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## DOC 2010-04 Amendment to The Common Academic Program

University of Dayton. Academic Senate. Academic Policies Committee

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27**Proposal to the Academic Senate**

Title: The Common Academic Program

Submitted By: The Academic Policies Committee of the Academic Senate

Date: April 15, 2016 (Amended), April 13, 2010 (March 15, 2010) (January 27, 2010) (August 15, 2008)

Action: Legislative Authority

Reference: Art. II. B. 1.b

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

Dear Colleagues,

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

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

28           During the 2006-2007 academic year, over fifty faculty discussed and Senate  
29 representatives adopted the seven overarching learning outcomes in *HIR* as guidelines for units  
30 to follow when drafting their student learning goals (Senate DOC 07-02). Throughout the 2007-  
31 2008 academic year, a sub-committee of the Academic Policies Committee (made up of nine  
32 faculty representing all units across the university) drafted the early outlines of CAP. Using *HIR*  
33 as the foundation, this CAP sub-committee affirmed the distinguishing characteristics for a  
34 common academic program at UD to include: a developmental approach over four years; a  
35 commitment to reciprocity between the College and the professional schools; a clear integration  
36 of the major and CAP; and interdisciplinary learning opportunities. Notably, this first CAP  
37 drafted by the 2008 Academic Policies Committee (APC) sub-committee strengthens the  
38 University's commitment to educating in the Catholic and Marianist traditions through the values  
39 expressed in the *HIR* student learning outcomes.

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

54  
55           At the February and March Open Meetings, the APC considered the Diversity & Social  
56 Justice Requirement proposal, the Natural Sciences proposal to add 1 credit hour, the Crossing  
57 Boundaries Working Group proposal to merge (or not merge) Inquiry & Integration, and the

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

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

87 speaking, all of which serve as the foundation for interviewing skills. Given this, the APC voted  
88 to maintain the Oral Communication Course Proposal as is.

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

102  
103 Throughout the past five years, faculty have offered insight on building a more  
104 intentionally developmental approach to undergraduate education. They have explored methods  
105 that facilitate interdisciplinary study and dynamic integration with the major. The University of  
106 Dayton faculty, staff and students have engaged its educational mission with a commitment to  
107 scholarship and serious exploration of diverse perspectives within the Catholic and Christian  
108 traditions and alternative perspectives. The APC is deeply appreciative to the many faculty,  
109 students and staff who devoted the time, energy and focus involved in shaping this collaborative  
110 effort. Given their contributions, the APC supports this formal CAP proposal and welcomes its  
111 presentation to the Academic Senate to be discussed and acted upon at the Senate's April 23,  
112 2010 meeting.

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

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## **Revised Proposal for the Common Academic Program**

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### **CAP Coordinating and Writing Task Force**

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

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**Margaret Pinnell, Department of Mechanical and  
Aerospace Engineering**

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**Danielle Poe, Department of Philosophy**

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**April 13, 2010**

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**I. Introduction**

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

150

**II. Background and Context**

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

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

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

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

171

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

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

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

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

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

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

197

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

201

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



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

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

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

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

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

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

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

299

### 300 **III. Overview and Components**

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

314

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

### 322 **Components of the Common Academic Program**

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

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

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

349

### 350 **First-Year Humanities**

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

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

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

381

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

390

### 391 **Oral Communication**

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

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

404

#### 405 **Mathematics**

406 To enhance quantitative reasoning skills, all students will complete three hours in  
407 mathematics. The particular course will vary based on the students' major and background in  
408 mathematics.<sup>1</sup> The mathematics courses are most closely related to the *HIR* outcomes related to  
409 scholarship, practical wisdom and critical evaluation of our times.

410

#### 411 **Arts**

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

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<sup>1</sup> APC provided the following clarification regarding this requirement to the Academic Senate, who then discussed, voted on, and approved the clarification on April 15, 2016: The Academic Policies Committee understands that the language "in mathematics" to clearly specify an academic department in the College of Arts and Sciences. Although the second line indicates that "the particular course will vary based on the student's major and background in mathematics" this does not imply mathematics courses could be developed outside of the Mathematics Department which fulfill this component. Instead, it states that the Mathematics Department is to work with other departments to ensure an appropriate array of mathematics courses are offered that address the needs of various different majors and academic units. Therefore, the Committee on the Common Academic Program (referred to in this document as the Committee on the Common Academic Program and Competencies) can only approve of courses to fulfill the Mathematics component of CAP that are created within the Mathematics Department.

