

APCC
Agenda
March 14, 2013

1. Consent Agenda
 - a Minutes for 2/14//2013-NOT AVAILABLE
 - b Course Proposals

New Prefix and Courses	New Courses	Course Changes
T FLL (Tacoma Foreign Language Learning T FLL 101 Foreign Language Learning 101 T FLL 102 Foreign Language Learning 102 T FLL 111 Elementary French 1 T FLL 112 Elementary French 2 T FLL 121 Elementary German 1 T FLL 122 Elementary German 2	THLEAD 496 Internship	TBECON 420 Intermediate Microeconomic Theory Note: Prereqs were changed from TQS to TMATH. TBECON 421 Intermediate Macroeconomic Theory TBECON 422 Econometrics TBECON 423 Financial Markets and Institutions TCOM 258 Children and Media TEDUC 563 Cultural and Linguistic Contexts for Instructing English Language Learners TEDUC 569 Testing and Evaluation for English Language Learners TEDUC 565 Research and Methods in Mathematics and Science Instruction for English Language Learners

dk move DW second unanimous

2. Announcements
3. Change to the Finance Option of Major in Business Administration
gm move dk 2nd unit

4. Proposal for new Minor in Global Honors

Can award degree

DM - GM said we could do this. There is UWS programs Andrea email SEattle for clarification.

DK what is Affiliated faculty: DM; faculty that teach courses in the program are affiliated, Not formall done this.

DM decision rests with APCC. we already operate as a minor, for spring 2014 have a freshman group geared for entry into GH. Just formalization of what we're doing.

JL: Huge need? DM: Students want to get as many majors/minors. Outstanding students can't continue if need to take a my or, but if it were a minor they could continue (too many hours).

GM: Volume wise not great; DM: Small now- up to 40 jr/sr students. Mostly because not a constrained. Would open it to other majors.

JL: Transcript; DM: says "GH" would say gh minor now.

LM: What does it currently require; DM: take whole curriculum (24 credits), includes capstone; very rigorous.

DK: All students eligible; DM 3.5 gpa and above; plus referencs and global interests

DK: then in terms in minor, not an open minor

DM: minors have to be accessible to all majors, but still have to apply and gpa 3.5

DM: many can't continue because not a minor.

PC: mOST STUdents lost from businesss, health careleadership. IT. would liek to return.

GM: if there were courses in these professional programs that were designated as honors, could those replace some of the gh core, if you could do that, then the rest could be outside electives.

DM: programs can have their own honors, but that internal program issue. In Global Honors have identified other equivalencies in other programs.

DM: Study abroad is not longer a requirement.

DM: Response to student needs

DM: well structured advisory board, 2-3 year term, also go through IAS faculty council and endorsed

GM: core courses are themed and vetted; OUE different in terms of AoK

NM: but advisory board is not voting; it's advising; not against minor, want be sure there is a clear path of faculty oversight

GM: how is code being implemented;

DM:

NM: expansion of programs without faculty oversight is concern, not minor and APCC needs to discuss this

A: Tina Miller, not a degree == granting program

DM and PC leave

AW: How does any other program do minor?

NM: goes through program with faculty

GM: Less concern with GH: specific subjects, latitude can be anything that has a global aspect to it and interdisciplinary. So select faculty to do this kind of courses and they are 300 level courses. So the advisory board vetted

Core is lower division, which means should have stronger emphasis on AoK rather than picking anyone who volunteers to teach

AW: should go through the process any other minor goes through

JL: first goes through department and then goes to APCC

AW: isn't it is IAS? NM: no it's its own program

GM: They're under JW, so they are being treated as a program. Solve: committee of people who have taught it be voting faculty? Advisory board is more advisory

JL: Why go through IAS faculty council? DK: no official way to do it.

DW: program without faculty granting degrees. LM: Lack of clarity of what affiliate faculty is.

NM: Like OUE because it's not IAS, cross campus

NM: Advisory board is not formalized as a group.

DW: if affiliated always affiliated? Affiliated faculty always changing

Questions what is affiliated

Is it possible GH minor?

What would oversight look like? more than vetting curriculum

Potential putting onus back on global honors: affiliated faculty eaching two years or more.

how formal is advisory board?

DK What exactly does affiliated faculty?

NM In IAS, just say your affiliated. DK: is that separate from DM affiliated wi

5. on Faculty of undergraduate Core Program and Global Honors. (Attached informational documents from George Mobus and Jil Purdy.)

