HOW THE MISSION STATEMENT OF AUSTRALIAN CATHOLIC UNIVERSITY IS REFLECTED IN ITS CURRICULUM

Gabrielle McMullen
Pro-Vice-Chancellor (Academic Affairs) and Chair, Academic Board
Australian Catholic University

Australian Catholic University (ACU) is the only Catholic institution within the publicly funded Australian Unified National System of Higher Education. It plays a unique role in the delivery of higher education in Australia and also offers a number of its programs offshore. The University’s Mission Statement (see Appendix) captures the ethos of the University and is reflected in the University’s distinctive curriculum.

INTRODUCTION

Two elements are essential with respect to a Mission Statement. It must be:

- an evolving document reflecting the development of the institution and its particular purpose(s) – in the case of Australian Catholic University, higher education;

- animated by the members of the institution – in the case of ACU, its students and staff – so that how they contribute to the institution and the wider community is a reflection of the Mission Statement.

These aspects are especially critical for a Catholic university. John Paul II’s Apostolic Constitution on Catholic Universities, *Ex Corde Ecclesiae*, states:

> In this context Catholic universities are called to a continuous renewal, both as “universities” and as “Catholic.” For “what is at stake is the very meaning of scientific and technological research, of social life and of culture, but, on an even more profound level, what is at stake is the very meaning of the human person.” Such renewal requires a clear awareness that, by its Catholic character, a university is made more capable of conducting an impartial search for truth, a search that is neither subordinated to nor conditioned by particular interests of any kind.\(^1\)

For ACU as a university, this renewal must be in line with the evolution of higher education. For ACU as a Catholic university, this renewal must be a continual exploration of how the Mission Statement, which is unique in the Unified National System of Higher Education in Australia, animates the University and makes it identifiably different in the sector.

A fundamental area for examination is the University’s curriculum. At Australian Catholic University this is subject to ongoing review in terms of its academic and professional relevance but also as to its Mission-focus. The University’s Academic Board has accepted the principle of ensuring that all of ACU’s degree programs involve Mission-focused units and areas of study that communicate visibly and forcibly the integrative force of the University’s institutional Mission.\(^2\) As the University enters its
second decade, it has undertaken a wide-ranging evaluation of the implementation of this principle.

This article aims to highlight the process of how mission is integrated into a university and more particularly how the Mission Statement of Australian Catholic University is actually reflected in the curriculum. It presents a case study of how one university is evolving its Catholic identity. Specifically, it:

- highlights key developments concerning the ‘continuing “conversation” on the Catholic nature of the University’,
- summarises the responses of ACU’s three Faculties in relation to the implementation of Mission-focused units, and
- offers a conclusion to the process.

KEY DEVELOPMENTS

In 1996 the Academic Board of ACU prepared a report of the ways in which its three Faculties provided students with opportunities ‘to achieve intellectual understanding of the philosophy, history and values behind the institution’. The Faculties detailed the units in their degrees that reflected Christian thought and practice. During a recent review the Academic Board noted the very significant developments regarding the Catholic nature of course units that had occurred since 1996. Five years ago students, who were undertaking studies in, for example, an Arts, Business, Environmental Science or Information Systems degree, may have studied a unit in Theology or Philosophy as part of their studies. Students now undertake many specific core and elective Mission-focused units, and in 2001 the Mission and ethos of the University have become more integral parts of all ACU’s courses. Units with the secular content required to meet academic and professional standards are infused with a Mission-focus and are taught very differently at ACU than elsewhere in the Unified National System of Higher Education. This added dimension links with Catholic tradition and is faithful to the Mission and ethos of the University.

As specified in the revised procedures for course approval, amendment and review within the institution, each new or reviewed program now specifies ‘how the University’s Catholic ethos is incorporated into the course’. The generic graduate attributes formally adopted by Academic Board include a ‘commitment to values consistent with the University’s Mission’.

The Twentieth General Assembly of the International Federation of Catholic Universities held in Fremantle (Australia) in August 2000 and the satellite meeting thereafter hosted by ACU in Sydney provided outstanding opportunities for exploration of the impact of a Catholic university’s Mission on its curriculum. Participants gained rich insights from both of these gatherings. The Assembly stressed the power of the integrative force of learning that can be expected at Catholic institutions of higher education. The importance of embedding values in students was emphasised in particular by Archbishop Giuseppe Pittau SJ, Secretary of the Congregation for Catholic Education.

