, and artistic practice; consideration of the relationship between artistic practice and criticism; and an understanding of the historic roots and emergence of the arts disciplines.

##### Requirements

This course is a three credit course offered for second year students. It can be taken in either semester. Exemptions could be granted to allow students to take this course during their first year.

##### Detailed Description and Content

Each of the three Arts disciplines (music, theater, and visual arts) offers much in the way of understanding the contemporary world and its problems. This course in the CAP should address the mission of the HIR, build on the themes developed in the first year CAP courses, and address at least four of the student learning outcomes. Additionally, each section should embrace both the practice/experience of the arts AND their history/criticism. For example, a section taught by an art historian would have to include content in which students actually do some serious making of art and reflecting on what it means to make things. Likewise, a section taught by a painter, or a musician, or a theatre faculty member would need to include some historical/critical elements so as to balance the production/performance of art (or its experience in the case of attending concerts/performances) with the other dimension of how the arts are engaged, namely historical study and criticism.

The specific topics, themes, outlines, syllabus, readings, etc., are determined by faculty from the individual arts disciplines. The course would share some common readings in all sections and share some common experiences. Each discipline, and each faculty member, would also select readings for particular course sections. Faculty from each of the arts disciplines would offer a CA-Core Address during the semester.

#### Departments and Programs Contributing to Development, Delivery and Staffing of Course

This course is developed and taught by faculty from the Department of Music; The Department of Visual Arts; and the Theatre Program. Each of these areas would each provide faculty for teaching this course but there would not be specifically Visual Arts, Music, and Theatre “sections” of this course.

#### **h. Social Science Course**

##### Brief description

A single interdisciplinary course in the Social Sciences introduces students to the social sciences, the social science ‘way of thinking’ and looking at the world. It includes readings and discussions of the scientific method; the relationship between theory, method and data; and the historic roots and emergence of the social sciences disciplines.

##### Requirements

This course is a three credit course offered for second year students which may be taken in either semester. Exemptions could be granted to allow students to take this course during their first year.

##### Detailed Description and Content

Each of the five Social Science disciplines at UD (Anthropology, Economics, Political Science, Psychology, and Sociology) offers much in the way of understanding the contemporary world and its problems. The CAP Social Science course address the mission of the HIR, build on the themes developed in the first year CAP courses, and address at least four of the HIR student learning outcomes: scholarship in the social sciences; an understanding of the nature of the relationship between individual, community and society; the diverse nature of human populations and social organizations; and a critical evaluation of the ethical, historical, social, political, technological, economic, and ecological challenges of our times that incorporate Catholic Social Teaching.

The specific topics, themes, outlines, syllabus, readings, etc., are determined by faculty from those disciplines. The course shares some common readings in all sections and some common experiences, including CAP-Core Addresses. The course also permits enough flexibility for departments and faculty to select readings for particular sections of

the course. Faculty from most of the five Social Science disciplines would offer a CAP address during the semester.

For BA students in the College of Arts and Sciences, this course may serve as one of the two introductory courses in the Social Sciences. Since this interdisciplinary course would be taken in the second year, some students will have had an introductory course in a particular social science discipline prior to enrolling in this course while others will not. In developing the CAP course, faculty need to consider the relationship between the CAP interdisciplinary course and the introductory courses to each of the disciplines.

#### Departments and Programs Contributing to Development, Delivery and Staffing of Course

This course would be developed and taught by faculty from the Departments of Anthropology, Economics, Political Science, Psychology, and Sociology.

## **2. English 201**

*Note: The majority of the text below was taken from the document “Department Of English Proposal Regarding Revision Of First-Year Writing Sequence And Content” dated September 2007.*

#### Brief Description

ENG 201 is a theme-based course focusing on academic research and argumentation. It involves instruction and practice in developing research skills employed across the curriculum and refining reading and critical thinking skills covered in ENG 101 and the other first year CAP-Core courses. The course emphasizes rhetorical analysis and a process approach to writing effective academic arguments.

#### Requirements

ENG 201 is a three credit course offered for second year students who have successfully completed ENG 101 (the first-year CAP-Core English course) or with appropriate placement.

#### Detailed Description and Content

English 201 is carefully designed to build on the skills and concepts taught in English 101 and focuses on academic research and argumentation. It specifically addresses the HIR student learning outcomes #1 (scholarship) and #5 (practical wisdom). In addition, ENG 201 provides a linkage to the CAP core courses taken during the first year because students are expected to examine a significant theme or concept from several perspectives. Such extended examination of one theme or concept allows students’ ample opportunity to develop the depth of understanding necessary to critically engage the issues involved. ENG 201 builds on the

integrative nature of the first year CAP Core courses and be a bridge to the CAP Integrative (see section IV.B.10) and CAP Inquiry Elective (see section IV.B.7) courses.

Students conduct research on a course theme, continuing to build on the research skills they learned in English 101. They write researched arguments that draw on a variety of sources (including scholarly sources) from a variety of disciplines and perspectives. The course provides continuous instruction about writing and rhetorical analysis, asking students to consider how language is used in various ways to persuade and inform about the topic under consideration. Students learn how different disciplines approach the topic they have selected to study; students would also analyze how style, documentation, structure, and conventions of texts vary across disciplines and genres.

English 201 culminates in a complex project worthy of presentation at UD's annual Stander Symposium or worthy of submission to a UD-sponsored online peer-reviewed student publication.

