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2016-03-15 Common Academic Program Committee Minutes

University of Dayton, Common Academic Program Committee

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CAP COMMITTEE
Tuesday, March 15, 2016 | 2:00 p.m.-4:00 p.m.; Kennedy Union 222

Present: Shauna Adams, Brad Balser, Jennifer Creech, Lee Dixon, Serdar Durmusoglu, Sawyer Hunley, Fred Jenkins (ex officio), Terence Lau (ex officio), Danielle Poe, Shuang-Ye Wu

Excused: Riad Alakkad (ex officio), Linda Hartley (ex officio), Joan Plungis, Brandon Rush, Juan Santamarina, Elias Toubia

Guests: Phyllis Bergiel, Connie Bowman, Janet Herrelko, Jay Janney

I. Course Reviews

1) INB 450: International Business Management Capstone
   A. Course Proposal Information:
      1. Proposer and Department Chair: Jay Janney was present for the committee’s discussion.
      2. Component: Major Capstone
      3. Student Learning Outcomes: Scholarship (advanced), Vocation (advanced)
   B. Discussion:
      1. The proposer clarified how the reflective aspect of the Vocation Student Learning Outcome will be achieved. Students will have a written paper assignment. Students are given four topics to choose from, and two are highlighted in the proposal.
      2. The following minor revision for the proposal was discussed:
         a. The dates of the department and SBA Undergraduate Committee approvals will be inserted under the consultation section.
   C. Committee’s Actions:
      1. Motion: A motion was made and seconded to approve the course proposal pending the minor revision noted above. There was no further discussion.
      2. Vote: 10-0-0 (in favor-against-abstention). Assistant Provost Sawyer Hunley will make the changes on the proposer’s behalf.

2) EDT 436: Adolescent to Young Adult Capstone Seminar
   A. Course Proposal Information:
      1. Proposer: Janet Herrelko was present for the committee’s discussion. Connie Bowman, department chair, was also present.
      2. Component: Major Capstone
      3. Student Learning Outcomes: Scholarship (advanced), Practical Wisdom (advanced), Vocation (advanced)
   B. Discussion:
      1. The proposer clarified how the reflective aspect of the Vocation Student Learning Outcome will be achieved through the use of the edTPA, which is an external review. Students submit a portfolio and videotape to an anonymous reviewer who has been validated. Ohio doesn’t require the edTPA but the department uses it. Students can transfer their scores to other states that use it.
      2. The following minor revisions for the proposal were discussed:
         a. For consistency, EYA (major code) will replace AYA in the short title.
         b. A typo will be corrected in the course description for the Catalog.
         c. EDT 475 will be removed as a co-requisite.
         d. Information under how the course will satisfy the Vocation Student Learning Outcome will be revised as follows (in bold): VOCATION: Vocational tools of research and theories of learning, unit planning, teaching methodologies and assessment are practiced and mastered through the completion of a teacher performance assessment. In addition, during the capstone students continually reflect on practice and the professional role of the teacher.
C. Committee’s Actions:
   1. Motion: A motion was made and seconded to approve the course proposal pending the minor revisions noted above. There was no further discussion.
   2. Vote: 10-0-0 (in favor-against-abstention). Assistant Provost Sawyer Hunley will make the changes on the proposer’s behalf.

II. CAPC Membership
   A. In response to a request from the Academic Policies Committee of the Academic Senate, the following statement was drafted for the committee to consider adding to the CAPC Procedures under item 2.1.3: CAPC Terms of Appointment and Staggering of Terms:
      
      As of Fall 2016, all of the original CAPC faculty members will have rotated off of the committee. CAPC faculty rotations will be determined in the spring of the year in which a current member’s term ends. The President of the Academic Senate will be notified when the CAPC member is stepping away from the committee. The appropriate committee of the Senate will identify the new member according to the requirements, so that the committee member will be available to participate in the committee deliberations at the beginning of the following fall semester.

   B. After the committee was first formed, faculty appointments were extended for the sake of consistency. The Academic Senate requested being informed of vacancies early enough to identify new members before the beginning of the next academic year.

   C. Motion: A motion was made and seconded to add the language above into the CAPC Procedures.

   D. Vote: 7-0-0 (in favor-against-abstention). The revised CAPC Procedures, including the new language above, will be forwarded to the Academic Policies Committee.

III. Guiding Documents for the Advanced Studies CAP Component
   A. Document: Guidelines for Evaluating Courses in Advanced Studies (History, Philosophy, and Religious Studies)

   B. Background for Discussion: The Academic Policies Committee (APC) of the Academic Senate is requesting that course proposers be made aware of any and all guidelines/rubrics that are being used to evaluate course proposals. When the Common Academic Program was implemented, the CAPC developed course review guidelines for each component (see https://www.udayton.edu/provost/cap/course_approval.php) based on information from the Academic Senate CAP Document 10-04 (http://ecommons.udayton.edu/senate_docs/4/). The “Guidelines for Evaluating Courses in Advanced Studies (History, Philosophy, and Religious Studies)” were developed by the respective departments at the request of the Academic Affairs Committee (AAC) of the College of Arts and Sciences. Given that these guidelines are a resource at the AAC level, the CAPC needs to discuss whether or not to adopt them as well. If the CAPC decides to adopt the additional guidelines, they would need to be submitted to the APC for approval.

   C. Adopting the departmental guidelines for Advanced Studies courses would provide greater consistency and transparency between the AAC and CAPC. However, it was noted that Advanced Studies courses can be developed outside of the Departments of History, Philosophy, and Religious Studies. There is also some disconnect between the departmental guidelines and the CAPC’s course review guidelines for Advanced Studies. For example, the Guidelines for Evaluating Courses in Advanced Historical Studies approved by the Department of History states that “courses submitted for Advanced Historical Study must specify HST 103 (or equivalent) as a pre-requisite” and the Critical Evaluation of Historical Sources section states that “courses must include activities that prompt students to distinguish between primary and secondary sources, to explain how and why the perspective of sources differ, and to explain how evidence is selected and used to construct historical arguments.” The CAP Document doesn’t include this kind of language (i.e., “must”), though the intent seems to be inferred. It was noted that, in practice, students won’t take Advanced Studies courses before completing the introductory
courses in History, Philosophy, and Religious Studies. It was also noted that the departments have separate course objectives for the introductory courses that map onto Humanities Commons program learning outcomes that then map onto the seven UD Student Learning Outcomes. These inconsistencies (explicit vs. inferred) would need to be addressed if the CAPC decides to adopt the guidelines.

D. The CAPC deferred making any decision about the “Guidelines for Evaluating Courses in Advanced Studies” and recommended getting additional clarification from the APC since they would ultimately need to approve any CAPC guidelines.

The meeting adjourned at 3:30 p.m.
Respectfully submitted by Judy Owen