

Fall 11-15-2021

Academic Policies Committee of the Academic Senate 2021-11-15

University of Dayton. Academic Senate. Academic Policies Committee

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APC Minutes Approved

November 15, 2021

1:30 - 2:20 PM

Join Zoom Meeting

<https://udayton.zoom.us/j/83021521161?pwd=dXNSMjFHRnZTZHVhUjlyRkovdkJwdz09>

Meeting ID: 830 2152 1161

Password: 046172

Committee Members: Phil Anloague (ex officio); Philip Appiah-Kubi; Deb Bickford (ex officio); Laurel Bird; Jenna Borrelli; Art Busch; Alison Carr-Chellman; Trevor Collier; Jennifer Dalton; Neomi DeAnda (chair); Greg Elvers; Harold Merriman; Jason Pierce; Dan Reyes; Sarah Webber

Guests: Michelle Pautz and Judy Owen

1. **Approval of minutes** from November 1, 2021-- one abstention, unanimous otherwise
2. **CAPL Nomination (correction to agenda)**

- Glenna Jennings has asked to step down from CAPL. Emily Sullivan Smith is the nominee to replace Glenna for a 2.5 year term (.5 to finish Glenna's term, then a typical two year term)
- A formal vote was taken, with all in favor of Emily Sullivan Smith except one abstention in Dan Reyes.
- We will be receiving additional nominations for any vacancies in the Spring of 2021.

3. **CAP overview with Michelle Pautz and Judy Owen (see accompanying powerpoint)**

1. Not a traditional approach to general education
2. It is not a set list of courses or even credit hours
3. Designed to be an innovation, common learning experience
4. It is an evolving, flexible curriculum responsive to changing times, grounded in our Catholic and Marianist identity
5. Students pick how they will chart their path forward in CAP
6. Institutional Learning Goals are not CAP learning goals, though these ILGs drive choices in CAP
 - April 2010-- CAP approved by the Academic Senate
 - FA '13, the first class, the first graduating class in SP '17
7. CAP components
 - How CAP manifests is unique for each student, by design
 - CMM 100 and SSC200 are unique

- CMM 100 is a course about how to engage in dialogue, how to convey complex ideas-- it is not a public speaking course, per se
 - SSC200-- integrated social science course. Students complete this by choosing their own theme. Themes range from food justice to space politics and policy, marriage.
 - Three or more social sciences are brought together
 - Share how social scientists approach the topics in that theme
 - Crossing boundaries courses
 - Faith Traditions
 - Practical Ethical Action
 - Inquiry
 - Integrative
 - Advanced Studies Courses
 - Religious studies and/or philosophical studies
 - Historical studies
 - These courses do not necessarily have to come from those traditional areas
 - Diversity and social justice
 - Major capstone courses
8. Course development and renewal-- have about 500 + courses

- Faculty members and departments decide whether or not they will pursue CAP approval
 - The CAP committee (Bill Trollinger, chair) comprised of faculty and members of deans' offices
 - 4 year review
 - Faculty are asked, are students learning what the faculty members want them to learn? How do we know they are learning? What changes might be made to future course offerings to enhance learning?
 - What does CAPC want to know?
 - To understand faculty *process* for assessing and improving student learning
 - See powerpoint for other questions examined
 - 4 yr. Reports due January 21, 2022 this year
 - After review of reports in winter, can renew courses for 4 years, 2 year conditional reapproval, course is not reapproved
9. CAP builds a community of learning
- Component coordinators for Humanities Commons, CMM 100, SSC 200, DSJ
 - Course Inventory Management (CIM) is viewable and searchable so faculty can see other CAP courses
 - Administrative structure and committees include

- CAP committee (CAPC)
- CAP leadership (CAPL)
- CAP associate deans

10. Questions and discussion

- The majority of classes are required CAP classes; do you ever get feedback from students on what they would like to see in classes?
 - Will team up with SGA on 1850 to engage and collect feedback from students on their experiences
 - Communicating with advisors would be helpful
- There might be a narrowing of options that students might not be aware of-- it helps to have access to the broad set of options, not a narrower view
- Michelle had found that in the past, majors had been artificially narrowing options. We don't want to limit student's choices
- CAP doesn't schedule, so it is up to faculty and departments to identify what sections to offer. In the professional schools, we are seeing greater engagement in having departments look at their own curriculum and look for ways to "CAPify" the course to alleviate pressure on schedules. And more students are coming with AP, IB, and that creates far less pressure on students than in the past.
- Are there CAP components that could use more courses? Michelle likes to encourage CAP course creation across the board, to give more options for

students.

- Are there orientation videos for new advisors for degree works, how to find double and triple counting courses, and etc. There are videos to help people with this. See <https://udayton.edu/provost/cap/advise.php>
- Are there CAP components that you are worried about having too many choices? Not all CAP courses are taught each semester. Michelle and Judy are working the Provost's Office to turn on some functionality to see when some of the courses are offered in a particular semester.
- What about special topics courses? Easier to do at the department level and not at the university level. The CAP committee meets almost every week. Per the Senate, CAPC announces when a course will be discussed, with a three week turnaround. How do we make sure we are on the edge of particular topics? There is a CAP prefix. Instead of a major prefix, can offer an ad hoc one time basis, CAP 302 (for example) to provide learning opportunities for students.
- When you have a CAP course that has been approved and then goes under significant review, what is the appropriate process? Do revisions have to go back through CAP? Massive overhauls of curriculum-- departments reach out and ask if they can delay the four year review process, or amend what they have already submitted.
- What about courses that are cross-listed between undergrad and grad? The

undergraduate version of the course goes through CAP, not the graduate level course.

Next meeting: Sam Dorf will meet with us next week and will be asking several questions. Be sure to look in the meeting folder for November 22 in order to see the range of topics and questions he will be addressing.