C A P C O U R S E O F S T U D Y

Several departments have charted their Course of Study in light of the CAP and the UD Student Learning Outcomes using the CAP Mapping Tool (see partial graphic below). See below what participants have to say about the experience.

W H A T P A R T I C I P A N T S H A D T O S A Y A F T E R C O M P L E T I N G T H E C O U R S E O F S T U D Y :

Please share what you learned in this process.

"I realized the task was not as daunting as I first thought it might be."

"We got a better sense of how we need to move forward on curriculum development and assessment -- both in terms of specific needs, but more importantly, the process we need to follow."

"It was good to put all the pieces together and to feel very supported in the process."

"I was so overwhelmed at the initial complexity that I was delighted to learn that this was indeed do-able"

What would you tell others who are beginning this process?

"You will learn about CAP and get a better sense of what it means and what you need to do to get ready for it."

"Keep open mind, this will help the students become well rounded…"

"It is helpful and worthwhile."

"Give serious thought to the UD Outcomes and how your major and courses can be defined in those terms."

"Do it. It's important and will inevitably make the curriculum transition easier as an advisor, and course developer/ instructor."

"It was good to put all the pieces together and to feel very supported in the process."

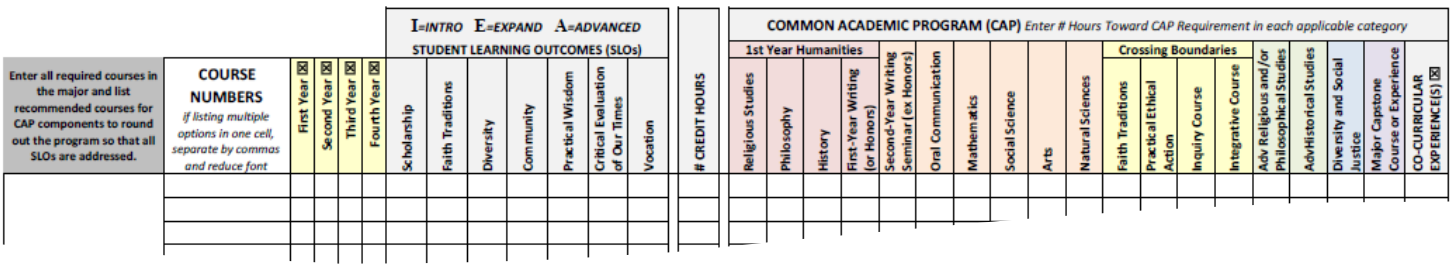
How will you apply what you discovered in this process?

"I will work to get my courses ready -- and get ready to advise students."

"It makes sure the skills you want the students to gain happen on purpose and not by chance."

"Use it to ensure we are meeting the requirements & for advising incoming students."

Care to chart YOUR Course of Study? Let us know by clicking the following link to let us know you would like to start the journey: https://docs.google.com/a/udayton.edu/spreadsheet/viewform?



Enter all required courses in the major and list recommended courses for CAP components to round out the program so that all SLOs are addressed.	COURSE NUMBERS *if listing multiple options in one cell, separate by commas and reduce font*	First Year ☒	Second Year ☒	Third Year ☒	Fourth Year ☒	I=INTRO E=EXPAND A=ADVANCED STUDENT LEARNING OUTCOMES (SLOs): Scholarship	Faith Traditions	Diversity	Community	Practical Wisdom	Critical Evaluation of Our Times	Vocation	# CREDIT HOURS	COMMON ACADEMIC PROGRAM (CAP) *Enter # Hours Toward CAP Requirement in each applicable category*: 1st Year Humanities: Religious Studies	Philosophy	History	First-Year Writing (or Honors)	Second-Year Writing Seminar (ex Honors)	Oral Communication	Mathematics	Social Science	Arts	Natural Sciences	Crossing Boundaries: Faith Traditions	Practical Ethical Action	Inquiry Course	Integrative Course	Adv Religious and/or Philosophical Studies	AdvHistorical Studies	Diversity and Social Justice	Major Capstone Course or Experience	CO-CURRICULAR EXPERIENCE(S) ☒