A Symposium on teaching philosophically and theologically related units in undergraduate professional courses on 8 November 2000, which was convened by the institutional Dean of
Arts and Sciences and featured critical commentary and analysis by the Vice-Chancellor, was groundbreaking. Informed and open dialogue suggested ways forward for the University in relation to the implementation of Mission-focussed units. This discussion was especially significant in relation to new initiatives being undertaken by the Faculties themselves.

The faculties at Australian Catholic University are the Faculty of Arts and Sciences, Faculty of Education and Faculty of Health Sciences. Following the review of the Mission-focus of its units, each of these Faculties reported to the Academic Board in July 2001 on its approach to the integration of the Mission into the degrees that it offers. The Academic Board reacted positively and proactively to the different approaches adopted by the Faculties to achieve Mission-focus. General approaches that are utilised (and are reflected in the ensuing discussion) include:

- core units in Ethics, Philosophy, Religious Education, Theology and other Mission-focussed disciplines (e.g. Liturgy and Liturgical Music, Family Studies, Catholic Studies);
- elective units in these disciplines;
- multi-disciplinary units integrating these disciplines with academic and professional studies, including team teaching by specialist lecturers representing these fields;
- integration of Gospel values, ethics, social justice concepts and a spiritual dimension within academic and professional units;
- professional experience in workplaces, particularly those which have similar values to the University or where the values of the University can be put into practice (e.g. schools, hospitals, other health care and welfare providers) – through such experience students are offered ‘the chance to discover and attain a greater moral understanding of themselves and the human community’;
- service-based activities – volunteering and community service have been extra-curricular activities linked to the institution’s Mission; increasingly, service-based activities are being incorporated into the curriculum and service programs ‘integrated with classroom life’. Several of ACU’s courses now incorporate volunteer experience units to recognise this activity formally and to link it to appropriate scholarly and personal reflection;
- the witness of Faculty and other staff – this dimension is central to embedding the values of the University; those who deliver the curriculum to students, whether as lecturers, tutors, demonstrators, laboratory technicians or other presenters, play a key role in relation to living out authentically the values presented through the curriculum and thereby influencing their acceptance or rejection by students.

THE IMPLEMENTATION OF MISSION-FOCUSED UNITS WITHIN FACULTIES

Specifically, the response of each of the Faculties in relation to the implementation of the University’s Mission in its curriculum was as follows:
Faculty of Arts and Sciences

The Faculty of Arts and Sciences ensures that in each of its undergraduate degree courses there are compulsory Mission-focussed units designed to ensure that students examine the important values highlighted in the Mission Statement. Specific courses embody particular aspects of the Mission. Arts and Social Science degrees all display a service orientation. The latter programs focus on an examination of human behaviour at the interface of Social Science and Theology and encourage students to reflect upon sociological and spiritual problems of our time in a spirit of freedom and ecumenism. The Theology courses and their units, whether offered to students specialising in Theology or to students undertaking such units as part of other degrees, seek engagement of Catholic and Christian scholarship with the religious and ethical questions of purpose and meaning arising in human experience and contemporary culture. The engagement in the social, ethical and religious dimensions of human life lies at the very heart of the ACU Mission. These principles are illustrated below with the Bachelor of Visual Arts and Design and the Bachelor of Arts.

Bachelor of Visual Arts and Design: Three units in the new Bachelor of Visual Arts and Design have been specifically designed to exemplify and reflect the distinctive nature of the Mission of ACU, namely Art and Spirit, Issues in Moral Philosophy and Volunteer Experience. The Mission is embedded in the teaching and learning in all other units in the degree and Catholicity is expressed specifically in aspects of the four units of Art and Design History and Theory. By way of example, Art and Design History and Theory 1 addresses conventions and inventions relating to the picturing of mythology and spirituality with particular reference to religious art; Art and Design History and Theory 2 analyses case studies in the representation of spiritual and religious contexts in contemporary art and design practice; Art and Design History and Theory 3 examines the spiritual and religious functions of contemporary works of art and design; and Art and Design History and Theory 4 explores controversies and contentions in spiritual and religious contexts.

