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2015-01-26 Common Academic Program Committee Minutes

University of Dayton, Common Academic Program Committee

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CAP COMMITTEE

Monday, January 26, 2015 | 1:00 p.m.-3:00 p.m.; Kennedy Union 222

Present: Riad Alakkad (*ex officio*), Jennifer Creech, Lee Dixon, Jim Dunne, Sawyer Hunley, Fred Jenkins (*ex officio*), Katie Kinnucan-Welsch (*ex officio*), Joe Mashburn, Don Pair, Joan Plungis, Juan Santamarina, Elias Toubia, John White

Excused: Terence Lau (*ex officio*)

Guests: Phyllis Bergiel, Dorian Borbonus, Donna Cox, Sam Dorf, Daniel Goldman, Umesh Haritashya, Jeffrey Lehman, Heather MacLachlan

I. Course Reviews

1) GEO 208: Environmental Geology

A. Course Proposal Information:

1. Proposer: Umesh Haritashya was present for the committee's discussion, as well as Daniel Goldman, department chair.
2. Components: Natural Sciences, Crossing Boundaries-Inquiry
3. Student Learning Outcomes (as approved): Scholarship (introduced), Practical Wisdom (introduced), Critical Evaluation of Our Times (introduced)

B. Discussion:

1. Four Student Learning Outcomes (SLOs) for the course would be a big commitment. Most CAP courses do not have more than three SLOs. The department had discussed removing Diversity and will proceed with doing so.

C. Committee's Actions:

1. Motion: A motion was made and seconded to approve the course proposal pending the minor revision noted above. There was no further discussion.
2. Vote: 9-0-0 (in favor-against-abstention). Assistant Provost Sawyer Hunley will make the revision in CIM on the proposer's behalf.

2) GEO 208L: Environmental Geology Lab

A. Course Proposal Information:

1. Proposer: Umesh Haritashya was present for the committee's discussion, as well as Daniel Goldman, department chair.
2. Component: Natural Sciences
3. Student Learning Outcomes: Scholarship (introduced), Practical Wisdom (introduced)

B. Discussion:

1. The course does not include any co-requisites or pre-requisites. The proposer explained that GEO 208L could stand alone as an introductory science lab. It has happened where students have taken GEO 208 first and GEO 208L the next semester. It was suggested that the lab should be distinguished in some way if it can stand alone. The proposal includes language that makes it seem that it is a co-requisite. Students are encouraged to take the lab as a co-requisite with the lecture class, though it's not necessary. Some students may have interest in the lecture class but not the lab. The course review guidelines for Natural Sciences courses include the understandings that at least one of the required courses should be accompanied by a corresponding one-hour lab and also that lecture sections are either a pre-requisite or co-requisite to the correlative laboratory sections. Ultimately, it was decided to add GEO 208 to the proposal as a pre-requisite and co-requisite.
2. Advisors should be mindful of situations like this where students may take the lab in a semester following the lecture course.

- C. Committee's Actions:
 - 1. Motion: A motion was made and seconded to approve the course proposal pending the minor revision noted above. There was no further discussion.
 - 2. Vote: 9-0-0 (in favor-against-abstention). The proposal will be rolled back in CIM. Once it has been revised, the Assistant Provost will review and approve it on behalf of the committee. Follow up: The revised proposal was approved 2/3/2015.

3) HST 220: Survey of Ancient History

- A. Course Proposal Information:
 - 1. Proposer: Dorian Borbonus was present for the committee's discussion.
 - 2. Components: Crossing Boundaries-Inquiry, Advanced Historical Studies
 - 3. Student Learning Outcomes: Scholarship (expanded); Diversity (expanded); Critical Evaluation of Our Times (expanded)
- B. Discussion:
 - 1. The committee didn't have any specific feedback. It was noted that the course will be a good one for middle school education majors.
- C. Committee's Actions:
 - 1. Motion: A motion was made and seconded to approve the course proposal as written. There was no further discussion.
 - 2. Vote: 9-0-0 (for-against-abstention).

