

2014

2014-01-13 Common Academic Program Committee Minutes

University of Dayton. Common Academic Program Committee

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Minutes of the Common Academic Program Committee (CAPC)

Date: January 13, 2014

Location: LTC Forum

Present:

Dominic Sanfilippo

Don Pair

Elizabeth Gustafson (*ex-officio*)

Jim Dunne

Joan Plungis

John White

Juan Santamarina

Kathryn Kinnucan-Welsch (*ex-officio*)

Keri Brown Kirschman

Leno Pedrotti

Sawyer Hunley

Riad Alakkad (*ex-officio*)

Absent:

Scott Schneider

Fred Jenkins (*ex-officio*)

Jennifer Creech

Zack Martin

Guests:

Haimanti Roy, History; Lawrence Flockerzie, History; Sheila Hassell Hughes, English; Ann Biswas, English

A. Review of HST 315 – Advanced Historical Studies and Crossing Boundaries Faith Traditions

1. Discussion:
 - a. Course was originally also proposed to meet the Crossing Boundaries Inquiry component but this component was subsequently removed; the proposal still contains language referring to this component which should be removed
 - b. Proposer was asked to elaborate on the manner in which the students will examine their own faith and dialogue with others
 - i. Proposer stated that this will occur indirectly; students studying history are comparing their own lives while studying; this would be done by way of reflection on own life in response to readings
 - ii. It was noted that the last statement in the need rationale includes a statement in this regard
 - c. Committee discussed the fact that this course also addresses the Faith Traditions SLO
 - i. Proposer agreed to add the Faith Traditions SLO
 - d. Committee recognized course's clear addressing of the Critical Evaluation of our Times SLO in reference to Catholic Social Teachings and is the first course to do this
 - i. Syllabus specifics appreciated
2. Vote:
 - a. Motion and second motion made to approved the course with minor revisions:
 - i. add the Faith Traditions SLO to the course
 - b. 9-0-0 (for, against, abstained) –course approved with minor revisions

B. Review of HST 319 – Advanced Historical Studies

1. Discussion:
 - a. Course was originally also proposed to meet the Crossing Boundaries Inquiry component but this component was subsequently removed; the proposal still contains language referring to this component which should be removed

- i. Proposer was asked to explain the rationale for removing the Crossing Boundaries Inquiry component
 - 1. It was explained that the AAC subcommittee felt more confident moving forward without this component
 - a. this may be reconsidered in the future
 - b. this is a brand new course and a new faculty member
 - b. Committee also recognized the potential of this course for meeting the Diversity & Social Justice component
 - i. Discussion occurred recognizing the challenge of writing a syllabus to continually bring back the aspect of how knowledge was constructed explicitly changes the nature of assignments and type of work
 - c. Committee discussed that the CAP document says that the advanced study courses should further student understanding of Catholic Intellectual Tradition (CIT) and should draw on resources of CIT; this was not mentioned in the proposal and should be included in some way
 - i. Committee discussed that this should be addressed beyond the extent that HST 103 which is a prerequisite
 - 1. Department representative noted that this is so implicit in the History definition and often forget to make explicit reference
 - a. It was discussed that a resource document might be helpful, specifically addressing how CIT from broad constructions across disciplines can be explicitly drawn forward in course; where it is not apparent to one outside of the discipline – identify where/how addressed, within disciplines
 - i. It was noted that there is currently a forum for CIT – Michael Carter and Marion Diaz are working on precisely this type of resource
 - ii. Proposer noted this is something continuing to be worked out in the Humanities Commons – is an ongoing conversation
 - b. Committee noted that one cannot assume a faculty member has prior understanding; there needs to be some articulation in the course – some venue for that conversation to occur
 - i. It was noted that this is there implicitly but that it needs to be more explicit for students
 - 1. Proposer noted that the way this can be more explicit is to assign readings i.e., Ghandi’s interaction in South Africa, Catholic Missionaries in India and Africa, which can be easily designed with regard to CIT
 - 2. Committee member noted this could be inserted in five to six places within the proposal
 - 3. Proposer instructed to include in the course objectives and additional areas which make sense and in the description of how it will satisfy advanced history, consistently
2. Vote:
 - a. Motion and second motion made to approve with minor revisions
 - i. Deletion of Crossing Boundaries Inquiry component references
 - ii. Addition of more explicit CIT references

- b. 9-0-0 (for, against, abstained)

C. Review of HST 339 – Advanced Historical Studies

1. Discussion:
 - a. It was noted that this course has the same issues related to Crossing Boundaries Inquiry and CIT as in HST 319, above
 - b. Committee discussed the level of the SLOs being Advanced as opposed to Expanded
 - i. Proposer understood these courses to be much higher than the HST 103 course; the courses quickly become much more advanced, intellectual, and sophisticated course ; is not a 200-level course
 1. Committee discussed when the Expanded, further development would occur
 - a. Proposer stated there are 200-level courses prior to this topical, advanced level course
 - ii. Committee agreed that not all SLOs have to be at the same level
 1. It was noted that Advanced Historical studies will generally be advanced Scholarship and Critical Evaluation courses
2. Vote:
 - a. Motion and second motions made to approve with minor revisions
 - i. Deletion of Crossing Boundaries Inquiry component references
 - ii. Addition of more explicit CIT references
 - b. 9-0-0 (for, against, abstained)

D. Review of ENG 200 – Second Year Writing Seminar

1. Discussion:
 - a. Proposer was asked why the SLOs were all at the Introductory level rather than the Expanded level, since all are introduced in Humanities Commons (HC) courses
 - i. Proposer noted a lack of clarity of what the next level is supposed to look like
 1. Dr. Pair noted that one cannot presume that the next course moves to a more advanced level, viewing this as a conservative label as there is no expectation that the course would be more advanced in the SLOs
 2. Proposer noted it is difficult to pinpoint where the course may be more advanced, but that perhaps this is so with regard to the Scholarship SLO
 - ii. Proposer was asked whether the course objectives same as for ENG 100
 1. Proposer stated that they are not
 2. Dr. Pair noted that this is the sophomore writing course and that due to AP and transfer credits, there is no guarantee that all students have taken ENG 100 and had the Introductory level
 - a. Proposer noted that students need to identify sources so Scholarship could possibly be Expanded but not so for the other outcomes for which the course provides more reinforcement
 - b. Committee discussed that, where the course refers to other CAP courses in the second to last question, reference should be made to the HC courses
 - c. Committee discussed the importance of having this course address writing across different disciplines, for example, business writing as opposed to philosophical
 - i. Proposer noted that the course varies across themes and different topics will address the full range of possibilities – some sections will be more amenable but course requires students to do their own research
 - d. Dr. Hunley noted that she was impressed with the use of analysis of the data from other courses to develop the course

- e. Proposer was asked how, how addressing six of the seven SLOs and being taught by many individuals and with many themes, is managed
 - i. Proposer noted that the department has been doing so in pilots for five years; workshops, assessments and focus groups are offered every semester and goals are being met in most areas
- 2. Vote:
 - a. Motion and second motion made to approved with minor revisions
 - i. Scholarship will be changed to Expanded level
 - ii. Reference to the HC courses will be added to the second to last question
 - b. 9-0-0 (for, against, abstained)

E. Other Discussion:

- 1. The CIM Proposal form has Expanded and Advanced reversed – needs to be corrected
- 2. Dr. Hunley or Nita will advise the committee when minor revisions have been received one week prior to moving the course to the Registrar

F. Next meeting: Monday, January 27, 2014