423

**424 Social Science**

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

433

**434 Natural Science**

435           An understanding of many significant issues confronting our world today requires a basic  
436 understanding of science. Students must take two three-hour lecture courses in the physical or  
437 life sciences or computer science, at least one of which should be accompanied by a  
438 corresponding one-hour laboratory section.<sup>2</sup> Lecture sections are either a pre-requisite or co-  
439 requisite to their correlative laboratory sections. Students will be exposed to at least two of the  
440 five disciplines: biology, chemistry, computer science, geology, and physics. The science  
441 component will actively challenge students to explore the scientific dimensions of complex,  
442 controversial or unresolved problems facing human society. It will further the development of  
443 the outcomes related to scholarship, practical wisdom and critical evaluation of our times by  
444 challenging students to achieve an enriched understanding of the scientific method by applying it

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<sup>2</sup> APC provided the following clarification regarding this requirement to the Academic Senate, who then discussed, voted on, and approved the clarification on April 15, 2016: The Natural Science component of CAP is meant to *introduce* students to concepts central to understanding the physical or life sciences or computer science. These introductory courses are currently best delivered through the Natural Sciences division of the College of Arts and Sciences. Therefore, the Committee on the Common Academic Program (referred to in this document as the Committee on the Common Academic Program and Competencies) can only approve of courses to fulfill the natural science component of CAP that are created within the Natural Science departments.



445 to issues of broad public interest. The community outcome will also be enhanced through the  
446 team-based learning that occurs in the laboratory setting.

447

### 448 **Crossing Boundaries**

449         The Crossing Boundaries component includes four courses (Faith Traditions, Practical  
450 Ethical Action, Inquiry and Integrative courses) that challenge students and faculty to link  
451 aspects of their own lives, majors, and careers to a broader world within and outside academia.  
452 As a Catholic, Marianist, comprehensive university, the University of Dayton is particularly  
453 well-suited to develop curricular programs that forge these links and to offer extracurricular  
454 experiences to help students reflect on and understand these links. These courses focus on faith  
455 traditions, practical ethical action, Inquiry and Integration. Collectively, these courses will  
456 strengthen the Catholic intellectual tradition in significant ways. This tradition in Catholic and  
457 Marianist higher education emphasizes the centrality of theology and philosophy, the importance  
458 of linking faith and reason, the integration of knowledge, and the application of that knowledge  
459 to personal and social situations in the world today. Collectively, these courses will build on our  
460 strengths as a comprehensive Marianist university by engaging students and faculty across  
461 disciplinary lines and across academic units in order to see the relationship between the practical  
462 and the theoretical and to understand issues in a more integrative and holistic perspective. The  
463 student learning outcomes related to faith traditions, diversity, practical wisdom, critical  
464 evaluation of our times, and vocation are particularly important for this set of courses.

465

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

475 practices; or 4) examine a religious tradition with which students are unfamiliar (e.g., a non-  
476 Christian tradition).

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

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

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

514

### 515 **Major Capstone**

516           The ability of students to integrate the knowledge acquired in the undergraduate career,  
517 both within the major and in the Common Academic Program, is greatly enhanced by a capstone  
518 experience. All students will have a capstone course or experience in their major.<sup>3</sup> The capstone  
519 will provide students the opportunity to engage, integrate, practice, and demonstrate the  
520 knowledge and skills they have developed in their major courses and which reflect learning  
521 outcomes associated with the *Habits of Inquiry and Reflection*. The capstone will provide  
522 students the opportunity to engage in the scholarship, activity and/or practice of their major field  
523 and further the students' understanding of their chosen vocation, career or profession. Students

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<sup>3</sup> APC provided the following clarification regarding this requirement to the Academic Senate, who then discussed, voted on, and approved the clarification on April 15, 2016: The CAP requirement is fulfilled through the completion of one capstone experience. Departments must decide what the requirements must be in the case of double majors. The Academic Policies Committee also stresses the fact that a capstone need not be a credit bearing course and there exist a variety of options for departments to develop capstones that best serve their students. The options, which will be devised by faculty within each major, include, but are not limited to, the following examples: 1.) A credit bearing course; 2) Completion of an Honor's Thesis; 3) Completion of a field work experience; 4) Completion of a community engaged learning project. Additionally, departments may choose to create alternative options to accommodate students with more than one major.