Bachelor of Arts: In the recently reviewed Bachelor of Arts, all students undertake a compulsory unit in Theology or Philosophy chosen from Introduction to Religion and Philosophy, Introduction to Theology, Religion in Australian Culture, The World and Literature of the Bible, Business Ethics, Ethics and Information Technology, History of Western Philosophy, Introduction to Ethics, Introduction to Philosophical Inquiry, Philosophy of the Human Person and Reason and Argument. A new unit, Community-based Experience, will also be compulsory for all students from 2002. It will provide them with experiential learning in the context of the Mission of relevance to their academic studies. In particular, it will challenge students to address issues of ethical practice and a commitment to serving the common good. Several majors and minors within the Bachelor of Arts (e.g. Behavioural Studies, Family Studies, Philosophy, Theology) and a wealth of units (e.g. Economic and Social Dimensions of Geography, Australian Indigenous Peoples – Past and Present, Literature and Religion, Inequalities and Social Justice in Australia) approach the Mission from their own particular disciplinary perspective.

Recent reviews of the Bachelor of Environmental Science and Bachelor of Social Science programs have led to similar developments to those in the Bachelor of Arts. Reviews of the Bachelor of Business, Bachelor of Information Systems and Bachelor of Social Work are being undertaken in 2001.
Other Developments: The Faculty seeks to encourage more cross-disciplinary engagement between Theology and the Humanities and Social Sciences. The new dual degree, Bachelor of Arts (Theology)/Bachelor of Social Work is one such initiative. Another under consideration is a unit entitled The Person and Social Responsibility for the Bachelor of Business. It would combine Theology and Philosophy content with a community service component, drawing on traditional and contemporary philosophical and theological works as a source for answering the most fundamental human questions about social injustice. Modelled on a course from Boston College (USA), the unit would seek to engage students in self-discovery and personal growth by thinking about how to assume responsibility for overcoming these injustices. The Faculty of Arts and Sciences is also developing units in Catholic Studies. This emerging multi-disciplinary field, encompassing Art, History, Literature, Music, Philosophy, Theology and other subjects, provides ‘professionals in a global culture with the necessary resources to “renew the whole temporal order,”’ by incorporating the Catholic intellectual tradition into’ the professions. These Catholic Studies units will both enrich the Faculty’s curriculum and provide a further offering through service teaching to the other Faculties.

Overall, all aspects of the Faculty’s teaching, research and community service strive to support the entirety of the spirit and intentions of the University’s Mission. The conduct of staff and students and the nature of the teaching and learning that occurs in all units must be consonant with the Mission. Most staff are sensitive to the connections that need to be made in various units in order to reflect the particular ethos of this University. There is an awareness that staff have embarked upon a journey with students that will be of profound benefit to the students, their future professional lives and the communities, in which they will live. Staff hope and train in order that the Mission will be translated into practice in students’ daily existence because of their experiences at ACU.

Faculty of Education

The Faculty of Education at Australian Catholic University provides undergraduate, postgraduate and professional studies encompassing:

- pre-service courses for the preparation of teachers for primary and secondary school systems,
- diverse post-graduate and professional development programs for teachers, and
- specialist offerings specifically recognising justice and equity such as Indigenous education, habilitation, and adult and community education.

The Faculty’s programs are distinguished from comparable courses in secular universities through its achievement of Mission-focus by two key means – animating core values and principles, and teaching core and elective Mission-focused units.

Core Values and Principles: Student-centred learning strategies that promote both student personal and professional development are fundamental to the Faculty’s realisation of the University’s Mission. These are addressed through a holistic approach to learning incorporating respect for all cultures, religions, tradition and history. Staff strive to create an environment of support and challenge, where intellectual engagement and cognitive development occur as part of a deeper concern to help people learn, morally, spiritually, culturally and socially. The Faculty seeks to be community of staff and students, where:
faith and reason support and complement each other;
Gospel values are taught, learnt and exemplified; and
inherited wisdom from the Catholic tradition is transmitted and new knowledge is created.

Through opportunities provided to students, the Faculty seeks to assist them with issues outlined as important in the personal development of young people during their university years. These dimensions include intellectual, physical and interpersonal competence, managing emotions, moving through autonomy toward interdependence, and developing mature interpersonal relationships, purpose in life and integrity. Furthermore, there are contemporary problems that are of universal concern and are imperatives to be reflected upon by students and discussed explicitly in course offerings. Thus, the dignity of human life, the promotion of justice for all, the quality of personal and family life, the protection of nature, the search for peace and political stability, a more just sharing in the world’s resources and a new economic and political order that will better serve the human community at a national and international level are a focus of academic and field-based units within the Faculty’s courses.

