**Academic Policy & Curriculum Committee**

Feb 14, 2018, GWP 320, 12:30-2:00pm

**Agenda**

**I.** **Consent Agenda & Recording Permission**

**II.** **Approval of Minutes** from Jan 10, 2018 - *Found in APCC Canvas – 02.14.18 Module*

*approved*

**III.** **Program Change Proposals – (1503) -** *Found in APCC Canvas under Discussions* **Institute of Technology:**

TCES: Major in CES within the Bachelor of Science

Forgot to check box on 1st page- revised program requirements for major

TEE: Major in EE within the Bachelor of Science

 Forgot to check box on 1st page – revised program requirements for major

Jeff, Jane, 8 in favor

**IV.** **New Course Proposals**

[TESC 279 – Science and Mathematics Study Abroad](https://uw.kuali.co/cm/#/courses/view/5a25a789815a7f0100673c83)

Repeatable? Assumed not since left blank - clarify

How many of credits would count toward degree vs. general electives – course is fine, just if they’d thought about that.

How many count toward gen. electives

Confirmation that they considered these things

UWCC want more 40% filed work explained, frame in syllabus

This course APCC had seen and gave feedback. They implemented feedback.

[TSOCW 553 – Critical Disability Frameworks for Social Work Practice and Policy](https://uw.kuali.co/cm/#/courses/view/5a6653e4c2e09b2e00414b12)

Graduate class

Syllabus addresses objectives and then competencies – not numbered

Competencies associated with national accred. Body – through UWS SW

They have to be addressed across curricu, not all in eaach course

ON MSW website diff.competencies were given. Doesn’t seem to align with wahts on website

Syllabus doesn’t include source of compentencies

Suggestion to include compentencies “this course addresses the key compentencies required by \_\_\_\_\_”

SWCJ rep will check in on this for their website

Uncommon to have 200 level study abroad? No, trying to increase 200 level abroad. It’s a HIP for early years of college

VOTE: Jutta, Evy ; 9 in favor

1. **Graduation Petition – N/A**
2. **Policy Issues & Other Business**

1. APCC Chair 2018-2019 nominations and election

Menaka

With Robin shadowing 2018-2019

Evy, Lauren 9

Verbal agreement of robin to shadow for 2018-2019

The academic plan will involved APCC next year – putting into place a campus-wide overview – so then faculty can make prioritizing decisions – Evaluative criteria? Will come along with the plan (framework)

-will need to have conversation about how to interpret info provided – think campus-wide – APCC will need to think altruistically about what is best for the whole campus

Debate for another day: always constant pressures to dev. Something new…we keep dev new projects – WAC and DIV APCC projects – pressure that these needs to be separate from APCC. APCC’s leading role needs to be better understood on campus. EC designates APCC to have authority. Moving past administrative gate-keeping and toward evaluating…difficult

Implied role – a duty to advocate for our units and advocate for our units for why this is an important program or change

How to balance repping unit and also think campus-wide?

If APCC needs rep. to advocate then the proposer hasn’t done their work.

APCC – continue to be in the weeds but also enlarge our strategic role (UWS envies us; they live in different countries, less collaboration) APCC in a place to have conversation with academic heart

APCC plays a central role through its work in advising on budget and resources – you make it a possibility. Power to say we don’t want to invest resources here and want to invest there here instead. Now with academic plan, we can be data informed and strategically informed.

Shared Gov = elevate APCC to level of prioritizing campus-wide

How much of it will be spelled out in Aca plan and how much will APCC need to come up with?

Core team will come to APCC with results of stage 2 templates – present with options – conversation deliberation- we’ll do a test run and dev together. Write down what we learned over the summer.

Once aca plan in place we shouldn’t have any surprises in APCC – not out of sync – will have surprises every 3 years – make new aca plan every 3 years – new cycle –

1. What do you do? Body that approves curric.
2. Aca plan – what does that look like? Academic plan is about new programs and major changes; it won’t go in and change a bunch of members – big questions like should we offer law school, etc.? Based on serving community, generating jobs, how it aligns with guiding principles of equity, inclusion, access, diversity; if they don’t meet these objectives, look more closely b/c of resources; collaborative format to look at bigger picture
3. How is this body implement diversity, equity, and inclusion in classes? Example of book that was innapropriate.

This body doesn’t deal with details of academic freedom, legally protected amount of academic freedom; not the purpose of this group, handled elsewhere

Learning curve, if willing to extend a year

Having election early so the next person can begin shadowing now

Can we ID someone who could shadow for 2018-2019

Robin would be willing to renew term and shadow menaka next year

Some members willing to volunteer for additional term

Put into writing some of APCC’s principles for instance around graduation petitions (wisdom)

Guiding Principles for APCC – to avoid princple drift

Overlap between existing member and new member

Devote 20 minutes of meeting to brainstorming principles?

Sitting down and doing a panapto with a 1503 expert (Kelly) – orientation video

What it is and what to look for as an APCC member

Key things for each

Wiki page that links to our website?

