

Spring 1-31-2021

## Academic Policies Committee of the Academic Senate 2022-01-31

University of Dayton. Academic Senate. Academic Policies Committee

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## APC Minutes January 31, 2022

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

Guests: **Youssef Farhat**, **Michelle Pautz**, **Judy Owen**, **Kristen Altenau**, Melissa Longino (present are bolded), **Sabrina Neeley**

1. APC CAP 5 year review - Diversity and Social Justice (please review new documents in Google drive as well as the report at this link

<https://udayton.edu/provost/ilg/diversity/assessment.php> ) (Youssef Farhat)

- A diversity assessment took place, with 18 courses and 23 sections opting in. this helped us see what is resonating with students.
- Courses in the DSJ program do help improve skills of students.
- As a tool, it is resonating with students.
- When describing a course experience, students benefit from structured class discussions. Race and ethnicity in the US, and experience of groups outside of the US, issues related to immigration.
- There were interesting findings related to practice. Where is the DSJ learning happening beyond the class? Coursework was 50% of the student responses; 25% of what was highlighted was CAP courses (CAP makes a difference). SSC200 courses took the most credit
- The second place where it takes place is in housing and residence life.
- What are the students' experiences and how are the students finding the conversations? Students identify that they are challenged by their differences.
- Earlier today Youssef met with the CCEC of the UIEC.
- The report includes recommendations on how to move forward. Across the other work taking place (benchmarking and mapping), but they are working on a 2-3 year plan on how the implementation will take place, with an emphasis on how to utilize the continuum as a tool. Two main recommendations:
  - Figure out a way to require faculty to work closely with the DSJ coordinator, particularly beyond the design process so that we can coordinate assessment and improvement of learning
  - Incorporate the framework is aligned– how different units prepare and get feedback for course proposals
- Questions and thoughts:
  - Greg Elvers: the information is very powerful, and the recommendations on the website are important. He suggested we need a more concise version for the final report.

- Is the developmental nature of CAP present in the work on DSJ? (Jason Pierce). The general overview of the report shows that students are able to engage with more sophisticated questions related to DSJ and that students are taking what they learn in one class and applying it elsewhere.
- Youssef is looking for consultation with other faculty to identify what might be a course. DSJ has been a sandbox for faculty to explore possibilities for class topics relative to DSJ. He would like to help faculty design modules, topics, and learning goals matching the interests of faculty. He would like to bring a bit more cohesion to the DSJ courses. This is the kind of consultation he envisions, to make the courses a bit more cohesive and to deliver an education that relates to students.
- It might be that faculty will be reluctant to be required to do something, like working directly with the DSJ coordinator. Youssef pointed out that this is the only place where the report requires anything.
- The quality of the proposals has increased tremendously after faculty have been working with the DSJ coordinator.

## **2. Wellbeing Education Certificate (Kristen Altenau Keen, [Sabrina Neeley](#))**

**Link here: <https://docs.google.com/document/d/1xoePUUpCG38IQg9-p3kLfVVI6efOn-BoyFv7s35RRRVc/edit>**

- An academic certificate could help students create pathways to looking at health and wellbeing from a variety of lenses
- The hope in the outline is that we want students to take an intro level class and a second step where they go more deeply.
- There was clarification that there is a cross-listed course. It can only be taken once to count for the certificate
- Would administration of the certificate be in the Brook Center or in collaboration with SEHS? It would be a joint approach. We are seeing a lot of innovative certificate options coming from centers and institutes. There is a delicate dance of curricular and co-curricular.
- People spoke with excitement about the certificate.
- Is there a sense of expected enrollment projections? Any surveying of potential students? They haven't conducted any surveys; the numbers are based on informal conversations with areas in which there are courses with an emphasis on health (communication, for example).
- This could help people sitting for the CHES (Certification for Health Education Specialist) certificate. How will the variety of courses taken impact the ability to sit for the exam? It would help to have a map that shows what courses would help them prepare for CHES.
- Jenna wondered if an introduction to social work might be an addition to the certificate offerings. In the class, they talked about a lot of health resources. Laurel pointed out that this certificate could help students

identify what part of health care might be their area of real interest.

- This undergraduate certificate could be a differentiator for students wanting to get into a career in health care, and it could mean the number of students wanting to take it could be much higher than predicted. It would be good to have an estimate of demand– it could have impact on advising needs and much more. Is the capacity there to support it? It would help to have a better idea of what demand might look like.
- The pinch points are going to be in the interest and applications– the first and final pieces of it. The curricular parts of it, the expansion, is because if there is overwhelming demand, there are many classes that could satisfy the certificate requirements. There is a pinch point in the first class and the experiential piece at the end.
- The academic advising would take place where? The student's typical advisor? Or would it be, for instance, Kristen Keen?
  - Students seem to bounce back and forth between Kristen and their main advisor.
- Neomi asked Kristen and Sabrina to let her know when they are ready to come back to the APC

3. [Review of minutes of 1/24 moved to February 14, 2022](#)

4. Upcoming Meeting with CAP Coordinators

February 14, 2022 - APC CAP 5 year review

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