In the wider context, the Faculty seeks to strengthen schools and other educating agencies by its promotion of values, faith and spirituality in the educational process and environment. Inherent in this is a commitment to social and cultural learning, and social justice and inclusion through all of the stages of one’s learning life.

Mission-focused Units: The Faculty of Education recognises in its programs the importance of study reflecting the Catholicity of the University and includes appropriate Mission-focused units, as one of its approaches to addressing spiritual and ethical concerns. The disciplines of theology, philosophy and religious education have a core place in the University’s Mission and the Faculty’s courses. Moreover, theological and philosophical perspectives together with historical, psychological, sociological, cultural and other perspectives are integrated and embedded across the Faculty’s courses and are encouraged in all programs of study as distinctive marks of the Catholic ethos of the University. The Faculty is committed in the formulation of its own Faculty Mission to addressing spiritual, moral, religious and justice content and concerns across the curriculum so as to promote the personal and professional development of students through both content and processes of units. It has given a formal commitment to continually examining this agenda.

The Faculty’s programs and units are professional in orientation and purpose, as well as being academically rigorous, and for this reason they address both spiritual and ethical issues related to the professions and to the personal development of the students. Such an approach requires a broad conception of the multi-faceted ways in which these spiritual and ethical dimensions are integrated in units to express the Mission of Australian Catholic University.

Four principal curriculum approaches to learning and teaching are followed to articulate the Mission-focused dimensions:

- **explicit approach**, where theological, philosophical, spiritual, moral, religious and justice content/concerns/issues are the formal content of units, either for part or all of the units. The aims of such study include helping students to become well informed, critical thinkers about these areas, in turn, promoting their spiritual and moral
development – for example, the unit *Social Justice and Education* and units in Religious Education, Theology and Ethics;

- **contextual approach**, where theological, philosophical, spiritual, moral, religious and justice issues arise in relationship with the substantive content of the unit. The notion of context means that these issues are not necessarily formalised in terms of content but can be addressed in a way, which acknowledges both their importance and their influence – for example, the units *Catholic Education and Schooling, Indigenous Cultures and Peoples, Australia in an Asian Context, Teaching Children with Special Needs*;

- **general skills and consciousness-raising**, where the learning and teaching processes in all units contribute in some way to the ‘personal’ learning of students by developing skills that can be applied to life and which make a valuable contribution to personal and spiritual development. Thus, the Faculty seeks to promote Gospel values and enhance the dignity of each person through the provision of learning opportunities, which facilitate personal, spiritual and intellectual growth, develop a sense of social and civic responsibility, and encourage the capacity for critical reflection and democratic engagement; and

- **professional experience**, whereby students undertake school and community-based experiences designed to help them develop professional competence and personal commitment in accordance with the expressed Catholic philosophy of the University. The majority of students undertake most of their professional experience in Catholic primary and secondary schools.

Students undertake core, compulsory units in preparation to teach Religious Education in Catholic schools. For example in the Bachelor of Education (Primary), these are *Introduction to Christian Theological Ethics, Introduction to Religion and Theology, The Sacramental Life of the Church* and *The World and Literature of the Bible*, as well as *Religious Education 1* and *Religious Education 2*. In the other pre-service degrees for the preparation of primary and secondary teachers, students undertake a comparable Theology and Religious Education program.

For the Faculty of Education, as for the other Faculties, the Catholic Mission means much more than taught or “instructed” content. The Faculty is committed to ensuring that all students have experiences, which both emphasise and prioritise the Mission of the University. The commitment to the University Mission is evident in:

- the teaching processes in which the staff engage;

- the Faculty’s administration and student support;

- its commitment to community service and related activity.

By all the above means the Faculty of Education achieves the integrative force of learning, which marks a Catholic university, and ensures that its programs embed values in students.
Faculty of Health Sciences

Nursing and Exercise Science (the Faculty of Health Sciences’ major disciplines) attempt to make significant contributions to the health and well-being of the community. Inherent in these professional disciplines is the expectation of professional competence, which includes professional and ethical practice, critical thinking and analysis, establishing and sustaining communication and relationships, and the provision of quality evidence-based holistic service to people experiencing varying states of health across the life span. As holistic and community-focused professions, Nursing and Exercise Science are relevant to the University’s Mission. The values of the Mission are embedded in these courses through a variety of methods, which include the type of learning environment, commitment to the ethical standards set by the professions, compulsory Mission-focused units, particular teaching/learning strategies, and ethically guided clinical/field practice and assessment. The concepts articulated in the University’s Mission are reflected in the attitudes, behaviours and values of ACU staff, who through example and academic pursuits attempt to engender these qualities in the students.

