

COMMON ACADEMIC PROGRAM

The Common Academic Program (CAP) is the portion of the curriculum shared by all undergraduate students, starting with the entering class in 2013. It embodies seven UD learning goals: scholarship, faith traditions, diversity, community, practical wisdom, critical evaluation of our times and vocation. The courses challenge students and faculty to link aspects of their own lives, majors and careers to a broader world. Students' unique learning experiences promote knowledge, skills and dispositions through engaging, developmental and integrated courses, and experiences that are necessary for 21st century graduates.

Learning Outcomes

- 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.
- 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.
- 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.
- 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.
- 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.
- 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.

Requirements

Common Academic Program (CAP)

*credit hours will vary depending on courses selected		
First-Year Humanities Commons ¹		12
HST 103	West and the World	
REL 103	Introduction to Religious and Theological Studies	
PHL 103	Intro To Philosophy	
ENG 100	Writing Seminar I ²	
Second-Year Writing Seminar ³		0-3
ENG 200	Writing Seminar II	
Oral Communication		3
CMM 100	Principles of Oral Communication	
Mathematics		3
Social Science		3
SSC 200	Social Science Integrated	
Arts		3
Natural Sciences ⁴		7
Crossing Boundaries		variable credit
Faith Traditions		
Practical Ethical Action		
Inquiry		
Integrative		
Advanced Study		variable credit
Philosophy and/or Religious Studies		
Historical Studies		
Diversity and Social Justice		3
Major Capstone		0-3

¹ Completed with ASI 110 and ASI 120.

² Or ENG 100A and ENG 100B, or ENG 200H, by placement.

³ Completed with ENG 200H or ASI 120.

⁴ Must include two different disciplines and accompanying lab.

CAP Components

First-Year Humanities

The First-Year Humanities component will introduce the seven student learning outcomes and develop appropriate disciplinary objectives as part of the first-year courses in Religious Studies, Philosophy, History, and English that create a foundation for student learning in the rest

of the Common Academic Program and their majors. These courses will exhibit, at an introductory level, the value of humanistic inquiry and reflection as a means of advancing the seven learning outcomes. Particular emphasis will be placed on the diversity outcome. Collectively, these courses will introduce students to the concept that learning is a process of integrating knowledge within and across disciplines. To help students understand the relationship between disciplines and to begin to understand the importance of integrating knowledge across disciplines, the faculties of the departments offering these courses will develop other common elements, questions or themes to be considered in these courses. These courses challenge students to ask the question: "What does it mean to be human?" These courses will, when considered collectively, familiarize students with central concepts and texts of the Catholic intellectual tradition.

The CAP program will contain two writing courses, a first-year writing seminar and a second-year writing seminar. As part of the First-Year Humanities component of the CAP, students will enroll in either a first-year writing seminar or a first-year honors writing seminar. Many students will begin by taking the first-year writing seminar. This course focuses on personal and academic literacies, with an emphasis on expository writing and the development of college-level reading, writing, research and critical thinking skills as well as a process approach to writing. With its focus on personal and academic literacies, the first-year writing seminar addresses directly the question, "What does it mean to be human?" as it explores the relationship between reading/writing (or literacy) and being human. Based on placement criteria, some students will qualify to enroll in the first-year honors writing seminar. This course will also engage the question of what it means to be human in a manner fitting the context of a themed writing seminar (see description of Second-Year Writing Seminar below). Together, then, the first-year writing seminar and the first-year honors writing seminar will provide all incoming first-year students with a course in writing that supports multiple *Habits of Inquiry and Reflection (HIR)* outcomes and explores the question, "What does it mean to be human?" Students who complete the first-year honors writing seminar will not take the second-year writing seminar.

