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2017

## 2017-11-14 Common Academic Program Committee Minutes

University of Dayton. Common Academic Program Committee

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## CAP COMMITTEE

Tuesday, November 14, 2017 | 11:00 a.m.-12:15 p.m.; Kennedy Union 222

**Present:** Lee Dixon, Chuck Edmonson, Heidi Gauder, Peter Hansen, Fred Jenkins (*ex officio*), Michelle Pautz, Danielle Poe, Scott Segalewitz (*ex officio*), Randy Sparks (*ex officio*), Bill Trollinger, John White, Shuang-Ye Wu

**Excused:** Brad Balsler, Serdar Durmusoglu, Linda Hartley (*ex officio*), Diandra Walker

**Guests:** Jorge Aguilar-Sánchez, Myrna Gabbe, Judith Huacuja, Suki Kwon, Mary Sanderson, Juan Santamarina

### I. Course Reviews

#### 1) VAR 210: Visual Journal

##### A. Course Proposal Information:

1. Proposer: Suki Kwon was present, as well as department chair Judith Huacuja. Roger Crum, also listed as a proposer, could not attend.
2. Component: Crossing Boundaries-Integrative
3. Institutional Learning Goals: Scholarship (introduced), Community (introduced)

##### B. Discussion:

1. The proposer noted that the University Libraries' resources are sufficient. That question was overlooked in 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: 9-0-0 (in favor-against-abstention).

#### 2) HST 350: LGBTQ History: Comparative European and USA

##### A. Course Proposal Information:

1. Proposer: Mary Sanderson was present, as well as department chair Juan Santamarina. Caroline Merithew, also listed as a proposer, could not attend.
2. Components: Advanced Historical Studies, Diversity and Social Justice
3. Institutional Learning Goals: Scholarship (expanded), Diversity (expanded), Critical Evaluation of Our Times (expanded)

##### B. Discussion:

1. The committee's discussion focused on how the course addresses the Catholic Intellectual Tradition (CIT) since a distinguishing aspect of the Advanced Studies component is to help students "further their understanding of the resources that the Catholic intellectual tradition offers for their own personal, professional, and civic lives and also for the just transformation of the social world...[and] draw upon the resources of the Catholic intellectual tradition as they consider how to lead wise and ethical lives of leadership and service."
2. The CAPC had formed a subcommittee a couple of years ago to develop "[Guidelines for Addressing the Catholic Intellectual Tradition in Advanced Study CAP Course Proposals](#)." The subcommittee consulted the Humanities chairs when the guidelines were drafted and shared the completed version with them. The guidelines state: "Because furthering students' understanding of CIT and its resources are central to the Advanced Studies components, and distinguishes them from our other advanced CAP components, CIT will normally be referenced throughout the course proposal, including the following sections: 'Statement of Need/Rationale,' 'Course Learning Objectives,' and 'Describe how this course will satisfy this CAP Component.'" It was mentioned that CLOs are an ideal place to reference the CIT because

delivery is more likely in areas that are assessed. In addition, it was explained that the CAPC does not view the CIT as a set canon of works and is looking for proposers to explain what the CIT means for them in their courses.

3. With this background information, it was noted that CIT isn't mentioned in the Course Learning Objectives (CLOs) and the proposer was asked whether students would be explicitly aware that they're learning about resources of the CIT in the course. She responded affirmatively and mentioned ways in which class conversations would relate to the CIT. She also mentioned how the CIT might be integrated explicitly into the CLOs (e.g., CLOs 3 and 5). It was noted that the CIT is mentioned explicitly under the description of how the course will satisfy the Advanced Historical Studies component.

C. Committee's Actions:

1. Motion: A motion was made and seconded to approve the course proposal as written.
2. Vote: 9-0-0 (in favor-against-abstention).

### 3) PHL 323: Philosophy & Literature

A. Course Proposal Information:

1. Proposer: Myrna Gabbe was present.
2. Components: Crossing Boundaries-Integrative, Advanced Philosophical Studies
3. Institutional Learning Goals: Scholarship (expanded), Practical Wisdom (expanded)

B. Discussion:

1. With the course being proposed for Advanced Philosophical Studies, the same question was posed to the proposer whether students would be explicitly aware that they're learning about resources of the CIT in the course. She explained that the CIT is addressed in the proposal and that she is reluctant to include it explicitly in the CLOs because she would prefer not to have to cultivate and assess students' skills specifically in relation to the CIT in this course. She also mentioned that several faculty will be able to teach the course and that students might not be explicitly aware that they're learning about resources of the CIT when she teaches it.
2. The committee affirmed the course's connection to the CIT but suggested that it doesn't have to be an Advanced Philosophical Studies course if students might not be explicitly aware upon completion that they've learned about resources of the CIT and how an understanding of the CIT can contribute to their lives.

B. Committee's Actions:

1. Motion: A motion was made to approve the course proposal as written.
2. Vote: 7-0-2 (for-against-abstention).

### 4) SPN 340: Spanish Grammar and Syntax

A. Course Proposal Information:

1. Proposer: Jorge Aguilar-Sánchez was present.
2. Component: Crossing Boundaries-Inquiry
3. Institutional Learning Goals: Scholarship (introduced), Diversity (expanded), Community (expanded)

B. Discussion:

1. With the course being proposed for the Crossing Boundaries-Inquiry component, the proposer explained that majors would understand that they could not fulfill the Inquiry requirement. He also explained the department's policy that all upper level courses are taught in the native language and that this course could attract non-majors in the native language, education students interested in language rather than literature, and minors from other areas. The department will also fill a gap in the program regarding grammar and syntax.

2. The proposer noted that the University Libraries' resources, through journals and databases, are sufficient to support the course. That question was overlooked in the proposal. The CAP Office will insert a response in CIM on the proposer's behalf. In addition, ACTFL will be spelled out as American Council on the Teaching of Foreign Languages under the Statement of Need/Rationale.
- 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: 9-0-0 (in favor-against-abstention).

## **II. Announcements**

- A. Next Meeting: The committee may not need to meet again until December 5, when there will be more course reviews. Cancellation or confirmation notices will be handled on a weekly basis for the meetings on November 21 and 28.
- B. Spring 2018 Meeting Schedule: Meetings were scheduled for 2 ¼ hours in case longer meetings are needed, particularly when the committee gets to the 4 Year Reviews. If only an hour is needed, the committee will meet on Mondays from 1:30-2:30 p.m. The additional block from 12:15-1:30 p.m. will be confirmed when needed.

## **III. Follow Up: Catholic Intellectual Tradition**

- A. The committee continued discussion about the CIT in light of issues raised earlier in the meeting, as well as issues that have come up in the past.
  1. Committee members expressed challenges with being consistent in evaluating proposals if the guidelines state that the CIT will "normally" be referenced throughout the course proposal. Because the discussion about HST 350 and PHL 323 focused on whether students would be explicitly aware of resources of the CIT upon completing the course, it was suggested to add something to the "Guidelines for Addressing the CIT" that the committee would be looking for indication along those lines in proposals. It was noted that the subcommittee that developed the guidelines didn't go in that direction because of concerns about not going beyond the CAP Senate Document (Doc-10-04). If the committee wants to pursue the addition, or specifying an expectation that the CIT will be addressed in CLOs, the Academic Senate may need to provide clarification.

The meeting adjourned at 12:15 p.m.  
Respectfully submitted by Judy Owen