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University of Dayton. Common Academic Program Committee, "2015-02-09 Common Academic Program Committee Minutes" (2015). *Common Academic Program Committee Minutes*. 104.
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CAP COMMITTEE

Monday, February 9, 2015 | 1:00 p.m.-3:00 p.m.; Kennedy Union 310

Present: Riad Alakkad (*ex officio*), Jennifer Creech, Lee Dixon, Jim Dunne, Sawyer Hunley, Katie Kinnucan-Welsch (*ex officio*), Terence Lau (*ex officio*), Joe Mashburn, Don Pair, Juan Santamarina, Elias Toubia

Excused: Fred Jenkins (*ex officio*), Joan Plungis, John White

Guests: Phyllis Bergiel, Jeanne Holcomb, Tracey Jaffe, Caroline Merithew, Leno Pedrotti, Leslie Picca, Haimanti Roy, Bobbi Sutherland

I. Course Reviews

1) MTH 148: Introductory Calculus I

A. Course Proposal Information:

1. Proposer and Chair: Joe Mashburn was present for the committee's discussion.
2. Component: Mathematics
3. Student Learning Outcomes: Scholarship (introduced), Practical Wisdom (introduced)

B. Discussion:

1. The committee began discussion of the proposal at the last meeting, but tabled it to request clarification from the proposer. The course description and course goals/objectives are not aligned in the proposal. The course description mentions both life and social sciences, though only life sciences are mentioned in the course goals and objectives and elsewhere in the proposal. Joe Mashburn responded that most students taking MTH 148 are from the life sciences, so those areas come to mind as the emphasis for course. However, Psychology students take the course as well.
2. It was agreed that the course description will remain the same and references to social sciences will be added in places that currently refer only to life sciences. However, it was recognized that instructors would select examples appropriate toward the population of the class.

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: 7-0-0 (in favor-against-abstention). The proposal will be rolled back in CIM. Once it has been revised, the Assistant Provost will review and approve it on behalf of the committee. Follow up: The revised proposal was approved 3/20/2015.

2) PHY 201: College Physics I

A. Course Proposal Information:

1. Proposer: Leno Pedrotti was present for the committee's discussion.
2. Component: Natural Sciences
3. Student Learning Outcomes: Scholarship (introduced), Practical Wisdom (introduced), Critical Evaluation of Our Times (introduced)

B. Discussion:

1. The committee did not have questions or comments about the course proposal.

C. Committee's Actions:

1. Motion: A motion was made and seconded to approve the course proposal as written. There was no further discussion.
2. Vote: 6-0-0 (in favor-against-abstention). (Note: One committee member left the meeting after the vote on the previous proposal.)

3) PHY 201L: College Physics Laboratory I

- A. Course Proposal Information:
 - 1. Proposer: Leno Pedrotti was present for the committee's discussion.
 - 2. Component: Natural Sciences
 - 3. Student Learning Outcomes: Scholarship (introduced), Practical Wisdom (introduced)
- B. Discussion:
 - 1. This course is the accompanying lab to PHY 201. Co-requisites include PHY 201 or PHY 206. PHY 206 is already CAP-approved.
 - 2. Natural Science lecture courses require three Student Learning Outcomes (SLOs): Scholarship, Practical Wisdom, and Critical Evaluation of Our Times. However, Natural Sciences labs do not have to have all three of these SLOs. For example, PHY 201L doesn't have Critical Evaluation of Our Times.
 - 3. The proposer noted that the department thinks that introductory is the appropriate developmental level for the SLOs, rather than expanded.
- C. Committee's Actions:
 - 1. Motion: A motion was made and seconded to approve the course proposal as written. There was no further discussion.
 - 2. Vote: 6-0-0 (for-against-abstention).

