

12-11-2009

## Academic Policies Committee Minutes of the Academic Senate 2009-12-11

University of Dayton. Academic Policies Committee

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UNIVERSITY OF DAYTON  
MINUTES OF THE ACADEMIC POLICIES COMMITTEE  
OF THE ACADEMIC SENATE

December 11, 2009  
KU 211; 3:00 p.m.

***Attendance***

*Present:* Benson, Bickford, Donnelly, Frasca, Gallagher, Gauder, Jain, Hess, Huacuja, Liu, Malone, White.

*Guests:* Dorion Borbonus (History), Laura Hume (History), Juan Santamarina (History)

***Approval of Minutes***

The minutes of November 20, 2009 were approved.

***Announcements***

- Next scheduled meeting of APC begins at 3PM on Friday January 22 at LTC Studio room 42 (basement level of Roesch Library). The APC meetings for Spring 2010 will take place 3-5pm at this venue on the following Fridays:

01/22	3-5pm	confirm forum host assignments
02/05	3-5pm	assess UD community feedback on CAP
02/12	3-5pm	assess UD community feedback on CAP
02/19	3-5pm	assess UD community feedback on CAP
03/19	3-5pm	receive next revision of CAP document
04/16	3-5pm	assess community feedback on CAP

***Old Business: CAP***

- CAP Task Force Report - Pat Donnelly reported on the progress of the Working Groups as part of the "Work Plan for the Development of the Common Academic Program". Donnelly distributed "Report from the Coordinating and Writing Task Force to the APC December 11, 2009". (Appendix A.)
- APC will host forums on the *revised* CAP document expected from the Task Force by February 1, 2010. The APC-hosted forums will seek feedback from faculty, staff and students on this *revised* CAP proposal. The APC will review and discuss the community feedback with the CAP Task Force and the Academic Senate by late February. Based on this, a detailed description of the formal CAP proposal, including implementation plan, will be presented by the CAP Task Force and discussed by the Academic Senate beginning at the Senate meeting of March 26, 2010. The APC-hosted forums will take place:

02/04 Thursday, 6-8pm	KU 331	Students
02/05 Friday, 1-2:30	Science Ctr Auditorium	Faculty, Staff, Students
02/08 Monday, 4-6pm	Science Ctr Auditorium	Faculty, Staff, Students
02/11 Thursday, 12-1:30	Science Ctr Auditorium	Pre/Non-tenured Faculty

The APC will continue review of community feedback and deliberations on CAP. It is anticipated that a formal CAP proposal, including implementation plan, will be presented by the CAP Task Force to be discussed and acted upon at the April 23, 2010 meeting of the Academic Senate.

During each APC -hosted CAP forum, one Task Force member will review the newly revised CAP proposal, two members of the APC will attend, facilitate discussion, take notes, and will later present summaries of feedback to the entire APC. The APC will request the assignment of a Quickplace site for the posting of APC feedback summaries on the revised CAP 2010.

- APC members continue to review CAP-related documents posted at the Quickplace sites "Senate Docs" and "CAP Work Groups".
- APC members reviewed a CAP-related document received 12/10/09 from the Department of History titled "History and the Humanities Base: A Proposal for Curricular Revision." (Appendix B.) The APC heard discussion from Juan Santamarina (Department of History) concerning the Department of History's efforts to expand history offerings into a linked two-course history requirement within the first and second year in the revised CAP document. The APC considered this History document as a point on process, not as an amendment to CAP, as CAP has not yet been revised and represented. The Department of History presented their proposal to the First Year Humanities Base Working Group but the Working Group's charge is to develop first year courses, not second year courses. The Department of History feels that any revision of HST103 (developing in the Humanities Base Working Group) will be impacted by revisions to their 2<sup>nd</sup> year history offerings. The Department of History is advised to review the criteria from the Crossing Boundaries Working Group to determine whether their 2<sup>nd</sup> year proposed offerings might be appropriate as Inquiry or Integrative courses. The APC will hear feedback and proposals to amend the *revised* CAP in February.

It was determined by the APC that, during development of a revised CAP document, our task is to review the process for developing the revision. Once the revised CAP document is submitted to the university community at the end of January, the APC will also work to gather feedback from faculty, staff and students. During February, the APC will deliberate on the revised CAP document, will consider the community feedback, and will make recommendations to the Task Force. If there are proposed amendments to CAP, the APC will consider those and make recommendations to the Task Force. Any needed revisions could be incorporated during March, presented to the APC, the university community and the Senate for further discussion, with a final document expected at the Senate in April, 2010.

