

2014

## 2014-01-27 Common Academic Program Committee Minutes

University of Dayton. Common Academic Program Committee

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## Minutes of the Common Academic Program Committee (CAPC)

**Date:** January 27, 2014

**Location:** LTC Forum

### Present:

Dominic Sanfilippo	Juan Santamarina
Don Pair	Kathryn Kinnucan-Welsch ( <i>ex-officio</i> )
Elizabeth Gustafson ( <i>ex-officio</i> )	Keri Brown Kirschman
Fred Jenkins ( <i>ex-officio</i> )	Leno Pedrotti
Jennifer Creech	Riad Alakkad ( <i>ex-officio</i> )
Jim Dunne	Sawyer Hunley
Joan Plungis	Scott Schneider

### Absent:

Zack Martin  
John White

**Guests:** Daniel Goldman, Jennifer Davis-Berman, Laura Leming, Stephen Brown

### A. Review of SWK 330/SOC 330 – XB Integrative, Diversity & Social Justice

1. Discussion:
  - a. Course was recognized by as an important course
  - b. Proposer was asked to explain the reasoning behind having the course address all seven of the UD Student Learning Outcomes (SLOs)
    - i. Proposer explained a misunderstanding that all of the SLOs needed to be addressed in the proposal
      - a. Proposer was referred to the one-page course review guide available on the website for each CAP component, which will assist with determining which SLOs must be addressed
    - ii. Committee discussed that Vocation and Faith Traditions were not strongly addressed but that Diversity, Practical Wisdom, Scholarship, Critical Evaluation of our Times are strongly addressed
  - c. Committee discussed the section “explain how this course would build upon other CAP courses”... does not mention other CAP courses or components were mentioned (also explaining to the proposer that this is a common issue with proposals)
    - i. It was explained to the proposer that this assists with mapping as opposed to being a specific criteria for approval
      1. Proposer asked for clarification about location of this question/section
  - d. With regard to library/print resources, proposer stats there are also videos
  - e. Committee members agreed that the course fits well with the component
  - f. Proposer was asked to clarify the sentence “.. as they relate to aging” in the course objectives for clarity
  - g. Committee discussed the lack of prerequisites for this 300 level course, and asked whether there is any assumption that students will have taken other social science courses prior to this course
    - i. Proposer stated there is no prerequisite, but many SOC/PSY majors will have taken other courses prior, and there will be a variety of courses which will have been taken
    - ii. Proposer was asked whether anything would you prevent a first year student from taking this course

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1. Suggestion was made by a committee member that perhaps the SSC 200 should be a prerequisite
  - a. Proposer acknowledged that this requirement would mean that the soonest a student could take would be semester two of second year
  - b. It was recognized that this might be a problem for transfer students, but that departments could waive individually
  - c. Proposer does not recall having had sophomores in this course previously
  - d. Recommendation was made to include reference in course description that "having taken SSC 200 is recommended" without hard coding as a prerequisite and it would be linked for the student and that course is normally taken in the junior year
2. Committee discussed that, if it is possible that at some point the prerequisite may be needed, it would be best to build it in now since CAP is developmental
  - iii. Proposer was asked whether the Humanities Commons would not be appropriate prerequisites, as doing so would assist with creating the narrative about the developmental nature of CAP
    1. Proposer was advised that, if there is a future change in prerequisite, the course would need to go through the approval process again
      - a. Proposer is comfortable with this since students do not "find" this course until they have advanced to a level that they are considering
  - h. Committee recognized that this course proposal is for SWK 330 as well as for SOC 330
    - i. The AAC approved the course for both, co-listed designations
      1. Registrar's office will look at this and ensure it will be correct systematically
2. In light of the revisions recommended, SWK 330/SOC 330 was withdrawn by the proposer for revisions and resubmission
  - a. Course will be rolled back to Exec Committee of the AAC