4) MUS 354: Gospel Music: Instrument of Social Change

- A. Course Proposal Information:
 - 1. Proposer: Donna Cox was present for the committee's discussion.
 - 2. Components: Crossing Boundaries-Faith Traditions, Diversity and Social Justice
 - 3. Student Learning Outcomes: Faith Traditions (expanded), Diversity (expanded)
- B. Discussion:
 - 1. It was noted that MUS 304: The Practice of American Music is a theme-based course and topics can vary based on the instructor, though all sections will have the same Student Learning Outcomes (SLOs) and models of assessment. If gospel music is offered as a theme in MUS 304, would it be different than MUS 354? It was responded that the course objectives would be different.
 - 2. MUS 354 is a new course and was funded by a Diversity and Social Justice course development grant.
- C. Committee's Actions:
 - 1. Motion: A motion was made and seconded to approve the course proposal as written, though some typographical errors will be corrected. There was no further discussion.
 - 2. Vote: 9-0-0 (in favor-against-abstention).

5) MUS 304: The Practice of American Music

- A. Course Proposal Information:
 - 1. Proposers: Sam Dorf, Jeffrey Lehman, and Heather MacLachlan were present for the committee's discussion.
 - 2. Components: Crossing Boundaries-Practical Ethical Action, Diversity and Social Justice
 - 3. Student Learning Outcomes (as approved): Diversity (expanded), Practical Wisdom (expanded)
- B. Discussion:
 - 1. MUS 304 is a new course, though it will incorporate several other of the department's courses. It does not include any pre-requisites or co-requisites. It is anticipated that mostly non-majors will take it.
 - 2. It is proposed so that it cannot be taken multiple times for credit. The department may consider changing that in the future since it is a theme-based course.

3. The proposal was particularly well developed in terms of how the course will meet the Practical Ethical Action component and address the Practical Wisdom SLO.
 4. It was agreed that the developmental level for the Diversity SLO will be changed from introduced to expanded because the description in the proposal reflects “expanded.”
- C. Committee’s Actions:
1. Motion: A motion was made and seconded to approve the course proposal pending the minor revision noted above. There was no further discussion.
 3. Vote: 9-0-0 (in favor-against-abstention). The Assistant Provost will make the change in CIM on the proposers’ behalf.

6) MUS 365: Music in Society

- A. Course Proposal Information:
1. Proposer: Heather MacLachlan was present for the committee’s discussion.
 2. Component: Arts
 3. Student Learning Outcome: Scholarship (expanded)
- B. Discussion:
1. MUS 365 is also a theme-based course. The department is experimenting with this approach. Content will be different based on the selected theme, but the SLO and models of assessment will be the same. Like MUS 304, the department may consider changing the option in the future so that it can be taken multiple times for credit.
- C. Committee’s Actions:
1. Motion: A motion was made and seconded to approve the course proposal as written. There was no further discussion.
 2. Vote: 9-0-0 (for-against-abstention).

7) PHL 314: Philosophy of Law

- A. Course Proposal Information:
1. Proposer: Aili Bresnahan was present for the committee’s discussion.
 2. Components: Crossing Boundaries-Practical Ethical Action, Advanced Philosophical Studies
 3. Student Learning Outcome: Practical Wisdom (advanced)
- B. Discussion:
1. The proposal was discussed in relation to one of the requirements for any Advanced Studies course (History, Philosophy or Religious Studies): “Further students’ understanding of the resources that the Catholic intellectual tradition offers for personal, professional and civic lives and also for the just transformations of the social world.” The proposer explained that natural law theory, which is articulated in the proposal, comes from the Catholic intellectual tradition.
 2. The committee has had periodic discussion with respect to the Catholic intellectual tradition (CIT). It has noted that the CIT is one of the distinguishing characteristic of the Common Academic Program and there is important value in students being able to engage in conversation about the CIT. The role of the committee is to understand as clearly as possible the intent of the Common Academic Program and explain key aspects of the program, as well as differences from the previous general education program. The committee has debated, however, how explicit proposals need to be in terms of the CIT. The committee appreciates that the phrase is important to help make a connection for students. There is concern, though, that emphasizing the inclusion of the phrase could have unintended negative consequences of proposers taking a reductionist perspective with something that is very complex. In some cases where the proposer has articulated the connection without being explicit, adding the phrase wouldn’t provide additional substance.
 3. To make the CIT more explicit in the proposal, it was recommended to revise the following sentence in the CAP component section (revision is in bold): “This course will satisfy the components of Advanced Philosophical Study because it will enable students to deepen their

knowledge of the religious and philosophical traditions that inform Catholic and Marianist **intellectual tradition** by showing how natural law informs and is related to our internal experience of law and to our societal legal system of justice.”