#### Departments and Programs Contributing to Development, Delivery and Staffing of Course

This course is developed and taught by English faculty members, adjuncts, or TAs based on the assignments of the Chair of the Department of English.

### **3. Religion Course – 200 level**

#### Brief description

This course is chosen from a designated list of courses in Religious Studies. Each course must address HIR student learning outcome #2 (faith traditions), particularly the focus on introducing students to major religious traditions other than Catholicism specifically and Christianity more generally. It includes primary and secondary sources from scholars of those religious traditions being examined.

#### Requirements

This is a three credit course offered for second year students and first-semester third year students. It may be taken in any of the three semesters.

#### Detailed Description and Content

The student learning outcome on faith traditions calls for students to have familiarity with both Catholic faith traditions and other major religious traditions. To meet this student learning outcome requires at least two courses. The first is a general introduction to Catholic Christian faith traditions and is part of the interdisciplinary CAP core. The second religion course provides students an opportunity to learn about other religious traditions. Students have a limited number of options from which to choose. Whether the course is in biblical studies, systematic theology, historical studies, or comparative religion, it must include some comparative approach to the study of religious traditions that fosters a respectful understanding

of other religious traditions. In biblical studies, this comparison could take the form of comparing the content of sacred texts from different religious traditions and the role these texts play within those traditions today. In systematic theology, this comparison could address religious pluralism, interreligious dialogue, or comparative doctrinal study (e.g., understanding of God, prayer, etc. Historical studies could provide an understanding of the origins and developments of various religious traditions, e.g., Judaism, Christianity, and Islam, with a special emphasis on understanding contemporary expressions of the faith tradition being examined. Finally, comparative approaches could focus on one major tradition other than Christianity with some comparative elements with other religious traditions including Christianity.

#### Departments and Programs Contributing to Development, Delivery and Staffing of Course

This course is developed and taught by faculty primarily from Religious Studies. Faculty from other departments might also teach a second level religion course as long as the course would meet the requirements that would permit it to be cross-listed in the faculty member's own department and Religious Studies.

#### **4. Mathematics Course**

##### Brief Description

The CAP exposes all students to ways of knowing practiced in Mathematics and provides a framework for the reciprocal exchange of knowledge between Mathematics and other disciplines.

##### Requirements

The university-wide Mathematics requirement is three credit hours.

##### Detailed Description and Content

All students take at least one 3 credit hour course approved for the CAP. For many students this course will be just one of a sequence of Mathematics courses designed to support their major course of study. Courses satisfying the CAP Mathematics requirement enhance an awareness of the relationships between mathematics, the other disciplines, and societal issues. The CAP Mathematics course addresses the student learning outcomes on scholarship and critical evaluation of our times.

#### Departments and Programs Contributing to Development, Delivery and Staffing

Ordinarily, courses satisfying the Mathematics requirement will be delivered by the Department of Mathematics.

## 5. Natural Science Courses

### Brief Description

The CAP exposes all students to ways of knowing practiced in the Natural Sciences and provides a framework for the reciprocal exchange of knowledge between the Natural Sciences and other disciplines.

### Requirements

The university-wide natural science requirement is six credit hours.

### Detailed Description and Content

For students with some majors, Natural Science courses are largely part of "general education". For students with other majors, Natural Science courses form an important part of the curriculum within the major. No single, common sequence of Natural Science courses can serve the disparate needs of all students within the University.

The delivery of Natural Science courses in the CAP retains the *structure* that it has in the current academic program. That is, students pursuing BA degrees in the College typically take the INSS (Integrated Natural Science Sequence) which is an 11 hour sequence consisting of three courses and two labs. Students not pursuing BA degrees should take the INSS sequence or Natural Science courses that support their major course of study.

The INSS sequence and other courses designed to satisfy the CAP Natural Science requirement should deliberately include material designed to show the impact of science and technology on society and the relationship of science to other disciplines. The CAP Natural Science courses should address HIR student learning outcomes on scholarship and the critical evaluation of our times.

### Departments and Programs Contributing to Development, Delivery and Staffing

Ordinarily, the courses satisfying the Natural Science requirements will be delivered by the Departments of Biology, Chemistry, Geology, and Physics.

## 6. Communication

### Brief Description

Progressive development of scholarship implies progressive development in the ability to communicate effectively. The CAP recognizes the special importance of communication skill development in all students, but especially as it relates to their chosen major and profession.

### Requirements

Units/majors will develop a plan for progressive development of communication skills for their

students. It is expected that this plan will involve collaboration with the Department of Communication and may require a Communication course. The plan may include a Communication course requirement, but a single course is not sufficient. Units/major must demonstrate how communication skills will be progressively developed throughout the curriculum.

#### Detailed Description and Content

Effective communication is an important aspect of scholarship. Arguably the most important scholarship produced is that produced within a major. The Subcommittee recommends an emphasis on focused development of effective communication skills needed by students for their major discipline.

#### Departments and Programs Contributing to Development, Delivery and Staffing of Course or Experience

All departments/units are tasked with developing plans for progressive communication development of their students. Such development is expected to involve collaboration with the Department of Communication.

### **7. Course in Practical Ethical Action Informed by Catholic Social Teaching**

#### Brief Description

All students take a course in applied ethics as informed by Catholic social teaching (CST) selected from among a group of approved options. Acceptable course options must provide foundational knowledge about ethics as informed by CST and nurture commitment for meaningful ethical action in one's personal or vocational/professional life.

#### Requirements

This course would be a three credit course offered to all students after completion of the CAP-Core.