NM: Part of table talking about those things right now. Admin needs to be involved (funding). Mandate from code: entry, curriculum, and graduation requirements. Doesn't do any graduation requirements. AoK oversight is pretty loose. Give example from Science course and people who have taught it don't have same ideas. Uneasy with anyone come in can offer science. Don't want to restrict this because hard to find teachers.

JL: curriculum shouldn't be driven by who can teach.

NM: needs to be a broader policy that is about any program that includes curriculum and anything else faculty will do.

DK: AoK is important, any oversight group would do this.

GM: specialists in faculty should be able to advise on AoK.

NM: Formal oversight that has expertise that is specific to the program that is being overseen.

DW: discussion of personal faculty in OUE: faculty without long-term commitment to program.

DK: goes back to original organization. In other schools have all 100 to 400 level courses, but we're not that way.

GM: That was a proposal in the beginning, hiring people who were specialists in this. Problem, those people get in own world, it gets to be drift.

DW: at least having someone permanently there does provide some continuity.

GM: Cumi and Megan have permanent faculty status in CORE. Early emphasis was on writing, and Cumi and Megan teach these. But AoK have gotten short shrift. Math has never been addressed.

DW: HOW does oversight deal with beyond the core? If we wanted to push that, is this the committee to go to? Would they push this in other departments?

GM: FA should hold that conversation.

JL: What do we think a well-rounded student should do? Where is this being discussed? Don't have to take a course on government.

GM: That's why I'm focusing on CORE, because core should do those things.

LI: What's missing is any CORE competencies related to the AoK, LI: I&S teachers looked at what common things to emphasize. If we use this language it might help understand this concept.

NM: Overarching policy or OUE

DK: overarching policy can fit two situations

DW: unleashing: how you can start a program, what will they come up with

DK: but if too prescriptive, I like overarching suggestions for oversight and is broadly

PP: both of those came with a number of faculty to start, but it's along the way, that if goes away

JL: If we come up with all this who goes to? NM: goes to EC and Faculty Assembly

NM: Policy: permanent faculty, expertise and approved by APCC.

AW: We have questions about global honors and oUE and then they could create it and bring it back to us.

NM: will write up and

Can I say they need to have a faculty oversight that we have approved in place before we will approve the minor.

APCC 2012-2013 Meeting Schedule with Proposal Due Dates

Meetings for Winter and Spring 2013 will be in CP 206

Meeting Date	Time	New program proposals, program changes, and curriculum must be received by	Deadline for Seattle Curriculum Committee	Seattle Curriculum Meeting Date	Quarter for Course Changes without memo of responsibility
4/11/2013	12:30-2pm	3/28/2013	5/1/2013	5/15/2013	

5/9/2013	12:30-2pm	4/25/2013	6/3/2013	6/19/2013	
6/6/2013	12:30-2pm	5/23/2013	7/1/2013	8/21/2013	
Summer TBD					

Faculty Oversight of Lower Division Areas of Knowledge and Freshman Core Courses

Proposal for an Oversight Committee

Suggestions for items in this document were provided by Dr. Jill Purdy and consideration for the CUSP documents from the Bothell campus. Other considerations came from a review of similar programs in which successes and problems were noted in terms of the governance structure. This committee will face challenges that are unlike any of the other standing committees and so the proposal reflects a different approach than has been used to constitute and operate previous ones.

Background

In academic year 2009/10 the APC determined that the faculty code required regular faculty oversight of the lower division freshman courses (general education) and in particular the Core courses required of all freshmen. The APC started to investigate the possibility of a general faculty committee that would be formed to take on this responsibility, acting as a curriculum committee would in vetting and approving course proposals for the Core classes and providing oversight for ensuring that the areas of knowledge (AOK) indicated on lower division courses were meeting the intent of general education.

Core courses are categorized into the main AOKs, e.g. Introduction to Science as satisfying Natural World requirements. But individual faculty, who volunteer to teach these courses, are not given any specific guidelines regarding conformity to what a 100-level AOK is supposed to cover in its role in general education. The Tacoma campus had no prior history dealing with these issues since it started out as an upper division/transfer campus. 300-level courses were assigned AOK coverage in a haphazard fashion and probably would not have been seen as fulfilling the spirit of general education as it had evolved on the main Seattle campus. The intent of general education in the lower division courses is that they give students a broad sampling of the subjects studied and some depth into aspects of those subjects. A typical example is a Biology 101, or Psychology 101 course that provides a survey of the topics covered in those disciplines with a little exposure to some of the more interesting details (e.g. a lab section for biology). The faculty code requires that curriculum be vetted by a committee of peers in order to assure various aspects of quality are being met when new courses are proposed and created. Within programs this is handled by the faculty in that program who are most familiar with their overall field and curricular needs. The Core is a little different in that the actual content of courses is left up to individual faculty who may or may not understand the intent of general education in the AOKs. Additionally, Core courses are supposed to involve interdisciplinary components and the term may not mean the same to all faculty. Members of the APCC and various faculty, including those working in the OUE and teaching Core classes have expressed a concern to have a committee of faculty fulfilling the role of oversight for the Core and for lower-division general education requirements. This document outlines a proposal for such a committee.

