

2014

## 2014-10-06 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:** October 6, 2014

**Location:** KU 310

### Present:

Juan Santamarina (Chair)	Riad Alakkad (ex-officio)
Lee Dixon	John White
Elias Toubia	Joe Mashburn
Jim Dunne	Kathryn Kinnucan-Welsch (ex-officio)
Fred Jenkins (ex-officio)	Terence Lau (ex-officio)

### Absent:

Joan Plungis, Sawyer Hunley, Jennifer Creech, Don Pair

### Guests:

Lesley Evans, EDT; Connie Bowman, EDT; Mary Carlson, HST; Caroline Merithew, HST;  
Julius Amin, HST

### A. Review of EDT 416 - Early Childhood Capstone Seminar

1. Discussion/comments:
  - a. The presenters were asked to clarify the reference to the “teacher evaluation” in the Course Content Information section of the proposal.
    - This refers to the teacher-of-record in the classroom who assesses the Teaching Assistant’s performance.
  - b. The presenters were asked to expand on assessments of Student Teacher performance.
    - Student teaching and all the relevant activity entailed are considered to be a presentation of understanding, knowledge and skill.
    - The presentations are assessed by a national teaching liaison who observes performance in the classroom, by the teacher-of-record, and by other school administrators and even parents who stop by to observe.
    - The edTPA (a teacher evaluation of performance) includes written and video assessments. This national-level assessment is based on 15 rubrics.
    - The TPA for scholarship is also peer-reviewed.
    - Presenters confirmed that in-class activity is based on accepted best practices.
  - c. The presenters were asked to expand further on descriptions of Vocation in terms of outcomes and assessment.
    - The description of how this course will satisfy the Vocation SLO is taken from the verbiage provided by the Teacher Education accreditation body, in order to quantify measurements of success. The assessment approach also captures qualitative data that reflect a Student Teacher’s level of preparation for classes and execution of teaching performance.
  - d. The presenters were asked whether this course existed prior to now.
    - Not as such. The student teaching program did exist, but was not offered as a Capstone class.
  - e. Comment offered that this course might be considered applied scholarship.

- f. A minor typo was pointed out for correction in the section on how an instructor can determine that the students have achieved each of the SLOs.
    - Old: "...research literature for to accompany video..."
    - New: "...research literature to accompany video..."
2. Vote:
- a. Motion and second motion made to approve EDT 416 with the minor typo correction.
  - b. 6-0-0 (for, against, abstained) – course approved.

**B. Review of HST 312 - Age of Democratic Revolutions**

1. Discussion/comments:
- a. The presenter was commended for doing a good job describing how Catholic education will be integrated into this course.
  - b. Regarding the Community SLO, a question was raised about whether the class content related to human rights is sufficient for students to achieve this SLO.
    - Human Rights is the primary discussion point to integrate elements of the Community SLO, but there are additional sessions devoted to government structures which also bring students to an understanding of the values and skills needed to learn, live, and work in a community. Class content focuses on what throughout history has worked and what has not, in term of living in community.
  - c. There followed a brief dialogue about:
    - 1) how studying human rights and related societal infrastructures can be used to satisfy the Community SLO, as well as
    - 2) how future proposers might benefit from receiving guidance on how the Committee expects proposals to communicate how achievement of SLOs will be determined and measured.
      - Consensus was reached that although non-historians might need more explicit reference to achieving and measuring the Community SLO, the History faculty will find the descriptions in the proposal to be adequate guidance for presenting content relevant to the Community SLO.
      - The Committee will consider how best to communicate evolving guidelines for successful proposals to faculty.
2. Vote:
- a. Motion and second motion made to approve HST 312 as submitted.
  - b. 6-0-0 (for, against, abstained) – course approved.

**C. Review of HST 351 - American Gender and Women's History**

1. Discussion/comments:
- a. The presenter was asked to clarify how the course content will further students' understanding of and access to resources relative to Catholic Intellectual Tradition (CIT).
    - By definition the study of history is embedded in the CIT, although the presenter allowed this may not be as overtly stated in the proposal as it could be.
    - As an *American* history course, sessions cover in-depth the history of Catholicism in America.

- b. The presenter was asked if all history courses on campus explicitly focus on CIT.
  - All history courses at UD present content focused on CIT (with the caveat that definitions of CIT can vary).
- 2. Vote:
  - a. Motion and second motion made to approve HST 351 as submitted.
  - b. 6-0-0 (for, against, abstained) – course approved.

**D. Review of HST 337 - History of Africa: 19<sup>th</sup> Century to Present**

- 1. Discussion/comments:
  - a. The presenter was asked to address similar questions about how this course will present content relevant to the Community SLO. Although this proposal does include explicit references to Community in the course description, it is unique in its use of the term “advanced understanding” of Community.
    - The sophisticated level of student activity involving analysis leading to application justifies the “advanced” qualifier.
- 2. Vote:
  - a. Motion and second motion made to approve HST 337 as submitted.
  - b. 6-0-0 (for, against, abstained) – course approved.

The meeting adjourned at 3:05pm.

*Respectfully submitted by Jeanne Zeek*