

The CAP component courses are taken throughout the undergraduate years, interwoven with the course requirements of the major, building upon each other, and intentionally developing our seven Student Learning Outcomes in conjunction with co-curricular experiences.

COMMON ACADEMIC PROGRAM

HUMANITIES ENGINEERING SOCIAL SCIENCES BUSINESS SCIENCES ARTS EDUCATION

The CAP is founded on our Catholic and Marianist traditions. It deepens our commitment to transformative learning. And it strengthens our dedication to educating the whole person. All of these values are reflected in our seven Student Learning Outcomes.

- SCHOLARSHIP
 - . Advanced habits of academic inquiry and creativity
 - . The production of a body of artistic, scholarly or community-based work
- FAITH
 - . Ability to engage in intellectually informed, appreciative, and critical inquiry regarding major faith traditions, basic theological understandings and central texts that shape Catholic beliefs and teachings, practices, and spiritualities
- DIVERSITY
 - . Intellectually informed, appreciative, and critical understanding of the cultures, histories, times, and places of multiple others
- COMMUNITY
 - . Values and skills necessary for learning, living, and working in communities of support and challenge
 - . Accepting difference, resolving conflicts peacefully, and promoting reconciliation
- PRACTICAL WISDOM
 - . 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
- CRITICAL EVALUATION OF OUR TIMES
 - . Through the habits of inquiry and reflection, informed by familiarity with Catholic Social Teaching, equipping to evaluate critically and imaginatively the ethical, historical, social, political, technological, economic, and ecological challenges of their times in light of the past
- VOCATION
 - . Articulate reflectively the purposes of their life and proposed work through the language of vocation appreciation of the fullness of human life, responsibility to live in service of others

LINKING THE CURRICULUM WITH THE CO-CURRICULUM

FACULTY TEACHING CAP COURSES

Please consider including in the syllabus for your CAP course(s) a brief statement explaining that it is a CAP course and what that means. The concept of the CAP needs to be articulated and reiterated at various points throughout the course since few students will understand this on their own. Please also consider including on a quiz or a test a question or two that asks students how they relate the content of your course to one or more of the Student Learning Outcomes. Grading their answers is not necessary, but if you would be willing to share what you learn from them, or from any other form of interaction regarding the CAP, with your department chair, it would contribute to our efforts to assess and improve the CAP.

FACULTY TEACHING COURSES NOT IN THE CAP

Please consider taking a short amount of time at some point in the course to explore with your students what they know about the CAP and how non-CAP courses could be seen within the context of the CAP. It is hoped that such discussions would be constructive and consistent with the University's efforts to make the CAP meaningful and viable. If you would be willing to share what you learn from such discussions with your department chair, it would contribute to our efforts to assess and improve the CAP.

FACULTY ADVISERS FOR FIRST-YEAR STUDENTS

As you know, some students arrive at the University believing that all they need to know and all they care to know is the content of their chosen majors. They often think that anything else is an irrelevant waste of their time, so they regard courses outside their majors as onerous requirements to be gotten out of the way as expediently as possible. It is essential that academic advisers explicitly discourage such views, which are clearly inconsistent with our Catholic and Marianist philosophy of education. Student advising that focuses constructively and creatively on the advantages, options, and opportunities provided through the CAP is vital to its success. Please offer your views and suggestions about the CAP to your department chair and/or an assistant dean in your unit in order to help us with assessment and improvement.

CAP COMPONENTS

First-Year Humanities
Intro Religious Studies,
Philosophy & History
First-Year Writing Seminar
Second-Year Writing Seminar
Oral Communication
Mathematics
Social Science
Arts
Natural Sciences
Crossing Boundaries
Faith Traditions
Practical Ethical Action
Inquiry Course
Integrative Course
Advanced Studies In:
Religious, Philosophical &
Historical Studies*
Diversity and Social Justice
Major Capstone Course or
Experience
* May also satisfy Crossing
Boundaries components

FINDING CAP COURSES

Self-Serve Banner, the Undergraduate Catalog and DegreeWorks will all provide students and faculty with the ability to search for and select appropriate courses so that students may fulfill the CAP requirements in both a timely and an intentional manner.

APPROVAL FOR CAP COURSES

All new or existing courses submitted for CAP approval will be entered into the UD Course Inventory Management System (CIM) where CAP components and Student Learning Outcome attributes will be specified.

LOOKING FOR ANSWERS

Everything you need to successfully implement the Common Academic Program in your course, major, program or unit may be found on the CAP website:
www.udayton.edu/provost/cap.php.

On the CAP site you will find links to:
Advising
CAP 101 (an intro to CAP)
Committees
Faculty Development
Faculty Resources
CAP News

www.udayton.edu/provost/cap.php | 937.229.5534