University Requirements and Explanation of AOKs

Here are the descriptions of the Areas of Knowledge from the UW web page. Note that the examples departments are not meant to be exhaustive, only representative.

Visual, Literary, & Performing Arts

VLPA courses focus on the history, interpretation, criticism, and practice of the arts. The requirement is meant to help the student develop a personal appreciation of the creative process and how it promotes a willingness to investigate the unknown as well as the commonplace, and thus a willingness to constantly debate and refine its modes of expression. Examples of departments that offer such courses include art history, classics, dance, drama, English, music, and foreign languages. Most rhetoric (speech, now part of the communication department) courses also count in this Area.

English composition at the freshman and sophomore levels is considered a skill rather than a literary art, and all the composition courses were deliberately excluded from the VLPA list. Creative writing, verse writing, and advanced composition courses in which prose style is treated as an art form do count toward VLPA, and do not count toward the English composition or additional writing requirements.

Individual & Society

I&S courses include a wide variety of options for the study of human beings and societies. Courses focus on the history, development, and dynamics of human behavior, as well as social and cultural institutions and practices. Departments that offer such courses include American ethnic studies, anthropology, economics, geography, international studies, political science, psychology, sociology, and women studies. I&S includes, from departments such as history, philosophy, and religion, courses traditionally grouped with "humanities" at other colleges.

Natural World

NW courses focus on the disciplined, scientific study of the natural world. The intent of this requirement is to teach students the current status of our understanding of the major concepts in the physical, biological, and mathematical sciences, and the methods by which we have arrived at that understanding. The Area can be divided into three broad categories: the mathematical sciences, the physical sciences, and the biological sciences. Departments that offer such courses include astronomy, biology, chemistry, fisheries, forest resources, mathematics, and oceanography.

The Key Concern

General education is meant to provide primarily lower-division students with a breadth of view of the major disciplines and to help them learn about more of the world than they would otherwise do only taking courses within their chosen major discipline. To that end AOK courses are meant to have a consistent quality with respect to exposing students to the major ideas of various fields along with some exposure to practices in that field. The OUE Core courses are assigned AOK categories and the courses are meant to give entering freshmen a balance of AOK exposure not unlike the survey courses provided by traditional disciplinary departments in 100-level course. At this juncture our campus faculty governance body, and in particular the APCC, cannot attest that this intent is being fulfilled. The faculty should be in a position to attest that lower division courses, both Core and other 100- and 200-level courses that claim AOK coverage are meeting the goal with consistency.

In addition, an oversight committee could be in a position to offer support and guidance to newer faculty who are designing these courses. It is probably advisable that committee members be more experienced in designing AOK courses, for example within their own disciplines, and in treatments that have an interdisciplinary perspective. The culture of UWT governance is to form committees based on representation from programs without regard for special knowledge or talents. It is argued that because this committee is overseeing a particularly important aspect of curriculum that a different strategy for membership ought to be considered.

Name of the Committee

The committee shall be named the General Education Oversight Committee (GEOC).

Charge to the Committee

The GEOC will become a standing committee of the Faculty Assembly.

The committee shall (based on CUSP at Bothell):

- Have authority over the development of curriculum for the OUE Core classes,
- Review all lower division course proposals that are intended to cover one or more of the general education areas of knowledge,
- Ensure the consistency of courses that are meant to fulfill the requirements of general education in the areas of knowledge,
- Advise the staff of the OUE regarding the content of Core courses as needed.

Alternative wording (Jill Purdy):

- To provide oversight and support for the first year core including review and approval of curriculum, course offerings, staffing of courses, student learning objectives, teaching evaluation, assessment of learning, and recommendations for improving educational quality
- To ensure coherence of all lower division course offerings to support university educational requirements and objectives and upper division degree offerings
- To support interdisciplinary collaboration across academic units and the effective use of resources

The Chair of the GEOC shall sit as a member of the Executive Council and report to the EC on its activities.