Currently, our review includes receiving reports from the CAP Task Force, monitoring the posted reports from the CAP Working Groups, and hearing feedback on the process. In February, the revised CAP document is expected to articulate criteria for CAP courses *and* will address the administrative processes that will approve CAP curricula. Once we have a revised CAP document, the APC will hear recommendations and will facilitate further process for revision.

The meeting was adjourned at 4:28 p.m.

Minutes recorded by Nicole Benkalowycz.

Minutes submitted by Judith Huacuja, Chair – Academic Policies Committee.

## APPENDIX A

### Report from the Coordinating and Writing Task Force to the APC December 11, 2009

(For full updates on the Task Force and Working Groups, see Senate Quickplace site for CAP.)

See Report to the Academic Senate, December 4, 2009

On Monday Task Force representatives met for the second time with the Chairs Collaborative to discuss the CAP. We reviewed the time frame for the Spring term deliberations and had a wide ranging discussion of various issues.

On Thursday, the Task Force convened a meeting with the Working Groups chairs.

**Math WG:** has a draft on the Quickplace site and will meet next Tuesday (Dec. 15) to finalize it.

**ENG WG:** ENG 100/200 has been approved by CAS AAC and UGE to go forward as official pilots. Official approval will happen in concert with the APC and CAP.

**Arts WG:** the proposal is on Quickplace. We need to specify that the Arts requirement is 3 credit hours (whether it is one three credit course, three one-hour courses, or a two and a one hour course).

**Oral Communication WG:** will have a reasonably specific proposal by the 15<sup>th</sup>.

**Humanities WG:** WG wants links between all four humanities courses rather than just two. Their report will re-embrace the 4 course structure of the Humanities Base. It will re-energize the common theme: What does it mean to be human? Discussion: This question is not exclusive to the humanities. If this question and the seven learning outcomes cross every/many CAP courses, then the WGs are moving together towards an integrated program.

**Natural Science WG:** They are tying knots to finish the proposal. Science faculty are meeting Friday to discuss models. The Dec 15 proposal will not include the models. Discussion focused on what would be included and the need to have the models in the revised CAP proposal. The Task Force would need to have the models to include in the proposal by Jan 15.

**Social Science WG:** They have a working report with two options. They may prioritize the models in the proposal.

**Crossing Boundaries WG:** The report is almost complete. They are trying to reconcile feedback from the Philosophy and Religious Studies Departments about the criteria for the practical ethical action course. They may have the criteria for first two courses completed. The WG proposes combining the inquiry/integrative courses.

**Major Capstone WG:** WG has developed criteria for capstone courses and sees the seven student learning outcomes as the link between the Capstone course or experience and previous courses. Decisions about the number of hours will be left up to departments.

## APPENDIX B

# **History and the Humanities Base: A Proposal for Curriculum Revision**

UNANIMOUSLY APPROVED BY THE DEPARTMENT 11 NOVEMBER 2009

### **INTRODUCTION:**

Since the 2007-08 academic year, the History Department has been engaged in a thorough revision of its curriculum, relating both to the major and to the department's commitment to General Education.

We began our revisions with HST 103, *The West and the World*, which needed to be assessed five years after its implementation as the department's new course in the Humanities Base. The department's conclusions after a syllabus review and re-visiting the AAC documents was that the course still reflects the department's commitment to introducing first-year students to university-level study of history by investigating important periods of interaction between western civilization and other major world civilizations. The revision aims at increasing the consistency of the course across sections, moderating faculty workload while remaining revenue-neutral, and taking greater advantage of the wide variety of research specialties among the department faculty. By focusing more sharply on three themes—the idea of the West, global encounter, and modernity—the revised course will have both greater internal commonality and clearer potential for connection with other courses in the humanities base and beyond. The department agreed to a multi-section pilot of the revised course in Fall 2010.

All discussions of HST 103 have taken place in the context of the department's commitment both to General Education and to its majors. We have paid careful attention to and participated at every point in the emerging curricular revision, beginning with the "Habits of Inquiry and Reflection" working group, and continuing with the three-year process of formulating and proposing a Common Academic Program. From the department's perspective—i.e., that of a history department at a university seeking to be a national leader in Catholic higher education—the seven learning outcomes of "Habits of Inquiry and Reflection" all presume the development of historical sensibility for meaningful realization.