#### Detailed Description and Content

To be fully engaged as a human being is to seek understanding of the nature of one's self and one's world, but also to engage in practical, ethical action in one's workplace and community. Accordingly, ethics is an important component of general education at a Catholic, Marianist University. Infusing ethics into the CAP in a meaningful way requires a course that combines theoretical understanding of underlying philosophical and religious questions with the ability to apply these understandings in specific, concrete circumstances.

The course has significant content that will be consistent across all sections (primarily that informed by Religious Studies and Philosophy). However, different sections of this course may choose to include content appropriate for students within particular majors. The course must

address the following student learning outcomes: faith traditions, practical wisdom, critical evaluation of our times, and vocation.

#### Departments and Programs Contributing to Development, Delivery and Staffing of Course

The ethics course is interdisciplinary, with input from Religious Studies, Philosophy, other interested departments, and the majors. Faculty members delivering this course must have significant understanding of ethics informed by CST, along with expertise in practical application of these concepts in specific circumstances.

### **8. CAP Inquiry Elective**

#### Brief Description

The CAP Inquiry Elective is chosen from a designated list of courses. It is anticipated that both the College and the professional schools will offer a selection of courses. Each course must address in addition to scholarship at least two of the following student learning outcomes: diversity, community, practical wisdom, and critical evaluation of our times. Students are required to explore a topic of intellectual interest outside of their major in the case of the College and outside of their unit in the case of the professional schools.

#### Requirements

The CAP Inquiry Elective is a three credit course. Ordinarily the course is to be taken after the student completes the CAP-Core.

#### Detailed Description and Content

This course is in keeping with HIR's commitment to providing all students with opportunities to engage broadly in critical inquiry. The CAP Inquiry Elective allows students to select a course of personal intellectual interest that simultaneously furthers at least two of the student learning outcomes – diversity, community, practical wisdom, and critical evaluation of our times. Students would have an opportunity to choose from a wide variety of courses. For example, students could chose a course that introduces them to the global economic system; the science of health, wellness, and nutrition; technology and human flourishing; the history of women in family and the work place; media literacy; or advanced competence in a foreign language.

#### Departments and Programs Contributing to Development, Delivery and Staffing of Course

This course is developed and taught by faculty from any unit in the University. Depending upon its content, it could be a 200 level course though ordinarily it would be a 300 level course.

## 9. Diversity

### Brief Description

The HIR student learning outcome relating to diversity is addressed for all students in both the curriculum of the CAP-Core and in the curricula of all departments. It also is addressed specifically by each student through the fulfillment of a Diversity Learning Requirement.

### Requirements

It must be a significant course/experience that is a minimum of three-credit hours or an experience that includes an equivalent amount of contact hours.

The Diversity Learning Requirement must be fulfilled prior to the fourth year of study to allow students to incorporate what they learn into their capstone experiences.

### Detailed Description and Content

The diversity student learning outcome calls for all undergraduates to “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.” No single course or experience can prepare a student to achieve this outcome. As the student learning outcome indicates, learning about diversity must be infused throughout the entire academic program so that it is not marginalized or thought of as something exotic. It is incumbent upon the University community to help students understand that diversity is the world in which we live today.

With this caution in mind, the Subcommittee has addressed diversity in the CAP in two different ways. First, the CAP-Core and CAP-Core Addresses’ content and structures reinforce the perspectives of multiple others. Second, each department is responsible for ensuring that all students majoring in the department fulfill a Diversity Learning Requirement.

There are several options for departments to incorporate the Diversity Learning Requirement into their curricula. Given the nature of diversity, this outcome provides an excellent opportunity for students and departments/units to be creative in the ways in which they come to understand diversity. It may be an experience of either a curricular or extra-curricular nature that is decided upon by the student in consultation with that student’s advisor. Alternatively, it may take the form of a specific course or series of courses for all majors or be generally satisfied by virtue of a student’s regular progression through the established curriculum of the major (assuming diversity has been infused throughout the curriculum). It may also be satisfied by taking additional coursework in the major that is above the requirements for the major itself, or it may be accomplished via coursework in another department or unit in the University. Finally, students may also satisfy this requirement via any number of existing programs at the University including, but not limited to, education and/immersion experiences abroad, advanced language study, significant immersion experiences, intercultural service projects, etc. In the case of language study as fulfillment of the Diversity Learning Requirement, students will be similarly

advised that study needs to be in addition to any requirements for language study in the major. This would hold true as well for students majoring in the Department of Language.

#### Departments and Programs Contributing to Development, Delivery and Staffing of Course or Experience

The CAP-Core and all majors are responsible for addressing the diversity outcome.

### **10. Service Learning**

#### Brief Description

All departments/units will integrate a service learning experience into the curricula for their students. The Subcommittee considers service learning to be a course or experience that features student service to a relevant community and that advances the student's learning and understanding in a specific body of knowledge. The nature of these experiences is expected to be unique to the major.

#### Requirements

No credit hour requirements are dictated. The service-learning experience may be satisfied through a single course, portions of several courses, or through extra-curricular or experiential activities such as Education-Aboard, international service experiences, and others.

This experience should be in the third or fourth year.

#### Detailed Description and Content

*Habits of Inquiry and Reflection* calls for students to participate in a service-learning experience. The CAP recommendation is for this service-learning experience to be integrated into the major experience. This recommendation is premised on the fact that students who enter a service-learning experience with developed knowledge, skills, and abilities offer more to the client or community. Service-learning experiences are expected to provide students an opportunity to critically evaluate the signs of the times, reinforce students' vocational development, and evolve practical wisdom skills within the context of their major.

