

2014

2014-09-22 Common Academic Program Committee Minutes

University of Dayton. Common Academic Program Committee

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University of Dayton. Common Academic Program Committee, "2014-09-22 Common Academic Program Committee Minutes" (2014). *Common Academic Program Committee Minutes*. Paper 51.
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Minutes of the Common Academic Program Committee (CAPC)

Date: September 22, 2014

Location: KU 310

Present:

Fred Jenkins (*ex-officio*)

Don Pair

Jennifer Creech

Jim Dunne

Joan Plungis

John White

Joe Mashburn

Juan Santamarina (Chair)

Kathryn Kinnucan-Welsch (*ex-officio*)

Sawyer Hunley

Riad Alakkad (*ex-officio*)

Lee Dixon

Elias Toubia

Guests:

Sharon Gratto, MUS; Robert Jones, MUS; Sam Dorf, MUS

A. Review of MUS 390, 491, 492, 493, 494, 495 – Ensemble Courses

1. Discussion:

- a. The intent of the Ensemble courses is to allow students to accumulate experience as they progress through the levels.
- b. In order to count as CAP credit, students must take 3 credit hours of Ensemble classes.
 - i. Ensemble courses may not be combined with non-ensemble courses to satisfy the CAP requirement.
 - ii. Such combinations, though, are currently under consideration in the department.
 - iii. Degree Works can differentiate between the Ensemble courses and others by virtue of the course number.
- c. In regard to Community and Vocation, proposers were asked how student progress in these areas is measured. The proposal specifies possibly reflective writing - if not written then what form will the measurement take?
 - i. The proposal purposefully leaves room for a director to implement measurement rubrics that may or may not be based on written assignments.
 - ii. Performance lends itself to unique evaluative processes in the almost constant verbal and non-verbal communication between a performer and other ensemble members, the director, and the performance itself.
 - iii. In ensemble performance, ways of knowing and communicating are often non-verbal; imposing a written assignment can create complications when translating the experience from performance to writing.
- d. Questions remain about precisely how the student success will be measured if not through written reflection.
 - i. In regard to Community, often the performance itself is the measure of success, occurring as it does in community with the other members and the director.
 - ii. In regard to Vocation, progress is often identified through feedback from students who expand their experience beyond the Ensemble course; the Course Proposal leaves room for personal growth as either "performers, educated advocates, or dedicated patrons."
- e. The proposers were asked how a leader or director differentiates between students who meet the standard and those who do not.
 - i. The constant evaluation and understanding of performance that occurs between

the students and the director is the embodiment of community and vocation, and it is immediately apparent to a music director if a student is not successfully meeting the standards.

- f. Concerns remain about how to document the measurement of traits that satisfy the Student Learning Outcomes.
 - i. A third of music students are Engineering majors; this exemplifies the level of passion that some students bring to the course.
 - ii. If a student is failing to meet the standard for a trait, it shows in their performance, their low level of engagement, and their reluctance to expand the experience; the Music faculty feel this measurement can be quantified if not through writing then through oral reflection, demonstration of commitment to the goals of the ensemble, and possibly in orchestral seating appointments.
2. Vote:
- a. Motion and second motion made to approve MUS 390, 491, 492, 493, 494, 495 – Ensemble Courses
 - b. 10-0-0 (for, against, abstained) – course approved

B. Review of MUS 302 – Music History and Literature II

1. Discussion:
 - a. It was noted that the first course in this sequence may not lend itself as easily to CAP application as does the second.
 - i. The second course engages students more and integrates content with other Music prereqs.
 - b. The proposers were asked to include explicit wording in the proposal that ties the course description to the requirement that the course content furthers students' understanding of Catholic Intellectual Tradition and provides access to relevant resources.
 - i. There followed a short discussion that satisfied the Committee that the course content does, in fact, include activity to support this requirement.
 - ii. The proposers agreed to revise the proposal to specifically state in the course description that the students will gain further understanding of the Catholic Intellectual Tradition, and have access to relevant resources.
 - c. The proposers were asked to explain how students would articulate their progress in such understanding.
 - i. Course content includes a focus on the fluctuating influence of the Catholic Church on music throughout history.
 - ii. Students engage with Catholic liturgical music, in both historical and performative contexts.
 - iii. The proposers also offered evidence of required focus on, and measurement of, student understanding of how to lead wise and ethical lives.
 - iv. Juan offered to forward to the proposers relevant text that has been included in previous proposals.

2. Vote:
 - a. Motion and second motion made to approved MUS 302 pending the following revisions:
 - 1) Explicit wording added to the Course Goals section conveying that the students will gain further understanding of the Catholic Intellectual Tradition, and have access to relevant resources.
 - 2) Explicit wording added to the Course Goals section conveying that students will gain further understanding of how to lead wise and ethical lives.
 - 3) Explicit wording added to the Criteria for Evaluation of Student Learning section explaining how student success in the above areas will be articulated and measured.
 - b. 7-0-0 (for, against, abstained) – course approved with minor changes (some members had to leave the meeting prior to this vote).

The meeting adjourned at 3:10pm

Respectfully submitted by Jeanne Zeek