Second-Year Writing

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

Oral Communication

To enhance students' ability to communicate effectively, all students will complete three hours in Oral Communication, normally in their first or second year of study. The Oral Communication foundational course will focus on the concepts of dialogue and debate, with the goals of: engaging in constructive mutual dialogue in conversations and meetings; developing the ability to articulate, analyze and defend a position in a public forum; understanding the differences between dialogue and debate; and understanding relative advantages and disadvantages of each mode of communication. With its focus on dialogue and debate,

the course will assist students in the development of the skills necessary for learning, living and working in communities. By developing the ability to engage in conversation that advances understanding, students will be better able to interact and collaborate with persons from diverse backgrounds and perspectives.

Mathematics

To enhance quantitative reasoning skills, all students will complete three hours in Mathematics. The particular course will vary based on the students' major and background in mathematics. The mathematics courses are most closely related to the *Habits of Inquiry and Reflection (HIR)* outcomes related to scholarship, practical wisdom and critical evaluation of our times.

Arts

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

Social Science

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

Natural Science

An understanding of many significant issues confronting our world today requires a basic understanding of science. Students must take two three-hour lecture courses in the physical or life sciences or computer science, at least one of which should be accompanied by a corresponding one-hour laboratory section. Lecture sections are either a prerequisite or corequisite to their correlative laboratory sections. Students will be exposed to at least two of the five disciplines: biology, chemistry, computer science, geology and physics. The Science component will actively challenge students to explore the scientific dimensions of complex, controversial or unresolved problems facing human society. It furthers the development of the outcomes related to scholarship, practical wisdom and critical evaluation of our times by challenging students to achieve an enriched understanding of the scientific method by applying it to issues of broad public interest. The community outcome will also be enhanced through the team-based learning that occurs in the laboratory setting.

Crossing Boundaries

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

Faith Traditions: The course on Faith Traditions is designed to encourage students to better understand, reflect on and place their own religious beliefs and experiences in a broader historical or cultural context. Courses satisfying the Faith Traditions component may be offered by any department provided that the courses incorporate some of the ideas from the introductory religious studies course and that they develop students' ability to examine their own faith commitments and to participate in dialogue with other faith traditions. The courses will: place religious traditions within their historical context; examine their philosophical foundations or the internal logic of religious thought, language and practice; compare religious traditions by examining their philosophical foundations, historical origins, artistic expressions, canonical texts and/or storied practices; or examine a religious tradition with which students are unfamiliar (e.g., a non-Christian tradition).

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

Inquiry: The Inquiry component of the CAP requires that students select a course outside their own division to better understand the ways of knowing found in other academic disciplines. The Inquiry course provides an opportunity for all academic units, particularly

the professional schools, to develop courses for the CAP. The Inquiry course will serve as an introduction to key methods of investigation, interpretation, exploration and ways of knowing. Taking a course outside one's major can broaden awareness of differing philosophies or analytic approaches, and it can offer new ways of conceiving of and resolving problems. The Inquiry course will provide students an opportunity to contrast inquiry in their own field with a different discipline's methods of inquiry. Some modes of inquiry engage experimentation and creative practice, other modes employ cognitive systems or analytical frameworks. Still other modes of inquiry investigate the complexity of systems, languages or cultures. Exposure to modes of inquiry not typically used in the students' major prepares them to think critically about ways of acquiring, evaluating and applying knowledge claims within their own discipline. For this reason, the Inquiry course will include a reflective and comparative component in which a student examines methods in his or her major field with those in the field of the Inquiry course.

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

Major Capstone

The ability of students to integrate the knowledge acquired in their undergraduate career, both within the major and in the Common Academic Program, is greatly enhanced by a capstone experience. All students will have a capstone course or experience in their major. The Capstone will provide students the opportunity to engage, integrate, practice and demonstrate the knowledge and skills they have developed in their major courses and which reflect learning outcomes associated with the *Habits of Inquiry and Reflection (HIR)*. The Capstone will provide students the opportunity to engage in the scholarship, activity and/or practice of their major field and further the students' understanding of their chosen vocation, career or profession. Students will present their work in a forum appropriate to their major. This course or experience will be designed by faculty in each major. It may, or may not, be assigned credit hours.