#### Departments and Programs Contributing to Development, Delivery and Staffing of Course or Experience

All departments are tasked with developing, delivering, and staffing these experiences.

### **11. CAP Integrative Course**

#### Brief Description

The CAP Integrative Course is thematically and/or problem-based, engaging students in a

social/cultural problem from multiple perspectives. These problems must have a linkage to the Humanities, Arts, and/or Social Sciences, and must connect also to knowledge/practice outside of these disciplines. Interdisciplinary linkages with other units are desirable, although not necessary.

### Requirements

The CAP Integrative Course is a three credit hours at minimum. Students take the course after completing ENG 201, during their third or fourth year of study.

### Detailed Description and Content

The Common Academic Program emphasizes the progressive development of students relative to the stated HIR outcomes. It culminates in two capstone experiences – one in the major and the other through the integrative courses, which will provide students an opportunity to draw from the knowledge and experiences they have evolved through the CAP and within their major. They will also provide a means for gauging student success in achieving the outcomes emerging from HIR.

The CAP Integrative Course:

- addresses a socially important problem, asking students to critically evaluate the problem from **multiple** perspectives, not simply a single disciplinary perspective. Student scholarship will be expected to draw from multiple disciplines;
- expects students to draw upon knowledge and experience gained from their previous CAP courses;
- expects students to grow in ability to research, analyze, design and implement ideas;
- expects active involvement of students in the classroom;
- expects students to develop team-based scholarship for public presentation;
- could involve students in projects in service-learning or community based research where they would research/analyze/design/implement their results/designs (service-learning/community based research).

The CAP Integrative Course must incorporate significant interdisciplinary cooperation. This cooperation may include, but is not limited to, team-teaching, guest lectures from outside of the primary faculty discipline, students' attendance at interdisciplinary conferences related to the theme, or a significant number of readings selected by faculty from outside of the discipline of the primary faculty.

Ordinarily, the CAP Integrative Course generally will not have pre-requisites other than the CAP-Core and ENG 201.

### Departments and Programs Contributing to Development, Delivery and Staffing of Course or Experience

Faculty in any department can offer courses fulfilling this requirement, but appropriate courses must have a strong linkage to the Humanities, Arts, and/or Social Sciences.

## **12. Disciplinary Capstone**

### Brief Description

This experience provides a culmination to the educational experience of all students, engaging knowledge and experience derived from both the major and from the Common Academic Program. In this experience, students must demonstrate the scholarship unique to the major and practical wisdom skills they have developed throughout their education. Team-based projects that engage students across disciplines are permitted. The disciplinary capstone must provide an experience which further shapes students' perspectives of their profession as a vocation.

Each major has responsibility for designing and implementing this experience.

### Requirements

The CAP Disciplinary Capstone will be a minimum of three credit hours and include an appropriate public forum showcasing student scholarship at the end of a semester.

Students will take the Capstone during either semester of their fourth year.

### Detailed Description and Content

This course is included in the CAP because it provides an opportunity to draw together learning, scholarship, and experience developed in students through the CAP and through their discipline, culminating in scholarship unique to the major. Its presence in the CAP emphasizes the importance of evolving practical wisdom skills and in improving students' understanding of their profession from a vocational perspective.

Present examples of such experiences include undergraduate research experiences in all majors, student teaching in the School of Education and Allied Professions, and capstone design experiences in the School of Engineering and School of Business Administration.

### Departments and Programs Contributing to Development, Delivery and Staffing of Course or Experience

All departments will be responsible for development, delivery, and staffing of this course or experience for their majors.

## IV. RECOMMENDATIONS FOR IMPLEMENTATION OF THE COMMON ACADEMIC PROGRAM

### A. Implementation Personnel and Committees

#### 1. CAP Director

Position Description:

The CAP Director provides leadership for the implementation of the Common Academic Program over its first three years.

The CAP Director position is a full-time, 12-month administrative position reporting to the Office of the Provost. The Director will be selected by the Provost after consultation with the Academic Policies Committee of the Academic Senate.

Duties: The CAP Director's primary duties include, but are not limited to, the following:

- Lead planning efforts for the initial implementation of the CAP (including CAP pilot programs).
- Develop and implement a plan to communicate details about the CAP and its implementation to the entire University community.
- Plan and implement faculty professional development programming specific to CAP courses.
- Promote faculty interest in and development of CAP course proposals and serve as a resource for faculty with questions about proposal development.
- Coordinate CAP logistical issues, particularly those related to the paired CAP courses and CAP addresses.
- Coordinate assessment of the CAP, including dissemination of assessment results.

Qualifications: The Director is a full-time tenured member of the UD instructional faculty. He/she possesses significant leadership experience in implementing and evaluating an academic program, demonstrates a well-developed understanding of the value and purpose of general education, demonstrates a commitment to Catholic and Marianist education, and effectively communicates and collaborates with faculty and staff across the University.

#### 2. CAP Leadership Team

The CAP Leadership Team serves as an advocate for the CAP Program during its

implementation on campus and as an advisory body to the CAP Director. Team members are selected by the Academic Policies Committee of the Academic Senate in consultation with the academic deans and the CAP Director to serve terms of two academic years in duration. The team is comprised of one faculty representative each from Humanities, Arts, Mathematics and the Natural Sciences, Social Sciences, and the professional schools (Business Administration, Education and Allied Professions, and Engineering). It is expected that Team members work as a group to promote faculty understanding and participation in the Common Academic Program across the university, as well as serving as CAP liaisons within their individual units.