4) PHY 210L: General Physics Laboratory I

- A. Course Proposal Information:
 - 1. Proposer: Leno Pedrotti was present for the committee's discussion.
 - 2. Component: Natural Sciences
 - 3. Student Learning Outcomes: Scholarship (introduced), Practical Wisdom (introduced) (expanded)
- B. Discussion:
 - 1. It was noted that PHY 206 is a co-requisite. A few students taking PHY 206 will take PHY 201L as the lab, but generally they will take PHY 210L.
- C. Committee's Actions:
 - 1. Motion: A motion was made and seconded to approve the course proposal as written. There was no further discussion.
 - 2. Vote: 6-0-0 (in favor-against-abstention).

5) PHY 480: Physics Capstone

- A. Course Proposal Information:
 - 1. Proposer: Leno Pedrotti was present for the committee's discussion.
 - 2. Component: Major Capstone
 - 3. Student Learning Outcomes: Scholarship (advanced), Practical Wisdom (expanded), Vocation (advanced)
- B. Discussion:
 - 1. The Department of Physics did not previously have any formal capstone requirement. A number of majors completed a senior project.
 - 2. The proposer raised general questions about how the Major Capstone requirement for CAP will be handled for Honors students or double majors. The minimum requirement is for a student to complete the capstone requirement for one of the majors. Specific arrangements will be left to departments to decide and will need to be part of the advising process.
 - 3. The department anticipates that Physics majors will take the capstone course their second semester as juniors. The department decided against including any pre-requisites. There will be an additional research requirement besides the seminar format. The anticipating timing of

taking the course in the junior year was determined out of concern that students begin their research early enough.

C. Committee's Actions:

1. Motion: A motion was made and seconded to approve the course proposal as written. There was no further discussion.
3. Vote: 6-0-0 (in favor-against-abstention).

6) HST 305: Early Medieval Europe

A. Course Proposal Information:

1. Proposer: Bobbi Sutherland was present for the committee's discussion.
2. Components: Crossing Boundaries-Faith Traditions, Advanced Historical Studies
3. Student Learning Outcomes: Scholarship (expanded), Faith Traditions (expanded)

B. Discussion:

1. Since HST 305 is proposed for Crossing Boundaries-Faith Traditions, a question was raised about the relation to aspects of the component, as well as the Faith Traditions Student Learning Outcome, such as building on the introductory religious studies course and having students "examine their own faith commitments and to participate in dialogue with other faith traditions."
2. The committee requested minor revisions for the proposal to explicitly address the issues noted. This could be done through revising the course goals/objectives and the section how the course will satisfy the selected components.

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: 6-0-0 (for-against-abstention). The proposal will be rolled back in CIM. Once it has been revised, the Assistant Provost will review and approve it on behalf of the committee. Follow up: The revised proposal was approved 2/16/2015.

7) HST 306: High and Late Medieval Europe

A. Course Proposal Information:

1. Proposer: Bobbi Sutherland was present for the committee's discussion.
2. Components: Crossing Boundaries-Faith Traditions, Advanced Historical Studies
3. Student Learning Outcomes: Scholarship (expanded), Faith Traditions (expanded)

B. Discussion:

1. A similar suggestion was made for minor revisions to this proposal as discussed above for HST 305, since HST 306 is also proposed as a Crossing Boundaries-Faith Traditions course.

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: 6-0-0 (for-against-abstention). The proposal will be rolled back in CIM. Once it has been revised, the Assistant Provost will review and approve it on behalf of the committee. Follow up: The revised proposal was approved 2/16/2015.