Specific Mission-focused units contained in the Bachelor of Nursing are Clinical Practice (7 units) and Nursing and Health Care Ethics; they are core, compulsory units. The latter unit facilitates the learning of philosophical theories, analysis of moral debates, the exploration of ethical issues and the Nurses Code of Ethics, and the application of ethical concepts in the health care environment. All Bachelor of Nursing students undertake the majority of the Clinical Practice component in the Catholic health care system, which has an ethos in congruence with that of the University. Through Clinical Practice, students learn the values, traditions and philosophy of varied settings and implement holistic care for the individual and family across the life span.

It is also important to note that Mission themes, namely:

- spirituality,
- social, ethical and religious dimensions,
- social justice and the dignity of all human beings,
- the sacred in life,
- the family as the fundamental unit of society,
- commitment to serving the common good,
- competency in the field of nursing, and
- development of a critical habit of mind

are an integral part of all units in the Nursing curriculum. These themes permeate students’ learning about health, illness, caring, healing, palliative care, death, grief, tissue and organ donation, the aging population and other professional nursing issues. Bachelor of Nursing students have the opportunity to enrol in elective units offered by other Faculties or to select from a number of Faculty of Health Science Mission-focused units. Examples are Aboriginal
Health, Health and Healing Practices in Indigenous Communities, Introduction to Palliative Care, Substance Abuse (Drug and Alcohol), Transcultural Nursing in a Multicultural Society, Values and Beliefs and Philosophy and Theology units. In a recent initiative, Nursing staff are collaborating with colleagues in the Sub-Faculty of Philosophy and Theology to offer an elective in spirituality.

In Exercise Science all units have implicit values of science and social understanding as part of their approach. For example, the psychological-based units constantly reinforce that counselling people about exercise adherence and performance is a sensitive and individual matter where people have particular needs and aspirations. Contact with other humans is based upon mutual respect and the professional-to-client relationship is one that has to be underpinned by values and ethics. Furthermore, the injury management units make students aware that counselling, and any rehabilitation recommended, must be carefully considered due to the physical trauma being suffered by the athlete and the psychological stress of not being able to train. A core unit Ethics, Law and Exercise Science Practice has been designed for students to reflect upon underlying values of the profession and relate these issues directly to their own value system. The students are overtly and directly challenged with characteristic situations from sport and exercise adherence that require moral and ethical choices to be made by the practitioner. Students are then asked to reflect how results and outcomes relate to an underlying view of the nature of humankind – in particular to the valuing of the person as a spiritual, intellectual and moral being expressed through and in the physical domain. Through the field experience program Exercise Science students undertake 300 hours of mostly unpaid community and professional experience, for example on school camps, in hospital rehabilitation units, through programs for disadvantaged youth, for local sporting groups. Students also undertake cognate elective choices for six of their units from offerings in Health Promotion, Outdoor Recreation, Psychology and Dance. Some experiences within the electives are particularly well suited to challenging students to reflect on underlying spiritual issues in the context of their academic study. For example, the strand Health Promotion confronts and tests a student’s values system and moral reasoning; healthy lifestyles, prevention of disease, and drugs and society are issues that need a mature and reasoned approach set within an ethical and principled belief system. The strand Outdoor Recreation exposes students to the beauty and dangers of nature. In this process their values are challenged through activities in the ‘great laboratory of the outdoors’.

Overall, the Faculty employs a variety of learning strategies to develop the attributes of the graduate and to reflect the University’s Mission. These include reflective exercises, problem-based scenarios, role-play, peer tutoring, evidence-based lectures, tutorials, research, individual learning contracts and simulated practice.

Specifically, the Bachelor of Nursing and Bachelor of Exercise Science at ACU can claim to be distinctive in the Unified National System of Higher Education in Australia by virtue of their possession of a set of ethical and moral reasoning components that impact upon the values graduating students can bring to their chosen professional careers. Most importantly, students are trained always to be aware of the need to place their work and knowledge in the context of the needs of the whole person, consistent with the principles of justice and equity, and the dignity of all human beings.