### 3. CAP Course Approval Committee

The CAP Course Approval Committee serves as the body that reviews and approves all courses and experiences for inclusion in the CAP. The Committee is selected by the Academic Policies Committee in consultation with the academic deans and includes one faculty representative each from Humanities, Arts, Mathematics and the Natural Sciences, Social sciences, and the professional schools (Business Administration, Education and Allied Professions, and Engineering). Committee members serve three-year staggered terms. The Committee, in consultation with the Academic Policy Committee of the Academic Senate, establishes the specific process and timelines to be used for soliciting, reviewing, and approving CAP course proposals.

## **B. Requirements for Successful Implementation**

### 1. Approval of the Proposal by the Academic Senate and Academic Units

This CAP recommendation is only a proposal. While the process to date has been consultative, there is much work to do to describe the proposal to all units, seek and encourage feedback, and refine or change the proposal in response.

### 2. Strong Interdisciplinary Leadership for the CAP

After the CAP achieves institutional buy-in, the next requirement will be to establish interdisciplinary leadership with representation from all units. It is expected that a CAP Director and a multi-unit Leadership Team be assigned early in the process.

### 3. A Plan for Resources Required for Planning and Sustained Implementation

Development of the CAP will first require resources for structural and curricular planning. Faculty support will be needed for development within all units. With curriculum in place, support will be required for faculty development to insure that all faculty understand the CAP and are prepared to draw connections to the CAP in their in-major courses. Resources related to high-quality advising will be required for students as they progress through the CAP. Finally, support will be needed to sustain and improve the CAP over time.

A plan for rewarding faculty participation in the design of CAP also is a necessity. It is expected that the CAP Leadership Team will work closely with the Office of the Provost to establish support for the design of the CAP-core and other required CAP courses.

#### 4. A Faculty Reward Structure for CAP Involvement

Tenure and promotion guidelines must give appropriate recognition to significant faculty contributions to the CAP development and involvement. Significant contributions to curriculum revision and co-curricular planning must be supported generously (e.g., through course releases or summer salary) so that faculty working toward tenure or promotion have sufficient time and receive due recognition for such activities.

#### 5. A Process for Designing the CAP courses

The CAP Leadership Team will be responsible for developing a process for designing the CAP-Core and for seeking and evaluating faculty proposals for the other required CAP courses (second Religion course, ethics elective, HIR elective, CAP Integrative Experience). This process is expected to include review and approval from all academic units.

#### 6. Plan for Redesign of Classroom Space and Course Schedules to Enable Delivery of the CAP

The CAP Director will carefully manage the space requirements for delivering the CAP-Core. Delivery of the CAP-Core Addresses in a way that enables student-student collaboration during an address may require new or modified space. The common address requirement of the first two years will require the establishment of block times for the CAP-Core components. Other first and second year courses can not be scheduled in the same time blocks.

#### 7. An Assessment and Improvement Process Which Encourages Faculty Creativity Relative to the CAP

Assessment and improvement processes will need to be established for all CAP components. Each unit will be required to also develop a process for demonstrating success of students achieving CAP outcomes in their majors. See Section VI for details.

### C. Timeline for Planning, Development, and Implementation

The following timeline for the planning, development, and implementation is recommended. A Fall 2011 start date is deemed to be both aggressive and reasonably achieved.

Sept-Oct 2008	- Discuss proposal within the Academic Senate APC, revise as appropriate
Oct-Jan 2009	- Move proposal to full Academic Senate and academic units in a highly consultative process
Jan - Mar 2009	- Revise CAP Proposal per feedback from Academic Senate and Units - Seek Final Approval of Proposal

Apr 2009	- Appoint CAP Director and Leadership Team
Apr - May 2009	<ul style="list-style-type: none"> <li>- CAP Leadership Team develops Design Plan for CAP-Core and other CAP required courses; to include solicitation of resources deemed necessary for design, identification of faculty who will participate in the design process, establishment and goals for the design team, expected benchmarks for the course planners, and a process for evaluating the plans relative to the approved CAP program.</li> <li>- CAP Leadership Team Develops Charge to Units/Departments to respond to Unit/Department expectations of CAP</li> </ul>
May -Aug 2009	- CAP courses developed. Summer funding required to develop
Apr-Nov 2009	- Units/Departments develop CAP plan
Aug-Dec 2009	- Inform, consult, revise course/implementation plan for CAP courses
Jan-Apr 2010	<ul style="list-style-type: none"> <li>- Develop final University wide plan for CAP Program to include specified role of the units/majors;</li> <li>- Develop final plan for space required to deliver CAP;</li> <li>- Develop plan for sustaining and improving CAP;</li> <li>- Develop final plan for scheduling CAP courses;</li> <li>- Develop faculty development plan for 2010-2011 academic year;</li> <li>- Develop plan for marketing CAP to prospective students</li> </ul>
May-Aug 2010	- Provide faculty support to those who will be developing CAP courses
Sep 2010 – May 2011	- Work on implementation details

## **D. Implementation Challenges**

### **1. Logistical Challenges**

- a. This program requires common meeting times for the first year CAP-Core courses and CAP-Core Addresses.
- b. The CAP-Core Addresses will require auditorium/classroom space that can accommodate either 150 or 300 students per section.
- c. All units/departments will need to examine and, if necessary, revise the ordering of courses in the major curricula to accommodate the scheduling of CAP courses.
- d. There is need for a support person(s) to coordinate the paired courses and CAP-Core Addresses.
- e. Appropriate nomenclature (including course numbering) will need to be developed for the CAP itself and all of its courses and experiences.