Composition of the Committee

Due to the breadth and interdisciplinary nature of Core courses and the coverage of AOK lower division courses, the committee should have at least one member but preferably two, from each discipline that is in the AOK categories (see the above descriptions for an idea of what disciplines are ordinarily considered within each AOK). For example, ideally the committee would have one member from math and one from a physical science (e.g. biology) to represent the interests of Natural World courses. Similarly, for the other AOKs, the committee should have representation from the included disciplines. This would tend to shift the composition from a typical UWT committee having interests represented by program presence to representation of AOK categories in the interest of the Core and lower division courses.

Additionally, the committee members should have experience designing, developing, and teaching lower division courses within their disciplines so that they are attuned to issues inherent in lower division subject courses such as those involving freshmen students and their problems acculturating to the university. Until the campus has developed a history of providing lower division courses, it would behoove us to seek some of our most experienced faculty for the startup of this committee. It is recommended that qualifications include that the faculty member will have been teaching at least three years prior to appointment, with a strong recommendation that the faculty be tenure-track[1].

With that in mind, the proposed composition would be:

- Two faculty for VLPA
- Two faculty for I&S
- One faculty for Math in NW
- One from a lab-based physical science in NW

- One faculty from each program that offers an undergraduate degree at UWT, preferably people who are engaged in interdisciplinary scholarly activities.

The first six members would be expected to review and comment on courses that are put forward as covering their particular area of knowledge. The latter members would be expected to provide broader perspectives including interdisciplinarity and other issues regarding lower division courses. The ideal composition would include about one third of the members be teaching or have taught in the Core. It would likely be advisable that no more than half of the faculty members be in this category. It would be good to have fresh or other perspectives involved as well.

In addition to the voting faculty on the committee (from Jill Purdy):

- Ex-officio OUE director and/or assistant director
- Ex-officio representation from appropriate staff – how many(?)
- Ex-officio student membership(?) – current or past lower division student(?) Core student(?) More than one(?)

Selection of the Committee Members

Committee members (for the above composition) will be selected by:

- AOK faculty nominated to the EC by academic units providing AOK/Core courses – Representatives then chosen by the EC from the candidates
- General Faculty – elected by program units (those that have undergraduate degrees)
- OUE staff – assigned by the Director of OUE
- Student member(s) by ASUWT or self-nominations to the committee

Terms

All faculty representatives will serve three-year terms, except at the inception of the committee, in which case one third will serve one year, one third two years, and the rest a full three years. Thereafter each new appointment will be for three years. This allows for the staggering of membership to help continuity.

Leadership

It is recommended that this committee be co-chaired by two committee members elected by the committee and one from the AOK faculty, the other from the General faculty. The initial co-chairs should be selected from the one third group that will have 3-year terms.

Action

The APCC will develop a policy recommendation to the EC that incorporates the above proposal (as modified by the committee). Ideally we should have this done in time for the EC to take its action necessary to adopt the policy prior to the end of this academic year. The policy could then be put into effect at the beginning of the 2013-14 academic year.

[1] The purpose of this recommendation is to try to get some of our most experienced faculty engaged in the lower division and to help ensure that committee members will have a breadth of experience and be thinking long-term.

Faculty Oversight of the Lower Division

Below is a rough draft that lists some categories and items to consider based on what was discussed at the APCC meeting on February 14, 2013. The text is purely a starting point for discussion, not a suggestion for what the final proposal from APCC should include.

APCC recommends that a faculty curriculum committee be formed to oversee lower division courses offered by the Office of Undergraduate Education and other academic units at UW Tacoma.

Charge

- provide oversight and support for the first year core including review and approval of curriculum, course offerings, staffing of courses, student learning objectives, teaching evaluation, assessment of learning, and recommendations for improving educational quality
- To ensure coherence of all lower division course offerings to support university educational requirements and objectives and upper division degree offerings
- To support interdisciplinary collaboration across academic units and the effective use of resources

Membership

- Representation from each campus unit that offers undergraduate degrees
- Representation mixed between faculty currently teaching in the Core and those not teaching in the Core
- Ex-officio OUE director and/or assistant director
- Ex-officio representation from appropriate staff – how many?
- Ex-officio student membership? – current or past lower division student? Core student? More than one?

Selection

- Faculty members elected by their academic units in winter and begin service in spring (supports work related to core but prevents new fall faculty from service in their first year)
- Staff member – linked to particular staff positions such as OUE and advising?
- Student member selected by ASUWT or self nominations to the committee

Term

- Members serve three year terms to support continuity but provide new insights
- Members may serve consecutive terms (any term limits needed?)
- Initial committee members terms staggered

Leadership

- A Faculty member elected by the committee?
- Term of service 1 or 2 years?