### **SEQUENCING OF HST 103 AND 200/300-LEVEL COURSES:**

As a consequence, the history department's planning for the 200- and 300-level courses has been directly influenced by its commitment to building on HST 103 in light of the emerging goals of the revision of the university's common academic program. Planning for the revision of HST 103 is most advanced and the department proposes sequencing potential components, as follows:

- a series of regionally-focused survey courses at the 200 level that would build on the broad introduction of HST 103 to give students a thorough historical overview of a major area. Such a series would enrich the currently thin 200-level curriculum and serve an important developmental aim both for students who would use it to complete their general education requirement and for students preparing for further study of history at the 300 level.
- courses at the 300-level developed in response to the current revision of the common academic program, and in potential collaboration with other departments. Such collaboration could be with other humanities departments (for example, a paired history-philosophy course

that allows students to study ethics in the context of the history of their discipline and/or intended profession) or with departments outside the humanities.

The faculty of the History Department have invested a great deal in responding to and helping to shape the revision of general education for the next generation of students at the University of Dayton. Historical knowledge and sensibility, and the sensitivity to the diversity of human experience they help to foster, will surely be more rather than less important in the foreseeable future. The history department hopes to continue to play the important integrative role in the curriculum that the university committed to when it built its current General Education program around the idea that Catholic intellectual tradition presumes an integrated vision of human knowledge in which the humanities play a foundational role.

## **HISTORY AND THE HUMANITIES BASE—A PROPOSAL FOR A LINKED TWO COURSE HISTORY REQUIREMENT TO BE INCLUDED IN THE PROPOSED COMMON ACADEMIC PROGRAM**

### **I. Objective**

The discipline of history is central to the academic mission of all Catholic universities. The ongoing development of a new Common Academic Program for the University of Dayton presents an exciting opportunity to reorient the general education requirements for history to better fulfill the student learning outcomes articulated in the “Habits of Inquiry.” After collaborative deliberation, the faculty of the Department of History agreed on the following plan to create a series of 200-level regional survey courses to better serve the needs of the university and to create a curriculum that promotes greater diversity and inter-course connectivity within the framework of the Catholic and Marianist tradition.

### **II. The Plan**

The Department of History proposes a linked two-course history requirement to be included in the proposed Common Academic Program. In addition to revising the content and focus of the first-year course **HST 103 The West and the World**, this plan would create a small number of **200-level courses** designed to introduce students to the diversity of global histories. This document proposes a linked two

**Part One: HST 103 The West and the World:** This course will be redesigned around three content-based themes that emphasize the history of the modern Western world and the diversity of its global experience. These themes provide a foundation of historical content for students that prepares them for the 200-level surveys

- **The Idea of the West:** In accordance with the tradition of Catholic and Marianist education, the course will introduce students to the foundations of Western society.
- **Modernity:** Addressing the “Habits of Inquiry” goals of inculcating practical wisdom and a critical evaluation of the signs of our times, the course will focus on explaining the historical emergence of the structures and ideologies of our modern world.
- **Global Encounters:** In order that all students study the diversity of human experience, the course will emphasize the *sites of interaction* between the cultures of the West and those of the rest of the globe.



**Part Two: HST 2xx Histories of Global Cultures and Peoples:** Complementing UD's attention to internationalization and to establishing clear *linkages* between first-year and second-year general education courses, the Department of History proposes the inclusion of second history requirement that would require students to complete a survey level course of their choice. The courses would be designed to introduce students to historical scholarship on the diversity of human experience:

- HST 251 American History to 1865
- HST 252 American History since 1865
- HST 2xx Survey of African-American History
- HST 2xx: Survey of European History
- HST 2xx: Survey of Latin American History
- HST 2xx: Survey of East Asian History
- HST 2xx: Survey of African History
- HST 2xx: Survey of Middle Eastern History
- HST 2xx: Survey of Pre-Modern History

### **ACHIEVING THE LEARNING OUTCOMES OF HABITS OF INQUIRY:**

Taken together, this two course sequence achieves all of the learning outcomes that guide the CAP proposal. For incoming students, it sends a message that their education will provide them with a practical understanding of global diversity and their own faith traditions that will prepare them well for whatever vocation they pursue in this increasingly globalized world.