C. Committee’s Actions:

1. Motion: A motion was made and seconded to approve the course proposal pending the minor revision noted above. There was no further discussion.
2. Vote: 7-0-0 (for-against-abstention). The proposal will be rolled back in CIM. Once it has been revised, the Assistant Provost will review and approve it on behalf of the committee. Follow up: The revised proposal was approved 2/3/2015.

8) PHL 320: Philosophy of Art

A. Course Proposal Information:

1. Proposer: Aili Bresnahan was present for the committee’s discussion.
2. Components: Crossing Boundaries-Integrative, Advanced Philosophical Studies
3. Student Learning Outcome: Scholarship (advanced)

B. Discussion:

1. As with PHL 314, the proposal was discussed in relation to one of the requirements for any Advanced Studies course (History, Philosophy or Religious Studies): “Further students’ understanding of the resources that the Catholic intellectual tradition offers for personal, professional and civic lives and also for the just transformations of the social world.” The proposer explained how the Catholic intellectual tradition (CIT) is addressed in the course.
2. To make the CIT more explicit in the proposal, it was recommended to revise the following sentence in the CAP component section (revision is in bold): “To satisfy the advanced philosophy CAP component this course will provide knowledge of the form, function and philosophy of the arts with an eye towards understanding how this philosophy connects to expression, human communication, flourishing and the good as these are evidenced in art in connection with Catholic and Marianist values **as they relate to the Catholic intellectual tradition.**”

C. Committee’s Actions:

1. Motion: A motion was made and seconded to approve the course proposal pending the minor revision noted above. There was no further discussion.
2. Vote: 9-0-0 (in favor-against-abstention). The proposal will be rolled back in CIM. Once it has been revised, the Assistant Provost will review and approve it on behalf of the committee. Follow up: The revised proposal was approved 2/3/2015.

9) PHL 324: Philosophy & Film

A. Course Proposal Information:

1. Proposer: Aili Bresnahan was present for the committee’s discussion.
2. Components: Crossing Boundaries-Integrative, Advanced Philosophical Studies
3. Student Learning Outcomes: Scholarship (expanded), Diversity (expanded)

B. Discussion:

1. It was noted that this proposal explicitly addresses the Catholic intellectual tradition in the CAP component section in relation to Advanced Philosophical Studies.

C. Committee’s Actions:

1. Motion: A motion was made and seconded to approve the course proposal as written. There was no further discussion.
2. Vote: 9-0-0 (in favor-against-abstention).

10) WGS 250: Introduction to Women's and Gender Studies

- A. Course Proposal Information:
 - 1. Proposer: Rebecca Whisnant could not be present for the committee's discussion.
 - 2. Components: Crossing Boundaries-Integrative, Diversity and Social Justice
 - 3. Student Learning Outcomes: Scholarship (expanded), Diversity (expanded)
- B. Discussion:
 - 1. The committee noted that the disciplines represented were removed from the original wording of the course description. Since it is an Integrative course, the committee would have preferred to maintain the wording. It was thought the removal was an effort to broaden the course and avoid the perception that WGS courses are only for the College of Arts and Sciences. The committee thought that the description how the course will meet the Integrative component was well developed.
- C. Committee's Actions:
 - 1. Motion: A motion was made and seconded to approve the course proposal as written. There was no further discussion.
 - 2. Vote: 7-0-0 (in favor-against-abstention). Note: Two committee members left prior to the vote on this proposal.

II. Catholic Intellectual Tradition: Follow up

- A. Given the depth and breadth of the committee's continuing discussion with respect to the Catholic intellectual tradition in relation to the Common Academic Program, Don Pair and Phyllis Bergiel agreed to facilitate a conversation with the AAC Executive Committee. The intent is to discuss how courses have connected to the CIT in various and rich ways and avoid the connection being reduced simply to the three words: "Catholic intellectual tradition." The CAPC also needs to come to some resolution on the issue.

The meeting adjourned at 3:00 p.m.
Respectfully submitted by Judy Owen