

10-30-2009

## Academic Policies Committee Minutes of the Academic Senate 2009-10-30

University of Dayton. Academic Policies Committee

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UNIVERSITY OF DAYTON  
MINUTES OF THE ACADEMIC POLICIES COMMITTEE  
OF THE ACADEMIC SENATE  
October 30, 2009  
KU 211; 3:00 p.m.

***Attendance***

*Present:* P. Benson, P. Donnelly, R. Frasca, J. Hess, R. Liu, J. Malone, J. White

*Absent:* D. Bickford, D. Darrow, H. Gauder, J. Huacuja, V. Jain, M. Shank

*Guests:* Pat Palermo, Tom Skill, Tom Westendorf, Shane White

***Approval of Minutes***

The minutes of October 2, 2009 were approved.

***Announcements***

1. *Substitutions* -- Because both the chair and the secretary were sick, J. Hess agreed to chair the meeting and take the day's minutes
2. *Agenda* -- Because we anticipated a lengthier CAP discussion, the agenda was modified to address the bulletin issue first, so that our guests (Tom Skill, Tom Westendorf, and Shane White) would not have to wait through the CAP discussion.
3. *Next meeting* -- Our next meeting will be at 3:00 on Friday, November 20, in KU 211

***New business: Bulletin***

- T. Skill noted some key points about Banner, and reviewed a handout summarizing these points (see Appendix A)
  - The biggest concern people have expressed is the lack of ability to get a printed bulletin for those who want one
  - Tom indicated that his office is looking into getting a PDF of the entire Bulletin, as well as parts of it. Their goal is to get that PDF, if it can be done affordably.
- Needs faculty saw as important for the new system:
  - Making it easier to find which courses meet gen ed and thematic cluster requirements (at present, that information is in a separate system)
  - Making it easier for Education students to see their options for a double major
- Banner has the ability to allow chairs to input exceptions into the system without a paper form, but there may be advantages to keeping that form in print version, so that decision will be made by the deans.
- Academic advising will be done using Colleague in AY09-10, even though student registration for Fall Term 2010 will be processed through Banner. Advising will switch to Banner for AY10-11.

***Old business: CAP***

- P. Donnelly began with a report from the working groups (WGs) and distributed a handout summarizing each group's report.
  - All groups are making progress, although some groups (e.g., Humanities and Crossing Boundaries) have a more complex task because they have to work across units.

- The Social Science WG is leaning toward a single course, whereas the Arts WG is leaning towards multiple classes.
- The Task Force met with History faculty and discussed their concerns related to CAP and the CIT, diversity, mission, HST 103, and process.
- Some groups feel that the 12/15 deadline is ambitious, but Provost Saliba wants to get this done, and has offered resources if groups need them to get done on time.
- The task force is leaning toward accepting AP credits, a decision supported by John Malone, the APC's student representative.
- CORE and other programs can fit into the new CAP structure.
- There was a general discussion about national trends in general education:
  1. A focus on student learning outcomes, not only SCH requirements
  2. The need to align general education more effectively with the major, by integrating common learning experiences in gen ed with those in the major
- J. Hess reported concern from the History Department that the CAP proposal will lose structure and be more subject to students taking whatever appeals to them
- R. Frasca reported concern that a single social science course may constrain students even more than a choice of courses -- students can't choose a course that sounds interesting, and college is their one chance to really explore
- P. Donnelly asked how the task force should best deal with some important issues raised by faculty (e.g., the trade-off between having more or fewer restrictions).
- J. Hess reported other concerns from the Humanities Subcouncil and the Department of History. These included questions of agency (who is really making decisions about CAP and driving the process?), and the lack of a diversity WG. The committee agreed that those with concerns about the process itself should bring those to the APC. J. Hess also provided a handout summarizing the discussion between the Humanities representatives and the Department of History's Executive Committee (see Appendix B).

The meeting was adjourned at 4:56 p.m.

Respectfully submitted by: Jon Hess

## APPENDIX A

Notes provided by Tom Skill

### Report to the Academic Senate/Academic Policies Committee on Academic Bulletin

Prepared by Tom Skill, Tom Westendorf, Shane White

October 30, 2009

Observations and Recommendations Based on Comments about UD's current Academic Bulletins:

1. Lack of ability to print the entire bulletin or sections
  - a. Recommendations: Udit will engage an outside developer to explore ways of modifying the code to allow for several "levels" of printing via pdf files or similar.
2. Confusion over Undergraduate and Graduate Bulletins
  - a. Currently, Users must select either undergrad or grad
    - i. Is there still a concern about that?
3. Finding the bulletin and accessing its content
  - a. Recommendations: We will explore various ways to post prominent links to the bulletin in the UD Portal and on the Academic websites
4. Desire for limited print-runs of bound copies of the bulletin
  - a. While a return to a full printed version is not cost effective, we will explore ways to facilitate "on-demand" publishing/printing of copies working with our Printing and design shop.
    - i. With the advent of electronic printing, there may be ways to provide a reasonably-priced "on-demand" printed copy of the bulletin for those who wish to have copies.
5. eBook versions of the Bulletin
  - a. With the growth of both eBooks and electronic readers, we will explore the cost of producing downloadable versions of the Academic Bulletin that conforms to eBook standards.
    - i. Free downloads could be made available through iTunes U and other similar agencies.
    - ii. We do not know the costs of producing these versions or if our current applications can be modified to create such versions.
6. Our original expectations were that Banner Student would completely replace the Academic Bulletin. This is not completely accurate.
  - a. Banner will be the repository of all program and degree requirements as well as our course catalog with descriptions.
  - b. The descriptive information on programs and the University information sections are still unique to the bulletin.
    - i. We will developing systems to feed bulletin from Banner
    - ii. We believe that the current bulletin serves a very important function both in terms of advising and recruitment, so we don't see abandoning that application.

## **APPENDIX B**

### Summary of the Academic Senate Humanities representatives' meeting with the Department of History Executive Committee

History Department Meeting with Humanities Senators – 10.28.09

Present: Dave Darrow, Jonathan Hess, John McCombe, Judith Huacuja, Linda Snyder and Julius Amin, Una Cadegan, Michael Carter, Laura Hume, Paul Mormon, Pat Palermo, Juan Santamarina.

Faculty of the Department of History distributed handouts on “Feedback Patterns in Response to the Original CAP Proposal” and “CAP Process.” Discussion focused on their concerns over the Common Academic Program (CAP) Task Force’s process for constructing the revised CAP proposal. The structure of the current working groups is perceived as inflexible because it seemingly provides no arena for negotiating a revised Humanities Base that might include a second year of study and/or the inclusion of a second history course.

We discussed the many ways in which the study of history is foundational as it supports learning across the disciplines. The members of the Department of History stressed the importance of understanding Western and global historical developments implicit in the seven student outcomes. History can contribute a framework for understanding and a narrative focus as it engages interdisciplinary study. There seems to be no deliberation for this foundational integration across the CAP working groups.

Discussion of interdisciplinary work takes place within the Crossing Boundaries Working Group. History can contribute to curriculum in the Inquiry and/or Integrative 3<sup>rd</sup> year courses, but without a broad discussion of the venues for integration in the second year, many are concerned this could lead to a superficially eclectic array of courses. History faculty seek an additional site for dialogue within the structure of the CAP Work Plan where integration across the second year of study can occur. It appears this conversation is not currently happening because it does not fit the “specific charge” of any of the working groups.

Respectfully submitted

Judith Huacuja (approved via email 10.29.09, distributed 10.30.09).