

University of Dayton

eCommons

Common Academic Program Committee
Minutes

Academic Senate Committees

2014

2014-09-29 Common Academic Program Committee Minutes

University of Dayton. Common Academic Program Committee

Follow this and additional works at: https://ecommons.udayton.edu/capc_mins

Recommended Citation

University of Dayton. Common Academic Program Committee, "2014-09-29 Common Academic Program Committee Minutes" (2014). *Common Academic Program Committee Minutes*. 50.
https://ecommons.udayton.edu/capc_mins/50

This Article is brought to you for free and open access by the Academic Senate Committees at eCommons. It has been accepted for inclusion in Common Academic Program Committee Minutes by an authorized administrator of eCommons. For more information, please contact frice1@udayton.edu, mschlangen1@udayton.edu.

Minutes of the Common Academic Program Committee (CAPC)

Date: September 29, 2014

Location: KU 311

Present:

Juan Santamarina (Chair)

Don Pair

Jennifer Creech

Jim Dunne

Joan Plungis

Riad Alakkad (*ex-officio*)

Lee Dixon

Elias Toubia

Joe Mashburn

John White

Absent:

Sawyer Hunley, Fred Jenkins (*ex-officio*), Kathryn Kinnucan-Welsch (*ex-officio*)

Guests:

Br. Daniel Klco, BIO; Carl Friese, BIO; Mark Nielsen, BIO

A. Review of BIO 101 – Life, Environment, and Society

1. Discussion:

- a. The presenters were commended for a well-done proposal with content that is highly responsive to CAP requirements.
- b. In regard to the three identified SLOs (Scholarship, Practical Wisdom, and Critical Evaluation of Our Times) the proposal appears to include adequate details about how the course will introduce students to each of these SLOs, but is comparatively vague on how the instructor will determine student success in achieving them. The presenters were asked to respond.
 - i. The section on measuring success included few details partly because the course was not fully developed until this past summer.
 - ii. With 45-60 students in each section, individual presentations are not feasible (and as an introductory course, students aren't expected to give presentations).
 - iii. What is planned are small group presentations to the rest of the class as a reflection of how their course work addressed each of the SLOs.
- c. Presenters were asked to elaborate on how the course will "provide a foundation for, build upon, complement and/or enrich other courses and experiences in CAP."
 - i. Some students will have already been introduced to the SLOs, and so this course will build upon and enrich other courses and experiences; for other students, BIO 101 will introduce these SLOs.
- d. The presenters were asked to describe the timing and demographics of the course.
 - i. Carl Friese is running the pilot course this term.
 - ii. Most students are 1st year business students, but some sections also have 2nd -4th years.
 - iii. There are currently five sections, but with the requirement for SBA students to take a science lab, the number of sections is expected to increase.
- e. The presenters were asked whether the controversy between evolution and intelligent design is presented for in-class discussion.
 - i. The theory of evolution is introduced during content covering genetics and cancer; beyond that, students drive the need to cover evolution more in-depth or to cover intelligent design.
 - ii. This introductory course is designed to present broad content related to biologic

science to business majors.

- iii. It was suggested to the presenters that formally presenting both sides of the evolution/intelligent design controversy would be of benefit to students.
 - f. The presenters were asked to elaborate on how the course satisfies the requirement to “[explore] the scientific dimensions of complex problems facing human society.”
 - i. Content is devoted to issues of sustainability, climate change, population and consumption of biologic resources, within the context of the global business environment.
 - ii. For example, students may ask about China, and how resource availability affects the population there as compared to in America. Students discuss the interconnection between societies with differing populations, biologic resources, and habits of consumption.
 - g. A side note was introduced for reflection: whether or not CAP addresses the fact that the world cannot sustain its entire population if the “whole world strives to live like Americans,” especially since business students might be getting the message of encouragement to sell our way of life to the rest of the world.
 - i. Some business courses encourage students to focus on creating greater efficiencies and developing more sustainable resources.
 - ii. The biology course content includes discussions about the impact of efforts to reuse, repurpose, and recycle.
2. Vote:
- a. Motion and second motion made to approve BIO 101 with the following changes:
 - 1) build on the strategies for how this course will “provide a foundation for, build upon, complement and/or enrich other courses and experiences in CAP,” and
 - 2) insert more explicit strategies for how instructors will determine that students have achieved each of the UD SLOs identified in the proposal.
 - b. 9-0-0 (for, against, abstained) – course approved pending the two identified changes.
3. Next steps
- a. Proposal will be pushed back to BIO from Sawyer’s office for requested revisions.
 - b. Revised proposal will be sent in workflow back to Sawyer.
 - c. The entire membership of the AAC will review the revised proposal, after which Sawyer will do a final review before formally announcing BIO 101 as approved.
 - d. The approved course is expected to be “online” for the Spring 2015 term.

B. Review of BIO 101L – Life, Environment, and Society Laboratory

1. Discussion:
- a. This is the first CAPC consideration of a lab, and will be closely scrutinized since the first approved lab will provide a benchmark for any that follow.
 - b. In addition to the three SLOs identified for BIO 101, “Community” has been also identified as a fourth SLO for the lab.
 - c. The presenters were asked if the SLOs’ content in BIO 101L is connected to SLOs’ content in BIO 101.
 - i. The lab is developed in conjunction with the lecture, and BIO faculty teaching lectures and labs connect content to the greatest extent possible, depending on how many students in BIO 101 are taking the lab at the same time. This is largely the case, although there are exceptions.

- ii. Lab content that parallels the lecture is still being developed, and effort is made to present content that is relevant to business students.
 - The lab sections are taught on Mondays, and throughout the rest of the week the faculty work with the Lab Coordinator to identify elements of the lab content that appears to be working and what might be modified/improved.
 - The lab's content is, therefore, a work-in-progress.
 - The goal is to have finalized a revised Lab Manual that will be used by students beginning in Spring 2015.
 - d. The presenters were asked to elaborate on strategies to ensure that SLOs are successfully and measurably achieved. As with the BIO 101 proposal, concerns exist over the lack of explicit strategies for how instructors will determine student success in achieving the SLOs identified in the proposal.
 - i. The labs are taught in smaller sections more conducive to individual presentations connected to reflection of the SLOs.
 - e. Measurement of the Community SLO was singled out as a potential impediment to CAP approval - simply working in groups is historically insufficient indication of successfully achieving this SLO.
 - i. Students in lab work in teams of 2-4, and both pre-lab and post-lab reflection exercises are completed.
 - ii. In the post-lab exercise students reflect on the community aspect of their co-dependent work.
 - iii. This post-lab exercise is more heavily weighted than the pre-lab exercise.
 - iv. The Committee suggested that the proposal be modified to include more explicit descriptions of these exercises that connect the activity to measurement of success achieving the Community SLO.
2. Vote:
- a. Motion and second motion made to approve BIO 101L with the following changes:
 - 1) insert descriptions about how this course will present content related to the Community SLO, and
 - 2) insert more explicit strategies for how instructors will determine that students have achieved each of the UD SLOs identified in the proposal.
 - b. 9-0-0 (for, against, abstained) – course approved pending two identified changes.
3. Next steps will mirror those for the BIO 101 proposal.
4. Proposals to be presented for review during the next meeting:
- a. EDT 416 - Early Childhood Capstone Seminar
 - b. HST 312 - Age of Democratic Revolutions
 - c. HST 337 - History of Africa: 19th Century to the Present
 - d. HST 351 - American Gender & Women's History

The meeting adjourned at 2:50pm.

Respectfully submitted by Jeanne Zeek