10-29-2012

Academic Policies Committee Minutes of the Academic Senate 2012-10-29

University of Dayton. Academic Policies Committee

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Present: Paul Benson, Deb Bickford, Paul Bobrowski, Jim Dunne, Laura Leming, Kurt Mosser, Leno Pedrotti, John White, Anthony Whaley

Absent: Vinod Jain, Sarah Kerns, Karen Swisher, Paul Vanderburgh

Minutes: Minutes of the October 15, 2012 meeting of the Academic Policies Committee were approved with minor corrections.

Announcements: The next meeting of the APC will be on Monday October November 12 from 11am-12pm in KU 211.

Old Business:
Status of the Competency Requirements under the Common Academic Program (CAP)

Leno Pedrotti reviewed the status of the competency requirements under CAP: Nothing in the CAP senate document (DOC 10-04) indicates that the competency requirements are to be discontinued when the transition from the General Education Program to the Common Academic Program is complete. However, although DOC 10-04 establishes a committee called the "Committee on the Common Academic Program and Competencies", it does not explicitly give this committee oversight of the administration of the competencies. This oversight currently resides with the General Education and Competencies Committee, which will disappear after the transition to the Common Academic Program is complete. Therefore, if the competency requirements are to be continued, a proposal detailing the responsibilities for oversight of the competencies will need to be developed. However, discussions of the need for that proposal, has sparked further discussions regarding the advisability of continuing the competency requirements under the CAP.

Deb Bickford provided a document (see the appendix at the end of these minutes) detailing her view that the competency requirements should be discontinued when the transition to the Common Academic Program is complete. She summarized her view (detailed in the appendix) that the key elements of the competency requirements are embedded in the structure of CAP and so the Competency Program need not be continued as a set of requirements separate from those of the Common Academic Program. Laura Leming agreed that much of the intent of the competency requirements seems to be embedded in the Common Academic Program and that the language used in the description of the competency requirements seems antiquated compared to the corresponding language used to describe the CAP requirements. Leno Pedrotti pointed out that currently all competency requirements are satisfied by completion of certain courses which will continue to be present in the Common Academic Program. (In the case of the Information Literacy Competency, the requirements are satisfied by completing experiences offered in a variety of courses—some of these experiences are delivered by library personnel.) Therefore, discontinuation of the competency requirements would not affect the courses required in the curriculum. However, while there is significant overlap in the requirements of the Common Academic Program and the Competency Program, there are some differences: Although the required Mathematics, English, and Communications courses in the Common Academic program correspond to the courses required to complete the Reading and Writing, Communication, and Quantitative Reasoning competency requirements, the competency requirements include particular skills not explicitly listed in the CAP requirements. In addition, there is no explicit discussion of information literacy (the fourth competency area) in the Senate document governing CAP. Paul Benson responded that, as the courses in the CAP are being developed, they are evolving in such a manner that the courses will naturally provide the skills embedded in the competency requirements. Jim Dunne noted that the Competency Program requires that courses must be passed with a C- in order to satisfy the requirements and so sets a floor to the skill level that all students must achieve. The CAP program only requires a grade D or better to satisfy its course requirements. It was agreed that this difference in minimum acceptable grade is a change that would occur if the competency requirements are eliminated. John White stated that the information literacy requirements set out in the Competency Program are now naturally embedded in many courses in a manner that may be more sophisticated than envisioned when the competency program was created. Leno Pedrotti stated that, if the competency requirements are discontinued, valuable elements of those requirements that are not explicitly described in the Senate document governing

CAP could be added to a revision of that document. Such a revision might naturally occur after the first assessment of CAP, which is scheduled to take place in 2015. Deb Bickford emphasized that her advocacy for the discontinuation of the competency requirements does not mean that she does not find valuable elements in the competency requirements. Descriptions of these valuable elements should be gathered and kept for possible use in the evolution of the Common Academic Program. It was agree that it was worthwhile to initiate a campus-wide discussion of the possible discontinuation of the competency requirements. Leno Pedrotti said that he would initiate that process by bringing the issue to the Executive Committee of the Academic Senate and by soliciting opinions from representatives of the University Library and the chairs of the Departments of Mathematics, English, and Communications. APC members agreed that it would be beneficial to complete work on the role of the competencies in the Common Academic Program by the end of Spring 2013.

