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Academic Policies Committee Minutes of the Academic Senate 2012-02-08

University of Dayton. Academic Policies Committee

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Approved
Minutes of the Academic Policies Committee of the Academic Senate
2/8/12
SJ325

Present: Megan Abbate, Paul Benson, , Deb Bickford , Jim Dunne, Vinod Jain, Emily Kaylor, Laura Leming, Leno Pedrotti, Carolyn Phelps, John White

Absent: Joe Castellano, Tony Saliba

Guest: Juan Santamarina

Approval of Minutes. The minutes of the 11/21/11 and 1/25/12 were approved.

New Business.

Juan Santamarina, Chair of the CAP Competencies Committee (CAPCC), presented a preliminary proposal delineating which CAP component-requirements could be met in a single course. This draft recommendation is summarized in a table provided at the end of these minutes. Juan Santamarina reported that the guiding principles in all of the CAPCC recommendations was: 1) to include all the specific allowances or prohibitions in CAP categories that were explicit in the CAP Senate document; and 2) to allow broad flexibility and creativity in other areas where the CAP Senate document was less specific or explicit; and 3) to consider the credit hours directive from the Senate CAP document. Discussion centered around CAP components 4-7 and CAP component 12.

Discussion of Components 4-7 (See the table at the end of these minutes): Several APC members voiced concern that a single course could adequately satisfy one of components 4-7, as well as a Crossing Boundaries and/or Advanced Study component. It was argued that components 4-7 are foundational in nature and it would be difficult for a single course to both provide the needed foundation and satisfy the CAP criteria for a Crossing Boundaries or Advanced Studies Course. Santamarina and Pedrotti indicated that the CAPCC acknowledged that courses satisfying one of the components 4-7 could not easily also satisfy another CAP component. However, it was argued, the CAPCC proposal allows for the creation of such courses in order to better serve specific groups of students (for example, students in the Honors program) as well as to provide a mechanism to help meet the provision of Senate Document 10-04, which indicates that it should be possible to satisfy the CAP and major requirements with no more credit hours than is required under the current system. If the guidelines in the CAPCC proposal were to be followed, the burden would fall on the CAPCC to ensure the integrity of CAP by approving a course only if it met all of the criteria for each CAP component it was intended to satisfy. Some argued that, over time, this “gate-keeping” role might be difficult to maintain.

Discussion of Component 12: Members of the APC were concerned about the provision in the CAPCC proposal that allows the Major Capstone to also satisfy a Crossing Boundaries component, an Advanced Studies Component, *and/or* the Diversity and Social Justice component. There was concern that allowing these combinations might dilute the outcome desired from a Capstone experience. Others indicated that in some majors, such a combination was sensible.

After lengthy discussion there was some agreement that, where possible, creativity should indeed be fostered for exceptional courses and for “niche courses” for particular populations of students but should be done in a way, in terms of the CAP Course Proposal Form, that did not water down the CAP components.

As a result of the discussions, the APC agreed that it was worthwhile to consider the following modifications to the CAPCC proposal:

1—In Components #4-7 (Mathematics, Social Science, Arts, and Natural Science) remove the option that those CAP components “May also satisfy a Crossing Boundaries component *and/or* an Advanced Studies Component.” In effect, when a faculty member would select that CAP category “entry point” in the Course Proposal Form the form would show no other options.

2—In Component #12 (Capstone Course) modify the proposal such that it would read something like “May also satisfy ONE of the following: a Crossing Boundaries Component, an Advanced Studies Component, the Diversity and Social Justice Component.” The APC also asked the CAPCC to discuss Component #12 further and to also consider and recommend under what conditions a Capstone Course could satisfy one additional CAP Component.

3—In support of creativity and fostering exceptional courses and “niche courses” for particular populations of students an additional “entry point” in the Course Proposal Form could be added. That special “entry point” would highlight to the person proposing the course that the proposal is requesting special and expanded approval in multiple CAP categories and it would also highlight the special nature of that particular application throughout the approval process.

Juan Santamarina agreed to bring a revised proposal based on these suggestions back to the CAPCC for further discussion.

Old Business. Discussion continued on the documents from the Graduate Leadership Council. These documents are the Graduate Retake Policy, Graduate Academic Standards and Progress Policy, and the Guidelines for the Development of Bachelor’s Plus Master’s (BPM) Degree Programs.

After some discussion minor clarifying edits were approved and then all three policies were unanimously approved by the APC. The documents will be sent to the Executive Committee of the Academic Senate (ECAS). ECAS will determine if these documents are ready to be moved to the full Academic Senate for a vote. The approved changes to the documents are listed below.

Graduate Retake policy: Minor clarifying edits were made.

Graduate Academic Standards and Progress Policy: The last sentence in the 4th paragraph of Section 2.5) was changed from “Only one such request for an extension will be considered for any student.” to “Except in very unusual cases, only one such request for an extension will be considered for any student.”

BPM: Clarifying edits were made to section vi) of the Appendix.

Jim Dunne questioned why the action for the Graduate Retake Policy and the Graduate Academic Standards and Progress Policy is Legislative Concurrence, while action for the Guidelines for the Development of Bachelor’s Plus Master’s (BPM) Degree Programs is Legislative Authority. It was noted that this issue had been discussed by ECAS and that clarification should be requested.

Meeting was adjourned.

Submitted by Leno Pedrotti

CAP COMPONENT	CREDIT HOURS	ABILITY TO SATISFY ANOTHER CAP COMPONENT
1. First-Year Humanities	12 credit hours	Foundational, cannot satisfy another CAP component.
2. Second-Year Writing Seminar	3 credit hours	Foundational, cannot satisfy another CAP component.
3. Oral Communication	3 credit hours	Foundational, cannot satisfy another CAP component.
4. Mathematics	3 credit hours	May also satisfy a Crossing Boundaries component <i>and/or</i> an Advanced Studies Component.
5. Social Science	3 credit hours	May also satisfy a Crossing Boundaries component <i>and/or</i> an Advanced Studies Component.
6. Arts	3 credit hours	May also satisfy a Crossing Boundaries component <i>and/or</i> an Advanced Studies Component.
7. Natural Science	7 credit hours	May also satisfy a Crossing Boundaries component <i>and/or</i> an Advanced Studies Component.
Crossing Boundaries 8. Faith Traditions Course 9. Practical Ethical Action Course 10. Inquiry Course 11. Integrative Course	12 credit hours	May not be combined with one another.
12. Major Capstone	0 credit hours mandated by CAP (though majors may assign credit hours)	May also satisfy a Crossing Boundaries component, an Advanced Studies Component, <i>and/or</i> the Diversity and Social Justice component.
Advanced Studies Religious and Philosophical Studies (6 credit hours) and Historical Studies (3 credit hours)	9 credit hours	May not be combined with one another. May also satisfy a Crossing Boundaries component <i>and/or</i> the Diversity and Social Justice component.
Diversity and Social Justice	3 credit hours	May not satisfy the following CAP components: First Year Humanities, Second-Year Writing Seminar, Social Science, Arts, Natural Science, Oral Communication, and Mathematics.