Advanced Religious Studies

As a Catholic and Marianist institution of higher education, the University regards religious studies and philosophy as having special roles in the undergraduate curriculum and in the attainment of University-wide learning outcomes. Students are expected to deepen their knowledge of the religious and philosophical traditions that inform the Catholic and Marianist education. Advanced study in these areas, especially when conducted through interdisciplinary courses, also assists students in constructing integrated knowledge of the central human questions examined in a liberal education. The fields of philosophy and religious studies, together with historical study, are indispensable for students' education in the Catholic intellectual tradition. 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.

Students will have flexibility in fulfilling these requirements. First, these courses will frequently focus on issues related to, and satisfy the criteria for, the Faith Traditions, Practical Ethical Action, Inquiry and Integrative components of the CAP. Second, the criteria for these requirements are disciplinary-based in the fields of religious, philosophical and historical studies, and therefore not limited to specific departments. Courses offered outside the Departments of Philosophy, Religious Studies and History may count towards the Advanced Religious, Philosophical and Historical Studies requirements if the courses draw extensively from those disciplinary perspectives and address in significant ways aspects of the Catholic intellectual tradition. Courses satisfying the Advanced Religious Studies component might: examine the central beliefs, texts or practices of one or more religious traditions or movements; examine ethics as a central feature of a religious tradition including the use of Catholic social teaching as a resource; or examine cultural expressions of religious identity or tradition as the central focus of theological or religious studies. Courses satisfying the Advanced Philosophical Studies component might evaluate competing solutions to theoretical or ethical options in the present day, or draw on the philosophical resources of the Catholic intellectual tradition to address the challenges of their times. Courses satisfying the Advanced Historical Studies component might engage students in the study and analysis of primary materials to further develop students' historical sensibilities in a way that illuminates the historical dimensions of *Habits of Inquiry and Reflection (HIR)* learning outcomes. The course could examine a historical topic drawing on the work of historians to show how interpretations of the past may change over time.

Advanced Philosophical Studies

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Diversity and Social Justice

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

Courses approved to satisfy the Diversity and Social Justice component will build on earlier CAP courses addressing diversity including the First-Year Humanities courses, the Second-Year Writing Seminar, and the Social Science, Arts, Natural Science and Oral Communication courses. The Diversity and Social Justice component may not double count with these courses, but may double count with courses taken to satisfy other CAP components or courses taken in the student's major.

Approved Courses

Use the links below or scroll down to view all CAP approved courses. This catalog listing is accurate as of August 1, 2015. DegreeWorks should be consulted for the most up-to-date information since courses that satisfy CAP requirements can vary by year of admission or according to a student's major. DegreeWorks can be accessed through Porches (<https://porches.udayton.edu/cp/home/displaylogin>) or at <https://degreeworks.udayton.edu>.

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- Crossing Boundaries - Faith Traditions (p. 94)
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First-Year Humanities

ASI 110	The Roots and Development of Western Culture in a Global Context	7
ASI 120	The Development of Western Culture in a Global Context	8
ENG 100	Writing Seminar I	3
ENG 100A	Writing Seminar 1A	2
ENG 100B	Writing Seminar 1B	2
ENG 200H	Writing Seminar II	3
HST 103	The West & the World	3
PHL 103	Introduction to Philosophy	3
REL 103	Introduction to Religious and Theological Studies	3

Second-Year Writing Seminar

ENG 200	Writing Seminar II	3
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Oral Communication

CMM 100	Principles of Oral Communication	3
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Mathematics

MTH 114	Contemporary Mathematics	3
MTH 129	Calculus for Business	3
MTH 137	Calculus I with Review	4
MTH 148	Introductory Calculus I	3
MTH 168	Analytic Geometry & Calculus I	4
MTH 205	Mathematical Concepts II	3
MTH 207	Introduction to Statistics	3

Social Sciences

SSC 200	Social Science Integrated	3
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Arts