8) HST 378: Immigration History

A. Course Proposal Information:

1. Proposers: Caroline Merithew and Haimanti Roy were present for the committee's discussion.
2. Components: Advanced Historical Studies, Diversity and Social Justice
3. Student Learning Outcomes: Scholarship (advanced), Diversity (advanced), Critical Evaluation of Our Times (expanded)

B. Discussion:

1. It was noted that this course was funded with a Diversity and Social Justice course development grant. The course was offered as a pilot and included an experiential learning opportunity in connection with the Dayton City Commission and Dayton communities. Dayton has a designation as an immigrant friendly city. The instructors intend to incorporate experiential learning opportunities as much as possible going forward.
2. The proposers noted that social justice, as a central element of the Catholic intellectual tradition, is central throughout the course (e.g., migration cannot be discussed without the context of being a social justice issue and immigration during the time period of the course cannot be discussed without the larger institutional framework of the Catholic Church). This was in response to a question about how the course, for the Advanced Historical Studies component, will draw upon the Catholic intellectual tradition and its resources. The committee expressed appreciation for the clarification and did not see a need for any revisions to the proposal.

C. Committee's Actions:

1. Motion: A motion was made and seconded to approve the course proposal as written. There was no further discussion.
2. Vote: 7-0-0 (in favor-against-abstention).

9) HST 382: History of Mexico

A. Course Proposal Information:

1. Proposer: Tracey Jaffe was present for the committee's discussion.
2. Components: Advanced Historical Studies, Diversity and Social Justice
3. Student Learning Outcomes: Scholarship (advanced), Diversity (advanced), Critical Evaluation of Our Times (advanced)

B. Discussion:

1. HST 382 is an existing course that's been taught for many years, most recently by Tracey Jaffe.
2. The proposer clarified that the experiential learning aspect of this course, tied to the Diversity and Social Justice component, will involve understanding of primary documents. This is a different approach than the one described for HST 378. Since HST 382 covers a period of 200 years, it's not possible to spend more than a couple of weeks on the present.
3. Similar to HST 378, a question was raised about how the course, for the Advanced Historical Studies component, will draw upon the Catholic intellectual tradition and its resources. There are references in the proposal, though not in the CAP component section. The proposer referenced other sections of the proposal that address how students will engage in the Catholic intellectual tradition. It was also noted that the discipline of history is one of the essential elements of the Catholic intellectual tradition.

C. Committee's Actions:

1. Motion: A motion was made and seconded to approve the course proposal as written. There was no further discussion.
2. Vote: 6-0-0 (in favor-against-abstention). (Note: One committee member the meeting left prior to the vote on this proposal.)

10) SOC 331: Marriages & Families

A. Course Proposal Information:

1. Proposer: Jeanne Holcomb was present for the committee's discussion, as well as department chair Leslie Picca.
2. Components: Crossing Boundaries-Practical Ethical Action, Diversity and Social Justice

3. Student Learning Outcomes: Diversity (expanded), Practical Wisdom (expanded), Vocation (expanded)
- B. Discussion:
1. The committee previously reviewed the proposal on 10/27/2014. At that time, it was missing the Practical Wisdom Student Learning Outcome (SLO), which is required for Practical Ethical Action courses.
 2. Comments were received about this proposal from two UD faculty members outside the CAPC and outside the Department of Sociology, Anthropology, and Social Work. Faculty are invited to submit comments on CAP proposals when the course reviews are announced two weeks prior to the meeting when they will be discussed.
 - a. Comment: The course does not offer substantive perspective on Catholic social teaching despite its stated aims. The committee did not think it was necessary for the course to address Catholic social teaching given the selected CAP components. The committee uses the course review guidelines developed for each component to evaluate proposals.
 - b. Comment: The course's "advocacy" approach and stances taken on marriage are not compatible with UD's Catholic-Marianist mission. The committee's response was similar to the one for the previous comment. The committee only evaluates the proposals for the CAP components selected and alignment with the Student Learning Outcomes. It's not the committee's purview to evaluate the appropriateness of content outside of these parameters.
- C. Committee's Actions:
1. Motion: A motion was made and seconded to approve the course proposal as written. There was no further discussion.
 2. Vote: 5-0-0 (in favor-against-abstention). (Note: Another committee member left prior to the vote on this proposal.)

The meeting adjourned at 3:05 p.m.
Respectfully submitted by Judy Owen