### **2. Instructional Personnel Challenges**

- a. Extensive professional development will be necessary to prepare faculty to collaborate and teach the CAP courses as they were envisioned. Particular areas of need will include: teaching from an inter/multi-disciplinary perspective, collaborating with faculty from other disciplines, including diverse and intercultural content, appreciating and contributing to a multi-year student development model for critical writing, reading, and integrative skills, and preparing faculty to accurately advise students about how to meet the CAP.
- b. There is need for administrative policies/structures that reward faculty participation in CAP courses (P&T, annual reviews, release time, etc).
- c. Some departments may need to make personnel changes (few faculty lines, reassignments) to staff CAP requirements.

### **3. Budgetary Challenges**

- a. There will be significant costs for the professional development activities described above.
- b. There may be costs, some significant, for additional instructional personnel in some departments.
- c. There will be costs related to support personnel to coordinate the paired first year courses and CAP-Core Addresses.

#### **4. Curricular Challenges**

- a. Ensuring that all faculty and staff with academic advising duties are properly prepared to advise students on the CAP will be critical to CAP's success.
- b. A determination will need to be made on how the current CORE program and other programs such as the Chaminade and SEE programs will co-exist alongside the CAP.
- c. A determination will need to be made regarding whether incoming first year students will be allowed to apply AP, dual enrollment, PSEO and other types of college credit earned during high school toward CAP requirements. The subcommittee recommends that students not be permitted to place out of CAP requirements.
- d. A determination will need to be made regarding whether transfer students will be allowed to apply college credit earned elsewhere toward the CAP requirements.
- e. It is necessary to ensure that course descriptions/coding for the CAP courses, particularly the CAP-Core, can be aligned with unit accreditation and licensure requirements.

#### **5. Other Challenges**

- a. Departmental and faculty support for a strongly inter/multi-disciplinary curriculum.
- b. Departmental and faculty support of the idea that the CAP and the major are of equal value AND inform one another.
- c. Can the multidisciplinary posed in the CAP engender unique multi-disciplinary research and scholarship among faculty?

## V. RECOMMENDATIONS FOR THE ASSESSMENT OF THE COMMON ACADEMIC PROGRAM

On-going assessment of the Common Academic Program will provide evidence of its effectiveness and indicate opportunities for improvement. Assessment activities will focus on the overall program rather than on individual students. The primary basis of assessment will be the seven Habits of Inquiry and Reflection learning outcomes; additional learning outcomes/competencies, which may be covered by CAP courses, also may require assessment. Specific HIR learning outcomes will be mapped to each CAP course or sequence. The program directors and course designers will create specific assessment measures and processes as part of designing the CAP; some recommendations follow. Each unit is also expected to incorporate CAP outcomes in the assessment measures for their majors. With the passage of the new University Assessment Plan in December of 2007 (Senate document I-07-02) this process has already been initiated in departments across the university.

A three-tiered assessment process is recommended to fully capture all aspects of CAP and to provide for on-going evaluation and improvement:

### Program-level:

Designers of the CAP Integrative Course will incorporate assessment measures of the students' overall grasp of the seven learning outcomes and their ability to integrate what they learned throughout the CAP. [N.P. Fernandez, "Integration, Reflection, Interpretation: Realizing the Goals of a General Education Capstone Course," *About Campus* (May-June 2006): 23-26, provides a useful example of such assessment.]

The results of NSSE and other broad student/alumni/employer surveys should be examined to provide overall evidence of the seven learning outcomes. The report by M. Brown and J. Untener, "Interpretative Commentary on the Results of NSSE, 2006," although focusing on the five characteristics of Marianist Universities rather than the seven HIR learning outcomes, will provide a useful starting point for this.

The CAP Director, CAP Leadership Team, and the coordinators of courses/sequences will annually review results of the above to identify areas for improvement. They will also submit a summary report to the Academic Senate and to the University Assessment Committee. They should also seek periodic review by an external consultant on a regular basis.

### Course/Sequence-level:

Coordinators and faculty for each course or sequence of courses will review the effectiveness of same annually throughout the implementation phase and then on a regular three-year cycle. These will be at a more granular level than the program-level reviews and focus on the integration of common elements into each course or sequence (addresses, common readings, themes) and their effectiveness. These reviews should also incorporate cumulative assessment data from program-level review to identify opportunities for improvement.

### Unit/Major

Designers of the Disciplinary Capstones will incorporate assessment measures of the students' ability to integrate their general education with the major and to demonstrate the seven learning outcomes in the context of their major.

Each unit/major will also incorporate CAP/HIR learning outcomes into their own assessment measures.

The results of all unit-level assessment relating to CAP/HIR learning outcomes should be made available to the CAP Director, CAP Leadership Team, and CAP Course Evaluation Committee.

### Quinquennial Review

Every five years there should be an overall assessment of the CAP by the Academic Senate's Academic Policies Committee. This will look at all assessment data gathered over the five-year period and seek additional input from faculty and students. Assessment data should include both quantitative and qualitative data with an emphasis on how effectively students are able to integrate knowledge gained in the CAP with their discipline. It would also be an opportune time for external review. This review should provide an evaluation of the CAP's effectiveness, make recommendations for incremental improvements, and also make recommendations for major structural changes if needed.