Revision of DOC 12-08: Departmental Proposal Process
Leno Pedrotti reviewed the need for developing a revision of DOC 12-08: Departmental Proposal Process. In particular he indicated that the Executive Committee of the Academic Senate (ECAS) has requested revision to language in section **2.2.2 Approval process for renaming/suspension/discontinuation of a department**. In particular a lack of clarity in the language in number 5 of that section, in which the responsibility of ECAS in reviewing a proposal is detailed, has led to some confusion. Leno Pedrotti suggested that the approval process for suspension/discontinuation of a department be modeled on the process described in section **2.1.3** for new or merged process. He further suggested that the proposal and approval process for the renaming of a department be described in a new section. In that section, the role of ECAS in deciding what role the senate should play in the approval of a departmental renaming proposal should be clearly defined. Leno Pedrotti indicated that he would develop a proposed revision to DOC 12-08 to be discussed at the November 12 meeting of the APC.

New Business: None

The meeting adjourned at 11:50 am.

Submitted by Leno Pedrotti

Appendix: The document provided by Deb Bickford referred to in the body of the minutes is included below.

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The Evolution of Curriculum and Competencies at UD

Draft October 23, 2012

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Issue:

As implementation of the Common Academic Program continues, the question of the intentions for the competencies program has been raised. There is no explicit treatment of the competencies program in the CAP document (Senate DOC-10-04, dated April 13, 2010), other than naming the Committee on the Common Academic Program and Competencies (CAPCC).

Context:

Implementation of the General and Graduation Competency Program (as originally described in Senate DOC 99-08) has followed an evolutionary path, with experience guiding further refinements. Originally, English and Communication competencies were course-based, while the mathematics competencies were based on online testing; this latter approach proved administratively impractical and cumbersome, leading to a 2009 revision linking the competency to specific quantitative coursework (Senate DOC 08-02).   A certification program in information literacy skills areas was conceived in DOC 99-08 to give our students a competitive advantage in seeking employment after graduation, and while a certification program never materialized per se, the Library was a strong partner in creating curricular materials on information literacy. Information literacy skills were to be embedded in coursework across the curriculum.

Position:

UD's undergraduate curriculum requirements have been evolving over time, with the Common Academic Program representing the latest innovation. Each successive program has embedded elements of the previous programs into our latest conceptualizations of what it means to be educated in the Catholic and Marianist traditions. Thus, the Humanities Commons has evolved from the Humanities Base, Crossing Boundaries courses extend beyond the limits of the Thematic clusters by creating opportunities for deeper levels of engagement by all academic units; and CAP's focus on student learning outcomes builds on the underlying philosophy of the Competencies program which focused on what students are able to do. The Common Academic Program embraced the developmental philosophy found in the competencies program (general and graduation competencies), and further refined the idea. The University Assessment Committee is currently in the process of creating a robust and efficient method for monitoring and tracking student performance on the seven student learning outcomes, eliminating the need to address actively the earlier, somewhat redundant goals for Competency completion. In short, requirements of the Competencies Program have been evolving and have been embedded implicitly, though not explicitly in the evolution of the Common Academic Program. In order to simplify faculty work and enable us to be more efficient while being effective at curricular renewal, we recommend that the Competency Program be officially eliminated.

Initial analysis suggests we meet the competencies in the following ways:

Competency	Embedded in CAP
Reading and Writing	English 100 and 200
Oral Communication	CMM 100
Quantitative Reasoning	3 credit hour requirement from a variety of courses
Information Literacy	Embedded in entire curriculum, and in scholarship requirements of each departmental major, with continuing strong role played by the Libraries in providing a gateway to information literacy