A recent initiative in the Faculty of Health Sciences is the Bachelor of Midwifery, which is to commence in 2002. The course is highly congruent with Catholic values and the University Mission; its philosophy is grounded in the sanctity of life, the centrality of the family, social
justice and spirituality. The curriculum reflects valuing of the beginning of life, the delivery of babies in a caring, technically and ethically competent environment, the reverence of nature and the tasks and challenges of pregnancy, birthing, motherhood and post-partum care, and motherly caring for the newborn infant. The course shares with the Bachelor of Nursing the core unit, Nursing and Health Care Ethics, and the range of Mission-focussed electives (see above). Clinical Practice units also have a specific Mission-focus and provision of clinical experience by Catholic health care providers will ensure that students’ learning experiences will reflect Catholic values in midwifery practice.

CONCLUSION

In relation to the Mission-focussed nature of its course units, much has been achieved during the first decade of Australian Catholic University. In particular, in the last five years the University’s ethos has been integrated into the curriculum more systematically and in a more coordinated way. The University’s major planning document (Australian Catholic University Strategic Plan 1999-2008) has given specific focus to that effort. There is a core unit relevant to the Mission in all of the University’s undergraduate courses; the Catholic nature of the University has been strengthened in curriculum across undergraduate (and also postgraduate) degrees; and ACU courses are now more clearly distinguished from comparable degrees offered in other tertiary institutions operating at university level in Australia. Evidence of this is provided above for each of the University’s Faculties. The evolution of the Catholic nature of the curriculum will be ongoing and parallels the development of the Church’s own doctrine within the framework of Tradition, as new insights enrich our understanding of the Truth. The evaluation of the Mission-focus of the curriculum through the process outlined above has been of great value to the University. Collectively, the activities of the Academic Board and its Faculties have allowed the University to gain a heightened understanding of its Mission and the University’s unique place within higher education in Australia.
APPENDIX

Mission Statement of Australian Catholic University

Australian Catholic University shares with universities worldwide a commitment to quality in teaching, research, and service. It aspires to be a community characterised by free inquiry and academic integrity. The University’s inspiration, located within 2,000 years of Catholic intellectual tradition, summons it to attend to all that is of concern to human beings. It brings a distinctive spiritual perspective to the common tasks of higher education.

Through fostering and advancing knowledge in education, health, commerce, the humanities, the sciences and technologies, and the creative arts, Australian Catholic University seeks to make a specific contribution to its local, national and international communities. The University explicitly engages the social, ethical and religious dimensions of the questions it faces in teaching and research, and service. In its endeavours, it is guided by a fundamental concern for justice and equity, and for the dignity of all human beings.

Australian Catholic University has a primary responsibility to provide excellent higher education for its entire diversified and dispersed student body. Its ideal graduates will be highly competent in their chosen fields, ethical in their behaviour, with a developed critical habit of mind, an appreciation of the sacred in life, and a commitment to serving the common good.

This Mission Statement was approved by the Australian Catholic University Senate on 13 August 1998 and remains in operation.
1 John Paul II, *Apostolic Constitution on Catholic Universities, Ex Corde Ecclesiae* (Boston: St Paul Books and Media, 1990), n.7.

2 Australian Catholic University Academic Board, 13 October 2000.

3 Australian Catholic University Senate, 10 October 1996.

4 Australian Catholic University Senate, 9 May 1996.

5 Australian Catholic University, *Procedures for Course Approval, Amendment and Review*, 2001, p.11.

6 Ibid., p.12.

7 Archbishop G. Pittau SJ, Presentation to the Satellite Meeting in conjunction with the Twentieth General Assembly of the International Federation of Catholic Universities, Australian Catholic University, Sydney, 7 August 2000.

8 Within the Faculty of Arts and Sciences, there is a Sub-Faculty of Theology and a Sub-Faculty of Business and Informatics, as well Schools representing Arts and Sciences.


10 Ibid., in several ACU degrees such units are now compulsory but not for credit.

11 The material presented in this section of the paper represents a summary of the documents provided by each of the Faculties to the University’s Academic Board. I acknowledge with gratitude the contributions of the Faculties to the preparation of this manuscript.

12 http://www.stthom.edu/csp.