**VI. APPENDICES**

## **Appendix A. Subcommittee Composition and Member Identification**

### **I. Subcommittee Composition**

As specified in the document “Curricular Reform Committee: A Subcommittee of the Academic Policies Committee Academic Senate for Curricular Reform Based on the Learning Outcomes of *Habits of Inquiry & Reflection*” (9/12/07), the Subcommittee was to be composed as follows:

- Chair
- One faculty representative of each division within the College of Arts and Sciences
  - Fine Arts
  - Humanities
  - Natural Science
  - Social Sciences
- One faculty representative of the School of Business Administration
- One faculty representative of the School of Engineering
- One faculty representative of the School of Education and Allied Professions
- One faculty representative of the Library

### **II. Subcommittee Members**

Roger Crum, Department of Visual Arts

Corinne Daprano, School of Education and Allied Professions

Patrick Donnelly, Department of Sociology

Kevin Hallinan, School of Engineering

Fred Jenkins, Associate Dean for Collections and Operations, Roesch Library

Donald Pair, Chair, Associate Dean for Integrated Learning, College of Arts & Sciences

Leno Pedrotti, Department of Physics

Wm. David Salisbury, School of Business Administration

Sandra Yocum Mize, Department of Religious Studies

**Appendix B:  
Bibliography of Articles, Policies, Memos, and Other Documents Reviewed by the  
Subcommittee**

**University of Dayton Documents**

“2007 National Survey of Student Engagement (NSSE): General Observations.” Data analysis prepared by Elise Bernal, Provost’s Office.

“A Vision of Excellence” University of Dayton, September, 2005

“Academic Excellence Grants 2006-2007 Funded via the Faculty Development Committee ‘Enhancing Student Culture’ Process.” [document is a matrix showing name of grant, description, and progress reported as of 10/3/07]

“Committee on the Assessment of Marianist Related Learning Outcomes: Interpretative Commentary on the Results of NSSE.” Prepared by: Mary Brown and Joseph Untener. Version dated October 5, 2006.

Curricular Reform Committee. A Subcommittee of the Academic Policies Committee. Academic Senate for Curricular Reform. Based on the Learning Outcomes of Habits of Inquiry & Reflection. [outlines background and rationale for the Subcommittee, as well as setting forth its membership and charge]

“Curriculum Reform. Theme: Education for an Informed Citizen.” George Doyle. Dated October 2007. [one page listing of topics and credits]

“Dayton Is a Place.” Una M. Cadegan. Catholic and Marianist Education Lecture, University of Dayton, 26 April 2007.

“Department Of English’s Proposal Regarding Revision Of First-Year Writing Sequence And Content.” Version dated September 2007.

“First Year Team Report: On the Experiences of First Year Students at the University of Dayton.” December 21, 2006. Full report and appendices, which includes:

- Appendix A: A Campus Aligned for Academic Excellence: The Entering Class of 2009
- Appendix B: Messaging Subcommittee Report Executive Summary
- Appendix B-1: Marketing Messages Effectiveness Focus Groups Summary Report
- Appendix C: Nine Characteristics of Successful First Year Seminars
- Appendix D: First-Year Seminar Review Paper
- Appendix E: Learning Communities, A White Paper
- Appendix F: Enhancing UD’s Commitment to Integrating Learning and Living in Community (ILLC)
- Appendix G: Report to First-year Team from focus groups (DRAFT)

Appendix H: Orientation to the First Year of College  
Appendix H-1: untitled. [matrix detailing orientation programming at other institutions]  
Appendix I: Family Relationships First Year Subcommittee Report  
Appendix J: Learning support at the University of Dayton: Evaluation and recommendations  
Introduction to the First Year Team Report  
First Year Team Report, January, 2007

“Habits of Inquiry and Reflection: A Report on Education in the Catholic and Marianist Traditions at the University of Dayton.” The Marianist Education Working Group. May 5, 2006.

“Marianist Foundation , Report from Funded Entities, Grants received for Fiscal Year 2006-2007.” Fitz Center for Leadership in Community, Community-Based Service Learning. Version dated October 2007.

Memo from Roger Crum to Provost Fred Pestello introducing Crum’s concept for “Global Cultures in Transition.” Dated July 31, 2007.

Memo from Paul Benson to the Council of Chairs and Program Directors, College of Arts and Sciences, regarding Development of Departmental Diversity Plans. January 21, 2008

Memo promoting Roesch Library and Residence Education’s “Porch Reads.” William Soto (graduate assistant, Roesch Library). Undated.

“Proposal for an Interdisciplinary Minor in Ethics.” Draft document for submission by Departments of Philosophy and Religious Studies to the Academic Affairs Committee. Version dated October, 2007.

“Report on the Interdisciplinary Faculty Seminar On Business as a Calling.” Prepared by: Bro. Raymond L. Fitz, S.M. with the Assistance of the Seminar Participants. Version dated July 23, 2007.

“Response to Catholic and Marianist Philosophy of Education Survey, College of Arts and Sciences.” October 15, 2007.

“Student as Scholar Conference Final Report.” Report prepared by the members of the CUR conference attendees, August, 2007.

“The Library and CAP.” Web links to the UD library webpage titled UD Information Literacy Competencies.

“University Libraries Strategic Plan 2006-2011.”

**Non-UD Documents: Reports, Journal Articles, and Documents from Other Institutions**

“A Model for Comprehensive Reform in General Education: Portland State University.” Charles R. White, Ph.D. The Journal of General Education, 43 (3), 1994, pgs 168-237.

