

CAP COMMITTEE - CAP COURSE REVIEW GUIDELINES

Revised 09/05/2017

CROSSING BOUNDARIES – INQUIRY	
<p>The <i>Inquiry</i> component of 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.</p>	
<i>Crossing Boundaries:</i>	
	Course will build on our strengths as a comprehensive Marianist university by engaging students and faculty across disciplinary lines and across academic units and by connecting with the Catholic intellectual tradition.
	The institutional learning goals related to faith traditions, diversity, practical wisdom, critical evaluation of our times, and vocation are particularly important for crossing boundaries courses.
	Course will draw from relevant interdisciplinary knowledge as well as an understanding of the professions and social institutions.
	Challenges students and faculty to link aspects of their own lives, majors, and careers to a broader world within and outside academia.
	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.
<i>All of the following are addressed:</i>	
	Serves as an introduction to key methods of investigation, interpretation, exploration, and ways of knowing.
	Broadens awareness of differing philosophies or analytic approaches or conceiving of and resolving problems.
	Contrasts own field with a different discipline’s methods of inquiry (such as experimentation; creative practice; cognitive systems; analytical frameworks; or complex systems, languages, or cultures).
	Prepares students to think critically about ways of acquiring, evaluating, and applying knowledge claims within their own discipline.
	Includes 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.
<i>And:</i>	
	The course may also be submitted to satisfy one of the Advanced Studies courses (Historical, Religious, or Philosophical Studies).
	The course may also be submitted to satisfy the Diversity and Social Justice component.
	The Inquiry component of CAP requires that students select a course outside their own division to better understand the ways of knowing found in other academic disciplines.

INSTITUTIONAL LEARNING GOALS (ILGS)

	✓ All that apply. REQUIRED Learning Goals are marked with ** and a thicker border. <i>A minimum of one ILG is required for all CAP Courses.</i>						
	Scholarship	Faith Traditions	Diversity	Community	Practical Wisdom	Critical Evaluation of Our Times	Vocation
Course learning objectives reflect which ILG(s)?							
Course content reflects the targeted ILG(s)							
Developmental level for ILG(s) is listed							
Method for student demonstration of ILG(s)							
Criteria for determining student achievement of ILG(s)							