2018

2018-09-28 Common Academic Program Committee Minutes

University of Dayton. Common Academic Program Committee

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Present: Brad Balser, Jim Dunne, Chuck Edmonson, Heidi Gauder, Linda Hartley (*ex officio*), Fred Jenkins (*ex officio*), Michelle Pautz, Danielle Poe, Scott Segalewitz (*ex officio*), Randy Sparks (*ex officio*), Bill Trollinger, Diandra Walker, David Watkins
Excused: John White
Guest: Sandra Yocum

I. **Addressing the Catholic Intellectual Tradition (CIT) in the Common Academic Program**

A. Background: The Common Academic Program was designed to incorporate key elements of the CIT, specifically in Advanced Religious Studies, Advanced Philosophical Studies and Advanced Historical Studies courses: "The fields of philosophy and religious studies, together with historical study are indispensable for students' education in the Catholic intellectual tradition. Students will take courses beyond the 100 level in these fields to further their understanding of the resources that the Catholic intellectual tradition offers for their own personal, professional and civic lives and also for the just transformation of the social world. By requiring every student to take six hours of courses in the areas of religious studies or philosophy and three hours in history beyond the 100 level, the University expects students to engage in liberal learning that connects theory and practice and to draw upon the resources of the Catholic intellectual tradition as they consider how to lead wise and ethical lives of leadership and service." (CAP Senate Document: DOC-10-04, lines 533-541)

Dr. Sandra Yocum, University Professor of Faith and Culture and a faculty member in the Department of Religious Studies, was invited to have a conversation with the committee about the CIT in relation to CAP. The committee has had some challenges over the years with evaluating proposals for evidence that the CIT will be addressed in the course (beyond looking for the words "Catholic Intellectual Tradition") and having meaningful conversation with faculty when CIT might need some clarification in a CAP course proposal.

B. Overview

1. Dr. Yocum provided some observations about the CIT and reasons why faculty might have difficulty making a point of contact with the CIT. She also noted that there can be confusion equating Catholic doctrine and the CIT. While there can be some connection, they are not the same.

2. Dr. Yocum read excerpts from three books to help provide an understanding of what is meant by the phrase, CIT.
   a. *Tradition and Incarnation: Foundations of Christian Theology* (Bill Portier)
   b. *Laudato Si': On Care for Our Common Home* (Pope Francis Encyclical)
   c. *Rejoice and Be Glad (Gaudete et Exsultate)* (Pope Francis Apostolic Exhortation)

C. Discussion

1. REL 103 provides a starting point for addressing the CIT and furthering students' "understanding of the resources that the Catholic intellectual tradition offers." Perhaps the CIT could be addressed in a more intentional way in the course.

2. It's not possible to provide blanket guidelines for addressing the CIT. It would be possible to provide some specific interventions in different disciplines.

3. It might be an appropriate time to offer a faculty seminar to explore the CIT. This would be a longer term initiative and would probably require resources, such as providing course reductions to participants. This type of seminar had an impact when it was previously offered.

4. A CAPC subcommittee previously developed a resource: [Guidelines for Addressing the Catholic Intellectual Tradition in Advanced Study CAP Course Proposals](#). It is a comprehensive document but its usefulness depends on familiarity with language associated with the CIT.

5. For faculty submitting Advanced Studies course proposals, it was suggested that the committee could provide them with a prompt that they should expect to be asked about how the CIT will be addressed if it's not in the proposal.

6. The committee has not required the CIT to be addressed in the course learning objectives (CLOs). If it's not part of the CLOs, the 4-Year Review process wouldn't specifically get to how the CIT is being addressed. How can the committee start having different conversations about reflecting the CIT in CLOs?

D. Next Steps

1. Following the meeting, Dr. Yocum agreed to draft a document intended for faculty developing CAP Advanced Studies courses. The idea is that it would include an abbreviated description of CIT and possibly some examples of works that come from the CIT which could be included as resources in a course.

2. She is also open to leading a faculty seminar as mentioned earlier in the meeting. That type of initiative would help with engagement and genuine conversation but would require planning and a commitment of resources.

II. 4-Year Review Workshop Summary

A. This agenda item was postponed due to time constraints.

III. Announcements

A. The committee's next meeting will be Friday, October 12. The agenda will include course reviews and the 4-Year Review process, including a summary of the workshop held on September 14.

B. Quorum: Committee members were requested to provide notification to the chair and CAP Office as soon as possible if they are unable to attend a meeting, especially when course reviews are scheduled.

The meeting adjourned at 12:00 p.m.
Respectfully submitted by Judy Owen, CAP Office