EDT 417	Theatre in Education	3
EGR 308	Engineering for the Performing Arts	3
ENG 280	Introduction to Creative Writing	3
ENG 302	Survey of Later British Literature	3
ENG 331	Studies in Film	3
MUS 205	Music, Technology and Culture	3
MUS 232	Integrating Music into the Curriculum	3
MUS 303	Introduction to Musics of the World	3
MUS 327	Music in Film	3
MUS 365	Music In Society	3
MUS 390	Ensembles	0.5-1

Crossing Boundaries - Practical Ethical Action

CJS 303	Theory and Practice of Corrections	3
CJS 336	Comparative Criminal Justice Systems	3
CMM 354	Political Campaign Communication	3
CMM 372	Communication for Health Professionals	3
CMM 385	Dialogue, Power, and Diversity	3
EDT 305	Philosophy and History of American Education	3
MUS 304	The Practice of American Music	3
PHL 313	Business Ethics	3
PHL 314	Philosophy of Law	3
PHL 315	Medical Ethics	3
PHL 316	Engineering Ethics	3
PHL 317	Ethics of War	3
PHL 319	Information Ethics	3
PHL 321	Environmental Ethics	3
PHL 374	Philosophy and the City	3
PHL 377	Philosophy and Mass Media	3
PHL 383	Ethics of Scientific Research	3
POL 341	Power, Gender & Performance	3
POL 354	Political Campaign Communication	3
POL 371	Environmental Policy	3
REL 367	Christian Ethics & Health Care Issues	3
REL 368	Christian Ethics & the Business World	3
REL 369	Engineering Ethics by Design: Theological Ethics and Engineering	3
SEE 402	Sustainability Research II	3
SOC 331	Marriages & Families	3
SOC 333	Sociology of Sexualities	3
SOC 350	Art and Social Practice	3
SOC 352	Community	3
SWK 331	Death, Dying and Suicide	3
THR 352	Applied Theatre	3
THR 380	Power, Gender & Performance	3
VAR 350	Art and Social Practice	3

Crossing Boundaries - Inquiry

ACC 200	Introduction to Accounting	3
ANT 150	Cultural Anthropology	3
ANT 306	Culture & Power	3
ANT 315	Language & Culture	3
ANT 449	Anthropological Field Work	3
CMM 356	Argumentation and Advocacy	3
CMM 417	Introduction to Audience Research	3
EDT 322	Perspectives on Education and Social Justice	3
ENG 318	Detective Fiction	3
ENG 336	Gender and Fiction	3
ENG 359	Discourse Analysis	3
ENG 372	Business and Professional Writing	3
ENG 373	Writing in the Health Professions	3
ENG 375	Writing for the Web	3
GEO 103	Principles of Geography	3

GEO 204	Geology for Teachers	4
GEO 208	Environmental Geology	3
GEO 218	Geological Site Investigation for Engineers	3
GEO 450	Applied Geographic Information Systems	4
HSS 384	Food Justice	3
HST 220	Survey of Ancient History	3
HST 299	Historical Background to Contemporary Issues	3
HST 304	Ancient History & Modern Ideology	3
HST 328	Tolstoy's Russia	3
HST 332	History of Modern East Asia	3
HST 346	History of American Aviation	3
HST 357	Modern Latin America	3
HST 358	Social & Cultural History of Latin America	3
HST 363	The Wealth of Nations: A History of Economic Thought	3
HST 368	The Soviet Experiment: From Lenin to Putin	3
HST 375	History of US Foreign Relations Since 1750	3
HST 383	History of the Caribbean	3
MGT 229	Introduction to Entrepreneurship	3
MIS 302	Systems Thinking in Organizations	3
MKT 300	Survey of Marketing	3
MTH 207	Introduction to Statistics	3
MUS 232	Integrating Music into the Curriculum	3
MUS 327	Music in Film	3
PHL 302	Symbolic Logic	3
PHL 304	Philosophy of Human Nature	3
PHL 361	Philosophies of Change in U.S. History	3
PHL 378	The Self Concept: Reality or Social Construct?	3
REL 310	The Pentateuch	3
REL 311	The Prophets	3
REL 318	Studies in Paul	3
REL 358	Liberation Theologies	3
REL 378	Religion, Society and Global Cinema	3
SOC 310	Perspectives on Education and Social Justice	3
SOC 384	Food Justice	3
THR 105	Theatre Appreciation	3
THR 304	Movement for Everyone	3
THR 310	Acting for Everyone	3
VAE 232	Integrating Visual Culture	3
VAF 230	Anatomy Drawing for Non-Majors	3
VAP 101	Foundation Photography	3

