CAP COMMITTEE - CAP COURSE REVIEW GUIDELINES

Revised 09/05/2017

ADVANCED STUDY – 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 goals. 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. With these courses, 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.   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.

	All of the following are addressed:
	Course is beyond the 100 level.
	Students deepen their knowledge of the religious traditions that inform the Catholic and Marianist education.
	Assists students in constructing integrated knowledge of the central human questions examined in liberal education – especially when conducted as an interdisciplinary course.
	Furthers students' understanding of the resources that the Catholic intellectual tradition offers for personal, professional, and civic lives and also for the just transformations of the social world.
	Engages students in liberal learning that connects theory and practice.
	Students draw upon the resources of the Catholic intellectual tradition as they consider how to lead wise and ethical lives of leadership and service.
	And may also do the following:
	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.
	Examine cultural expressions of religious identity or tradition as the central focus of theological or religious studies.
	And may:
	Focus on issues related to, and satisfy the criteria for, the Faith Traditions, Practical Ethical Action, Inquiry, and Integrative components of the CAP.
	Be offered by a department other than Religious Studies. The criteria for this requirement are disciplinary-based in the field of religious studies and, therefore, not limited to specific departments. Courses offered outside the Department of Religious Studies may count towards the advanced religious studies requirement if the course draws extensively from that disciplinary perspective and addresses in significant ways aspects of the Catholic intellectual tradition.

INSTITUTIONAL LEARNING GOALS (ILGS)

	✓ All that apply. REQUIRED Learning Goals are marked with ** and a thicker border. *A minimum of one ILG is required for all CAP Courses.*						
	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)							