524 will present their work in a forum appropriate to their major. This course or experience will be  
525 designed by faculty in each major. It may, or may not be assigned credit hours.

526

### 527 **Advanced study in religious studies, philosophy, and history**

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

543

544 Students will have flexibility in fulfilling these requirements. First, these courses will  
545 frequently focus on issues related to, and satisfy the criteria for the Faith Traditions, Practical  
546 Ethical Action, Inquiry and Integrative components of the CAP. Second, the criteria for these  
547 requirements are disciplinary-based in the fields of religious, philosophical and historical studies  
548 and therefore not limited to specific departments. Courses offered outside the Departments of  
549 Philosophy, Religious Studies and History may count towards the advanced religious studies,  
550 philosophy and history requirements if the courses draw extensively from those disciplinary  
551 perspectives and address in significant ways aspects of the Catholic intellectual tradition.  
552 Courses satisfying the religious studies component might examine the central beliefs, texts or

553 practices of one or more religious traditions or movements; examine ethics as a central feature of  
554 a religious tradition including the use of Catholic social teaching as a resource, or; examine  
555 cultural expressions of religious identity or tradition as the central focus of theological or  
556 religious studies. Courses satisfying the advanced philosophical studies component might  
557 evaluate competing solutions to theoretical or ethical options in the present day, or draw on the  
558 philosophical resources of the Catholic intellectual tradition to address the challenges of their  
559 times. Courses satisfying the advanced historical studies component might engage students in  
560 the study and analysis of primary materials to further develop students' historical sensibilities in  
561 a way that illuminates the historical dimensions of *HIR* learning outcomes. The course could  
562 examine a historical topic drawing on the work of historians to show how interpretations of the  
563 past may change over time.

564

#### 565 **Diversity and Social Justice Course**

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

579 Courses approved to satisfy the Diversity and Social Justice component will build on  
580 earlier CAP courses addressing diversity including the First-Year Humanities courses, the  
581 Second-Year Writing Seminar, and the Social Science, Arts, Natural Science, and Oral

582 Communication courses. The Diversity and Social Justice component may not double count  
583 with these courses, but may double count with courses taken to satisfy other CAP components or  
584 courses taken in the student's major.

585

#### 586 **IV. Administrative Structure**

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

593

#### 594 **School/College Common Academic Program Committees**

595

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

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

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

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

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

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

618

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

620

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

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

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

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

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

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

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

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

642 Members with the exception of the students shall have staggered three-year terms of office.  
643 Student members shall have a one-year term of office, but may be reappointed by the Executive  
644 Committee of the Academic Senate.

645

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

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

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

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

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

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

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

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

668 8. With the assistance of the Assistant Provost for the Common Academic Program and  
669 the Associate Dean, conduct evaluations of the Common Academic Program and make  
670 recommendations to the Academic Policies Committee of the Academic Senate for strengthening  
671 the Common Academic Program. A thorough and systematic evaluation of the Program will be



672 conducted two years after it has been implemented and every five years thereafter. The  
673 Committee may conduct a review of the Common Academic Program or any of its components  
674 at any time to assess the extent to which students are achieving the specified goals.

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

679

### 680 **The CAP Leadership Team**

681

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

690 The Team members will work as a group to:

- 691 1. Promote faculty understanding and participation in the Common Academic  
692 Program across the university;
- 693 2. Serve as CAP liaisons within their individual units;
- 694 3. Develop criteria for CAP Innovation Awards to support faculty and curricular  
695 development;
- 696 4. Distribute a Request for Proposals for CAP Innovation Awards twice a year;
- 697 5. Review and award grants to proposals that will significantly advance the  
698 development, implementation and continued vitality of the CAP.
- 699 6. Receive and review reports from awardees on the implementation and  
700 effectiveness of their projects.

701

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

703

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

711 Among other responsibilities, the Assistant Provost will:

- 712 1. Lead planning efforts for the initial implementation of the CAP including facilitation of  
713 professional development activities related to CAP;
- 714 2. Develop and implement a plan to communicate details about the CAP and its  
715 implementation to the entire University community, including faculty, advisors and  
716 students and facilitate an ongoing discussion among administrators, faculty, and students  
717 concerning the role of general education in the mission and vision of the University;
- 718 3. Promote faculty interest in and development of CAP course proposals and serve as a  
719 resource for faculty with questions about proposal development;
- 720 4. Work with the College and professional schools to coordinate CAP logistical and staffing  
721 issues;
- 722 5. Work with the College Associate Dean and professional schools to implement common  
723 procedures for effective assessment, review, and evaluation of the Common Academic  
724 Program;
- 725 6. Report the results of the assessment and evaluation to the Academic Policies Committee  
726 of the Academic Senate and other appropriate University bodies.
- 727 7. Work with the College Associate Dean and other university staff to identify and pursue  
728 possible outside funding sources for the Common Academic Program.