Crossing Boundaries - Integrative

ANT 350	Anthropology of Tourism	3
ANT 352	Cultures of Latin America	3
ANT 360	Making of Modern South Asia	3
ASI 495	Integrative Capstone Project, India Program	3
CMM 352	Persuasion	3
CMM 355	Rhetoric of Social Movements	3
CMM 359	The Road to Hell: The Apocalypse in Classical and Contemporary Forms	3
CMM 410	Family Communication	3

EDT 222	Middle Childhood to Young Adult Development in a Diverse Society	3	REL 208	Faith Traditions: Islamic Religious Traditions	3
EDT 322	Perspectives on Education and Social Justice	3	REL 214	Magic, Medicine, or Miracles: Disability in the Ancient World, the Bible, and Today	3
EDT 340	Educating Diverse Student Populations in Inclusive Settings	3	REL 227	Faith Traditions: Beliefs in Dialogue	3
EDT 466	TESOL Methods for Teaching English Language Learners	3	REL 228	Faith Traditions: Historical Encounters	3
ENG 307	Varieties of English	3	REL 261	Faith Traditions: Human Rights	3
ENG 313	Social Justice & Dramatic Literature	3	REL 266	Faith Traditions: Moral Reasoning	3
ENG 333	Images of Women in Literature	3	REL 322	Latino/Latina Religious Experiences	3
ENG 336	Gender and Fiction	3	REL 358	Liberation Theologies	3
ENG 340	US Prison Literature and Culture	3	SOC 310	Perspectives on Education and Social Justice	3
ENG 360	US Latina/Latino Literature	3	SOC 328	Racial & Ethnic Relations	3
ENG 366	Health Literacy and Social Justice	3	SOC 330	Perspectives on Aging	3
ENG 466	TESOL Methods for Teaching English Language Learners	3	SOC 331	Marriages & Families	3
HSS 275	History of Physical Education & Sport	3	SOC 332	Gender and Society	3
HSS 302	Community Nutrition	3	SOC 333	Sociology of Sexualities	3
HSS 360	Sport and Bodies	3	SOC 339	Social Inequality	3
HSS 384	Food Justice	3	SOC 350	Art and Social Practice	3
HST 210	Making of Modern South Asia	3	SOC 352	Community	3
HST 302	Identity in Ancient Greece	3	SOC 360	Sport and Bodies	3
HST 333	The Making of the Modern Middle East	3	SOC 371	Sociology of Human Rights	3
HST 337	History of Africa - 19th Century to the Present	3	SOC 384	Food Justice	3
HST 351	American Gender & Women's History	3	SOC 394	Popular Culture	3
HST 355	American Urban History	3	SWK 307	Mental Health Services	3
HST 359	History of American City Planning	3	SWK 330	Perspectives on Aging	3
HST 363	The Wealth of Nations: A History of Economic Thought	3	THR 250	Diversity in Creative & Performing Arts	3
HST 371	Labor and Working Class History	3	THR 313	Social Justice & Dramatic Literature	3
HST 378	Immigration History	3	THR 380	Power, Gender & Performance	3
HST 382	History of Mexico	3	VAH 310	History of Art and Activism	3
HST 386	China in Revolution	3	VAH 320	Latin American Art	3
HST 397	History of Black Women	3	VAR 250	Diversity in Creative & Performing Arts	3
HST 398	African American History before 1877	3	VAR 330	Comparative Visual Culture in Film	3
MUS 304	The Practice of American Music	3	VAR 350	Art and Social Practice	3
MUS 315	Music and Gender	3	WGS 250	Introduction to Women's and Gender Studies	3
MUS 340	Music Education for Diverse Student Populations in Inclusive Settings	3			
MUS 354	Gospel Music: Instrument of Social Change	3			
PHL 307	Philosophy and Feminist Thought	3	Major Capstone or Course Experience		
PHL 310	Social Philosophy	3	ACC 408	Advanced Financial Accounting	3
PHL 358	Marxist Philosophy	3	AMS 480	American Studies Capstone	0
PHL 361	Philosophies of Change in U.S. History	3	ASI 397	Capstone Seminar in Human Rights Studies	3
PHL 363	African Philosophy	3	BIO 420	Biology Capstone Seminar	1
PHL 364	Race, Gender and Philosophy	3	CEE 450	Civil Engineering Design	3
PHL 370	Political Philosophy	3	CHM 490	Seminar IV	1
PHL 374	Philosophy and the City	3	CJS 409	Senior Capstone	3
PHL 379	Latin American Philosophy	3	CME 466L	Chemical Engineering Unit Operations Laboratory	2
PHL 382	Culture, Modernization, and Multiple Modernities	3	CMM 399	Communication Practicum	1
POL 341	Power, Gender & Performance	3	CMM 425	Professional Seminar in Communication Management in Organizations	3
PSY 390	Forensic Psychology	3	CMM 438	Multi-Media Journalism	3
PSY 443	Women, Gender, and Psychology	3	CMM 461	Public Relations Campaigns	3
			CPS 490	Capstone I	3
			CPS 491	Capstone II	3
			ECE 432L	Multidisciplinary Design II	3
			ECO 490	Senior Seminar in Applied Economics	3