“A proposed revised Core Curriculum for Santa Clara University.” Prepared by the Santa Clara University Core Curriculum Revision Committee. Undated.

“A Vision of Students Today” available on Youtube at <http://www.youtube.com/watch?v=dGCJ46vyR9o>

“Anatomy of a First Year Seminar: Small Towns.” Karol Crosbie. Wooster. Winter 2008.

“Avoiding the Potholes: Strategies for Reforming General Education.” Jerry G. Gaff. Educational Record, Fall 1980.

“Creative Class, Dismissed: Students take the arts' nobility as gospel until they meet a heretic named Jean-Jacques.” By Laurie Fendrich. The Chronicle of Higher Education. January 25, 2008. <http://chronicle.com/weekly/v54/i20/20b01001.htm>

“Death to the Syllabus!” Mano Singham. Liberal Education, vol. 93, no. 4, Fall 2007. pp 52-56.

“Digital Natives in Tomorrow’s Classroom.” Troy Popp. The Pennsylvania Gazette. Nov/Dec 2007.

Email memo from Elizabeth J. Ciner (Associate Dean of the College, Carleton College) posted to the ACAD Members listserv. December 5, 2007. [brief message outlining new course approval process at Carlton College.]

“Greater Expectations: A New Vision for Learning as a Nation Goes to College.” National Panel Report of the Association of American Colleges and Universities. 2002.

“How, Then, Shall We Learn?” Elizabeth Redden. Inside Higher Ed. November 26, 2007. <http://insidehighered.com/news/2007/11/26/holycross>

“Integration, Reflection, Interpretation: Realizing The Goals of a General Education Capstone Course.” Nancy Page Fernandez. About Campus. May/June 2006. pp. 23-26.

“Make Engineering a Liberal Art With Social Relevance, Report Suggests.” Jeffrey Brainard. The Chronicle of Higher Education. December 14, 2007. <http://chronicle.com/daily/2007/12/986n.htm>

“Re-Engineering Engineering.” John Schwartz. The New York Times. September 30, 2007.

Sullivan, W. M and Rosin, M. S. (2008). *A New Agenda for Higher Education: Shaping a Life of the Mind for Practice*. San Francisco: Jossey-Bass.

“Tests Aren't Best Way to Evaluate Graduates' Skills, Business Leaders Say in Survey.”

Paula Wasley. The Chronicle of Higher Education. January 23, 2008.

<http://chronicle.com/daily/2008/01/1340n.htm>

“What schools across the USA are doing to engage students.” USA Today. November 4, 2007

**Appendix C:**

**Selected UD Academic Senate Documents**

Memo titled "Implementing the General Education Policy"  
UD Academic Senate Document Doc-#81-02-General Education

Memo titled "General Education Policy – Parts I and II"  
Academic Senate Document Doc-#I-03-08

Memo titled "University of Dayton Assessment Plan"  
Academic Senate Document Doc-#I-07-02

Due to the length of these documents, they are not being reproduced in this report. Please reference them on the web at:

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

### Appendix D. Student Learning Outcomes Addressed in the Common Academic Program

	HIR Student Learning Outcomes Addressed (at minimum)						
	1. Scholarship	2. Faith Traditions	3. Diversity	4. Community	5. Practical Wisdom	6. Critical Evaluation of our Times	7. Vocation
<b>CAP Curricular Vehicles</b>							
1. First year CAP-Core	✓	✓	✓	✓	✓	✓	
2. Social Science course	✓		✓	✓		✓	
3. Arts Course	✓		✓		✓	✓	✓
4. ENG 201	✓				✓		
5. REL Course – 200 level	✓	✓					
6. Math	✓						
7. Natural Sciences Courses (2)	✓					✓	
8. Communications	✓				✓	✓	
9. Ethics		✓			✓	✓	✓
10. CAP Inquiry Elective	✓		✓	✓	✓	✓	
11. Diversity	✓		✓	✓		✓	
12. Service Learning	✓			✓	✓	✓	✓
13. CAP Integrative Course	✓			✓		✓	
14. Disciplinary Capstone	✓		✓		✓		✓

**Appendix E. CAP Curriculum Chart – Possible Four Year Sequence of Courses and Experiences**

	<b>Courses that MUST be taken this academic year</b>	<b>Courses that are suggested for this academic year</b>
<b>First Year</b>		
	CAP-Core paired Hist/Rel and Addresses (6 credits)	Natural Science course #1 **
	CAP-Core paired Eng 101/Phil and Addresses (6 credits)	Mathematics course
<b>Second Year</b>		
	CAP-Core The Arts Course and Addresses*	Natural Science course #2 **
	CAP-Core The Social Sciences Course and Addresses*	Diversity (must be prior to fourth year)
	CAP-Core English 201	Communication **
	200 level Religion (could be taken first semester of third year)	
<b>Third Year</b>		
	CAP Integrative Course (could be taken in fourth year)	Service Learning
	Practical Ethical Action Course (taken after completion of CAP-Core)	
	CAP Inquiry Elective (taken after completion of CAP-Core)	
<b>Fourth Year</b>		
	Disciplinary Capstone	

**NOTES:**

All courses are three credit hours unless otherwise specified.

\* Exemptions could be granted to allow students to take the Arts and Social Sciences courses in the first year for prospective majors in those departments.

\*\* Different majors will take these courses at different times.