Start with conversation

APCC could benefit from beginning of the year orientation in 2019 (add an hour to september meeting)

Use a future meeting to start a wiki page

We need rotation of membership

1. General Education assessment across UW - The requested task for APCC would be to recommend individuals to be involved, ideally those teaching GenEd courses with the various labels as well as Core faculty. An overview can be found in the course module for this meeting with the title, Gen Ed Pilot Study Description DRAFT.pdf

UW is now more attentive. Not coheirent definitions for Aok. Beginning an effort to get definitions through an indictive approach; let’s gather across campuses and disciplines – communities of practice around these. UWT has already done work around D and W.

Need folks to participate around NW I&S VLPA QRS – APCC asked to help identify people – some CORE faculty involved. Not trying for proportional representation; fluid; looking to UWT for leadership and expertise. Think of a process for getting the word out and looking for volunteers. Definitions and assessment procedures; using course eval system…

How to lead our engagement in this effort – APCC seen as UWT leader in this effort – codifying and using definitions to assess (some units have their own definitions that some have borrowed)

Time commitment, and when start? Before end of Academic year – more virtual, phone calls, guess it might be once a month

Meet with other fac who have taught classes with those designations and dev. Out of those conversations

Way back when through CORE – Beth Kallikoff – (she will be part of these) – archived conversations

G. MacDonald update – inlist help from Doctoral students? NO, should be fac effort

Suggestions of person: Amanda cornby – was Head of teaching and learning in Milgard – has tri-campus perspective and great expertise

Could there be other designations, like Information Literacy? UW doesn’t do well with gen ed in comparison to other instit. There does need to be a more comprehensive overall; we can add to gen ed requirements for our campus (not tracked through UW system)

Assessment eval piece and philosphcal piece – the latter needs to go 1st: what do we want our students to have as their breadth of learning? Big picture

Article – opportunities for ppl who major in the humanities (STEM push has created warped demand) humanities are in danger of being so underenrolled that they might go away; humanities need to get their due in terms of resources, respect, and connection to careers; revampping gen ed requirements can be way to braoden and reeval support of humanities

Recurit fac for this: 1 page – this is what we’re looking for…

Include CORE faculty

Annouce at fac. Meeting?

Look at who teaches 100 200?

More targeted recruiting…

Get a committee member from WAC and from D

Jutta is interested (NW)

Take nominations from units – APCC reps in charge of gathering nominations for this before March meeting

Find document and resend to APCC so they can gather nominations

(most work would be virtual)

1. WAC Update – meeting Friday – dev. Questions for focus groups – fac, staff, students, alum, employers – what are expectations for writing from your perspective? What are you hoping students to get/show? To stu: What do you hope to learn? How do we help stu achive obj. Obj can be specific to disciple. Focus: dev models of support for achieving obj.

This process helps ID the problems we’re trying to fix

Attempts to make more unit focused – feedback from each unit

WAC reps will work with their units

When they hire a UWT grad they’ll also be getting a writer

Ask for Emmett and Arwa to help with student focus group (Asoa will facilitate)

1. Double Formal Options Committee – Jane, Emmett, Andrea, Michal, <Need a member>

This committee will start in February and we are in need of another faculty member.

Need two faculty. Doesn’t need to be from APCC – ask Julia Smith & Ali Modarres for recommendation.

Come up with policy\_\_\_look at document Menaka sent

1. [Diversity Designation Policy Draft](https://docs.google.com/document/d/1GVQgPcKq_ysZsn-dS48_nKEQFP4QGHe5NLWyOqG_l80/edit?usp=sharing)

This is to clarify review process. Includes suggested questions. Ask ACEI to review policy. Feedback from some – we need a special committee to include people who have diverstiy expertise – opporated out of APCC. Purpose fpr APCC to keep track of how D is doing. Recommendations as they are guidelines.

Issue with students giving feedback?

Can’t trust all faculty to teach diversity related courses. Students only trust certain faculty to teach these. As we go through long process of addressing faculty to be representative, we need to keep an eye on D, and we need have student feedback on these courses.

Are the reviewers for the D courses qualified?

A lot of students who do speak up against fac. Who are racist in their classes, students are penalized in the classroom and failed. Students of color know which fac not to take.

What is mechanism for students to speak up?

If students give their feedback on a course, students need to be protected.

If APCC gets feedback that D courses are not doing what they mean too

Assess and get more information.

Suggestion: Have ACEI consult on D review – invite

They are faculty

Keep the model from before-D review committee can include APCC and more people

A structured eval process every three years

Not changing D des

Jeff moves, Robin 2nd, 7 in favor (2 absent)

1. UWCC Update - Looking for APCC member to attend February Meeting.

Robin – get him information

1. DL Update - A memo has been sent to Seattle to get the new process approved to turn all existing courses as DL. Darcy Janzen is attending the February meeting just in case there are any questions.
2. Transfer courses that meet div. requirement - tabled