ECT 490	Senior Project	3
EDT 416	Early Childhood Capstone Seminar	3
EDT 423	Middle Childhood Capstone Seminar	3
EDT 436	Adolescent to Young Adult Capstone Seminar	3
EDT 484	Intervention Specialist Capstone Seminar	0-3
ENG 498	Capstone I-Project	3
ENG 499	Capstone II-Seminar	0
FIN 401	Finance Capstone: Advanced Financial Analysis	3
FIN 460	Finance Capstone: Portfolio Management & Security Analysis	3
GEO 303	Field Geology	6
GEO 498	Geological Research and Thesis	4
GNS 480	Senior Capstone	0
HSS 428	Research in Sport and Health Sciences	3
HST 498	History Capstone Seminar	3
IET 490	Senior Project	3
INB 450	International Business Management Capstone	3
LNG 495	The Language Major in Professional Careers	1
MCT 490	Senior Project	3
MED 480	Pre-Medicine Capstone	1
MEE 432L	Multidisciplinary Engineering Design Laboratory II	3
MFG 490	Senior Project	3
MGT 430	Senior Seminar in Entrepreneurship	3
MIS 475	MIS Project II-Design & Implementation in Teams	3
MKT 455	Marketing Analytics and Strategy	3
MTH 480	Mathematics Capstone	1
MUS 450	Degree Recital	0
MUS 481	Capstone Project & Presentation	1
OPS 495	Capstone Operations & Supply Management Project II	5
PHL 480	Senior Capstone	0
PHY 480	Physics Capstone	1
POL 498	Political Science and Vocation	0
POL 499	Political Science Capstone	3
PSY 471	History of Psychology	3
PSY 480	Senior Seminar in Psychology	3
PSY 499	Independent Research Capstone	3
REL 490	Capstone Seminar	3
SOC 409	Senior Project Capstone	3
THR 499	Creating New Works	3
VAD 497	Portfolio and Paper - Graphic Design	1
VAD 499	Portfolio and Paper - Graphic Design	3
VAE 498	Senior Research and Portfolio	3
VAF 499	Senior Thesis	1
VAH 485	Art History Seminar	3
VAP 499	Senior Seminar II	1
VAR 496	Senior Project, Presentation and Paper	3
WGS 490	Senior Seminar in Women's & Gender Studies	3