

2014

## 2014-11-03 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: November 3, 2014

Location: KU 310

### Present:

Juan Santamarina (Chair)	Joan Plungis
Sawyer Hunley	Elias Toubia
Lee Dixon	Jennifer Creech
John White	Don Pair
Jim Dunne	Kathryn Kinnucan-Welsch (ex-officio)
Fred Jenkins (ex-officio)	Terence Lau (ex-officio)

### Absent:

Riad Alakkad (ex-officio), Joe Mashburn

### Guests:

Leslie Picca, ANT; Grant Neeley, POL; Joel Whitaker, VAP; Judith Huacuja, VAH

### A. Review of ANT 306: Culture and Power

1. Proposal details:
  - a. Dr. Leslie Picca represented the proposal author, Simanti Dasgupta, who was unable to attend.
  - b. This is a revised course proposed for Diversity and Social Justice, and for Crossing Boundaries Inquiry.
  - c. The course is designed to achieve the following UD SLO: Diversity
2. Discussion/comments:
  - a. Q: Was Scholarship intended as one of the SLOs? The question arose due to the reference to scholarship in the section "Describe how this course will satisfy each of the selected UD SLOs identified above."  
A: Dr. Picca was not sure of the intention, but agrees that if Scholarship is not an identified SLO, then referencing it in this proposal might lead to confusion.  
Action: Scholarship will be added to the list of identified SLOs.
  - b. Concern was expressed about how this course will encourage students to "think across disciplines to examine an issue in depth"? The proposal should include demonstrative evidence that goes beyond this statement.
  - c. Concern expressed over ANT 150 as a prereq.
  - d. Concern expressed over ANT 306 being intended to provide foundation for the SCC 200 courses, when the reverse might actually be the case.
  - e. The Committee suggested that the proposal be withdrawn and revised as follows:
    1. Evaluate ANT 150 as a prereq.
    2. Insert more explicit text referencing how the course content will satisfy the Inquiry requirements.
    3. Include Scholarship as an identified SLO.
    4. Evaluate SSC 200 as a possible prereq, or change proposal text to indicate that ANT 306 will build upon the foundation of SCC 200.
3. Vote:
  - a. Vote delayed until the proposal is resubmitted after major revisions.

## B. Review of POL 371: Environmental Policy

1. Dr. Grant Neeley represented the proposal author, Michelle Pautz, who was unable to attend.
  - a. This is a new course for Crossing Boundaries Practical Ethical Action.
  - b. The course is designed to achieve the following UD SLOs: Scholarship and Critical Evaluation of Our Times.
  - c. Dr. Neeley stated that the syllabus may more deeply reflect the integrated study about ethical problems via case studies. Dr. Pautz brings to the class an understanding of different stakeholders' perceptions, which fits well with the large group project in which students are assigned roles as some of these stakeholders.
  - d. Michelle Pautz has team-taught (course number and name?) with Danielle Poe.
2. Discussion/comments:
  - a. Q: Precisely how is ethical action integrated in the course content? This question referenced the Review Guidelines that specify any department can teach a Practical Ethical Action course so long as the course delves deeply into description and analysis of ethical issues.

A: The syllabus was again mentioned as evidence for this course content. Engagement with ethical issues is present throughout the course, not confined to a particular module.

    - The Committee has a precedent for allowing such explicit text continued in a syllabus to be sufficient evidence for approval. But the concern is whether a new instructor, using the course catalog description to develop course content, would have adequate guidance regarding this requirement.
    - SBA students, for example, typically take an ethics class in REL or PHL; if ethics is expanded into POL, the application of ethics should be explicit in the course objectives and goals.
    - Consensus is that course description needs to be revised to better account for applied ethics being an integral part of the course.
  - b. Q: How will the ethical framework presented in this class transfer to students' future professional experiences?

A: The case study method has proven to be an effective way to encourage students to think through vocational issues within the concepts of ethical action.

Q: Would it be advisable to add PHL 103 as a prereq?

A: This Committee has no precedent for suggesting a prereq, but it may be advisable to include in the proposal an assumption that all students taking this class will have already taken PHL 103.
  - c. The SLO Practical Wisdom is required in a proposal for a Crossing Boundaries Practical Ethical Action course.
  - d. The Committee suggested that the proposal be withdrawn and revised as follows:
    1. Include Practical Wisdom SLO and relative text.
    2. Evaluate sufficiency of explicit text describing how the course will satisfy the CAP components as well as the two already identified SLOs (Scholarship and Critical Evaluation of Our Times), and expand descriptions where appropriate.
    3. Consider inserting text relative to PHL 103.
3. Vote:
  - a. Vote delayed until the proposal is resubmitted after major revisions.

### **C. Review of VAP 101: Foundation Photography**

1. Proposal details:
  - a. Professor Joel Whitaker presented this proposal for revisions to an existing course for Arts, and for Crossing Boundaries Inquiry.
    - VAP 101 would satisfy CAP Arts for all students and Crossing Boundaries Inquiry only for non-arts majors.
  - b. The course is designed to achieve the following UD SLOs: Scholarship, Community, and Critical Evaluation of Our Times.
2. Discussion/comments:
  - a. A concern was raised the course goal of “reflective and comparative component in which a student examines methods in his or her major field...” when a student may have taken few or no courses in their major. What if students haven’t declared a major yet?
    - In Prof. Whitaker’s experience, all students taking a studio course have already declared a major.
    - A majority of students in VAP 101 will be in their 2<sup>nd</sup> or 3<sup>rd</sup> year of study.
  - b. Q: How will students outside of the arts relate the course content to their own major?  
A: Students are expected to gain a different perspective by learning and understanding how to assess the world visually as opposed to textually.
  - c. Prof. Whitaker shared concern about the course content in relation to the requirements for Crossing Boundaries courses: “Emphasizes centrality of theology and philosophy....”
    - The Crossing Boundaries courses as a whole must satisfy this requirement; no one course in and of itself needs to satisfy this particular requirement.
3. Vote:
  - a. Motion and second motion made to approve VAP 101 as proposed.
  - b. 8-0-0 (for, against, abstained)–course approved as proposed.

### **D. Review of VA310: History of Art and Activism**

1. Proposal details:
  - a. Dr. Judith Huacuja presented this new course proposal for Diversity and Social Justice, and for Crossing Boundaries Integrative.
  - b. The course is designed to achieve the following UD SLOs: Scholarship, Diversity, and Critical Evaluation of Our Times.
2. Discussion/comments:
  - a. One of the best proposals to ever be submitted in terms of content and connection to CAP components and identified SLOs.
3. Vote:
  - a. Motion and second motion made to approve VAH 310 as proposed.
  - b. 7-0-0 (for, against, abstained)–course approved as proposed.
    - One voting member had to leave the meeting prior to this vote.

The meeting adjourned at 3:105pm.

*Respectfully submitted by Jeanne Zeek*