### **B. Review of GEO 115 – Natural Sciences**

1. Discussion:
  - a. It was noted that in the section describing how the course satisfy the component, it discussed satisfying the SLOs rather than the Natural Sciences CAP Component. Additionally, it mentioned Community SLO which was never mentioned again
    - i. Proposer agreed the Community reference should be removed and additional clarification could be added related to the Natural Sciences component.
    - ii. It was noted that the SLOs were described well
  - b. Additional note was made that no further mention is made of the Diversity and Vocation SLOs
  - c. Proposer was asked the logistic of the first year student field trip
    - i. Proposer states the students are transported by bus and are made aware of a Saturday requirement in the syllabus
  - d. It was noted that the introductory paragraph was very well done
  - e. Proposer was aside whether students will have taken HC courses before taking this course

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- i. Proposer stated that GEO majors will take the course right away
      1. Committee recommended this be noted somewhere that the HC courses are introducing the SLOs in the second to last section, i.e., “this course will complement the introduction of the SLOs in the Humanities Commons courses”
    - ii. Proposer was asked the proportion of majors to non-majors
      1. Proposer stated approximately 30% majors, many biology, computer science, geology majors, and a variety
  2. Vote:
    - a. Motion and second motion were made for approval with minor revisions
      - i. Remove “Community” on p 4 of 6 in “how this course satisfies”
      - ii. Additional minor clarifying edits based on the Natural Sciences CAP document
      - iii. Add reference to the complementary nature of the SLOs addressed in the HC courses
    - b. 10-0-0 (for, against, abstained)
  3. Proposer was subsequently asked about whether a lab is being considered for this course
    - a. Proposer stated “yes”
      - i. It was explained that the SLOs do not have to be addressed by the lab proposal since attached to the course

### **C. Review of GEO 208 – Natural Sciences, XB Inquiry (Category #2)**

1. Discussion:
  - a. It was noted to the proposer that Practical Wisdom needs to be addressed in Natural Sciences courses
  - b. A committee member noted that explicit explanation of how the course meets the Inquiry component was not evident
  - c. A committee member noted that an Inquiry course is required to include a reflective component where student examines methods of own discipline
    - i. Proposer explained that the course had satisfied two clusters and had a prerequisite; that so many students from other disciplines were taking the course, the prerequisites were removed
      1. Course is designed so students get understanding that science is the foundation of information gathered – it is filtered through cultural, environmental, financial, economic concerns – shows student other disciplines influence environmental decision-making issue; using science in a real-world application
      2. Course helps student examine and apply to own discipline
  - d. A committee member noted that the course seems to fit the Integrative but not the Inquiry component; that Inquiry requires a reflective component – which needs to be explicit – to state how this course meets the component as opposed to a course taken in that student’s major
    1. Proposer stated his thought that it was for showing non-science majors the scientific methods
      - a. Committee member clarified that the course must address how these methods compare to methods in their major
  - e. Committed discussed SSC 200 as a good prerequisite as well as whether it would prepare 1<sup>st</sup> year or early 2<sup>nd</sup> year student to adequately compare/contrast methods

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- f. The importance of continuing to ask the questions surrounding prerequisites was noted, as we address the developmental nature of CAP
  - i. No prerequisites can result in a wide range of students
- g. It was noted that in the paragraph describing the SLOs, Vocation is not addressed
2. The proposer withdrew the course for revision and resubmission due to the need for substantial revision to include the reflective component and to add the Practical Wisdom SLO

### **D. Other Discussion:**

1. It was recommended that Stephen Brown, Senior, Humanities, replace Zack Martin on this committee for Spring 2014
  - a. He was nominated as a student representative on the Academic Senate
  - b. ECAS and CAPC need to approve the selection
    - i. ECAS will forward the recommendation to Juan and Sawyer
      1. It was noted that SGA is writing new bylaws for the next year to ensure committee member schedules line up meeting obligations
2. There are no courses for review next week - perhaps units/departments can provide updates regarding what may be forthcoming
3. None of the courses which have been rolled back for revisions have yet been resubmitted (see attached Disposition Report)
4. A discussion was held in relation to a committee member who will be on sabbatical Fall 2014, and need to find replacement
  - a. Some members will roll some off of the committee next AY
  - b. Will discuss at the next meeting
  - c. Agenda will be forthcoming

### **E. Next meeting: Monday, February 3, 2014**