729

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

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

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

747

748 **VII. Bibliography**

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

751

## 752 Appendix B. Membership of Task Force and Working Groups

753

754 Coordinating and Writing Task Force

755

756 Patrick Donnelly (SOC)\*

757 Margaret Pinnell (MEE)

758 Danielle Poe (PHL)

759

760 Arts Working Group

761

762 Sharon Gratto (chair, MUS)

James Farrelly (ENG)

763 Judith Huacuja (VAR)

Eric Street (MUS)

764 Joel Whitaker (chair, VAR)

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

765

766 Crossing Boundaries Working Group

767

768 Paul Becker (SOC)

Connie Bowman (Teacher Ed.)

769 Mary Carlson (HST)\*

Andria Chiodo (LNG)

770 Jim Globig (ET)

Dan Goldman (GEO)

771 Brad Kallenberg (REL)

Dan Fouke (PHL)

772 Jayne Whitaker (VAR)

Janet Greenlee (SBA)

773 Dennis Doyle (REL)

774

775 English 200 Working Group

776

777 Brian Bardine (ENG)

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

779 Susan Trollinger (ENG)

780

781 First Year Humanities Working Group

782

783 Julius Amin (chair, HST)

Maura Donahue (director, Program/ Christian Leadership)

784 Myrna Gabbe (PHL)

Sheila Hassell-Hughes (chair, ENG)

785 Bill Richards/John Inglis (chair, PHL)<sup>4</sup> Patricia Johnson (Alumni Chair in the Humanities, PHL)

786 Caroline Merithew (HST)

Laura Hume (HST)

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

788 Lori Phillips-Young (Writing Program Coordinator)

789 Anthony Smith (REL)

Susan Trollinger (ENG)

790 Cari Wallace (Director of New Student Programs)

791 Sandra Yocum (chair, REL)

Bryan Bardine (ENG)

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\* Denotes chairperson(s).

<sup>4</sup>Dr. Inglis was on sabbatical in Fall 2009. During this time, William Richards served as interim department chair and member of this working group.

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793		
794		
795		
796	<u>Major Capstone Working Group</u>	
797		
798	Janet Bednarek (HST)	John Clarke (VCD)
799	Heidi Gauder (Library)	Elizabeth Gustafson (ECO)
800	Carissa Krane (BIO)	Art Jipson (director, CJS Program)
801	George DeMarco (HSS)	Phil Doepker (MEE)
802	Steve Wilhoit (ENG, LTC)*	David Wright (BIO, LTC)*
803		
804		
805	<u>Mathematics Working Group</u>	
806		
807	Joe Mashburn (chair, MTH)*	Art Busch (MTH)
808	Becky Krakowski (MTH)	
809		
810	<u>Natural Science Working Group</u>	
811		
812	Rex Berney (chair, PHY)	Dale Courte (chair, CPS)
813	Said Elhamri (PHY)	Carl Friese (BIO)
814	Aparna Higgins (MTH)	Mark Masthay (chair, CHM)
815	Allen McGrew (chair, GEO)*	Jayne Robinson (chair, BIO)
816	Mike Sandy (GEO)	Jennifer Seitzer (CPS)
817	Shawn Swavey (CHM)	
818		
819	<u>Oral Communication Working Group</u>	
820		
821	Lou Cusella (CMM)	Jon Hess (chair, CMM)*
822	Heather Parsons (CMM)	Sam Wallace (CMM)
823	Kathy Watters (CMM)	
824		
825	<u>Social Science Working Group</u>	
826		
827	David Biers (chair, PSY)	Kristen Cheney (ANT)
828	Ralph Frasca (ECO)	Nancy Martorano Miller (POL)
829	Fran Pestello (chair, SOC)*	Jason Pierce (chair, POL)
830	John Rapp (interim chair, ECO)	Carolyn Roecker Phelps (PSY)
831		

832 \* Denotes chairperson(s).

833