

Academic Policy Council Agenda
Wednesday January 18, 2017
HPNP Building Rm 4233 (Dean's Conference Room)
3:30 pm

1. Call to order and introductions
2. Approval of minutes from December 2016
3. Approval of Agenda: Anything to add?
4. **New business:**
 - a. student learning objectives for five areas of experiential learning that make up the third UF Quest experience: Chris Hass, Chair of the Experiential Learning Task
 - b. Volunteer needed for Committee on Committees
5. **Old Business:**
 - a. Updates on previous topics
 - i. Referral from Senate on extending grading period by one day for Fall semesters- A. Lindner
 - ii. Goal setting for new course evaluation instrument – Kwolet-Folland

**Academic Policy Council Agenda
Wednesday December 14**

HPNP Building Rm 4233 (Dean's Conference Room—no change to room was needed)

3:30 pm

1. Call to order and introductions
2. Approval of minutes from October 2016
3. Approval of Agenda: Anything to add?
4. **New business:**
 - a. student learning objectives for five areas of experiential learning that make up the third UF Quest experience: Chris Hass, Chair of the Experiential Learning Task
 - b. Volunteer needed for "Take 30 Task Force" to consider data and make recommendations related to UF students achieving graduation in 4 years. TF will meet 3 times during spring for 90 minutes each and is headed by Angela Lindner.
5. **Old Business:**
 - a. Updates on previous topics
 - i. 12 day rule-review of proposed changes to policy -Lindner
 - ii. Exam policy-Was Memo to faculty sent? -Lindner
 - iii. Role of the APC Council in discussions about changes to Faculty Evaluation questions -- Kwolek-Folland, Lindner

New business: Member critique of current faculty evaluation questions

Referral from faculty senate : explore extending the grading time for the fall semester by 1 day

courses end, exams are given and in many cases the turn around time for final grades to enter the system is only a day or two. It was asked if we had any flexibility in extending the grade submission deadline from Monday at noon to Tuesday at noon. This would allow faculty more opportunity to complete grades and ultimately ensure final grades were accurate at that time.

Design

Students design or create an original system, component, form or work that meets the desired needs within reasonable parameters and constraints of the discipline or profession.

- **Content:** Students utilize terminology, concepts, ethical practices, theories, and methodologies relevant to the design process.
- **Communication:** Students communicate knowledge, ideas, and reasoning clearly and effectively in forms appropriate to the design experience.
- **Critical Thinking:** Students analyze information carefully and logically from multiple perspectives and develop reasoned solutions relevant to the design experience.

Students explore the meaning and purpose of their design experience through reflection, critical analysis, synthesis, and discussion.

- Students identify, describe, and explain how the experience informed their sense of self and discipline.
- Students analyze themes, conflicts, and issues that emerged and describe how they were addressed.
- Students identify, describe, and explain the connection between the discipline or course content and the design or creative activity.
- Students describe and explain how the design experience will modify and/or support future behaviors, attitudes, and career development.

Community Based Learning

Students identify issues and needs within the community and develop strategies and/or programs through collaboration with community partners.

- **Content:** Students utilize terminology, concepts, ethical practices, theories and methodologies appropriate to the experience.
- **Communication:** Students communicate knowledge, ideas, and reasoning clearly and effectively in forms appropriate to the experience.
- **Critical Thinking:** Students analyze information carefully and logically from multiple perspectives and develop reasoned solutions to problems facing the community.

Students explore the meaning and purpose of their service learning experience through reflection, critical analysis, synthesis, and discussion.

- Students identify, describe, and explain how the experience informed their sense of self and their place within the larger community.
- Students analyze themes, conflicts, and social issues that emerged and explain how they may utilize their abilities to address issues within the community
- Students identify and explain the connection between the discipline or course content and the service activity.
- Students describe and explain how the experience will modify and/or support future behaviors, attitudes, and career development.

Study Abroad

Students engage in academic inquiry while interacting effectively with members of other cultures.

- **Content:** Students identify, describe, and explain relevant course content in the context of global and intercultural conditions and interdependencies.
- **Critical Thinking:** Students analyze and interpret global and intercultural issues.
- **Communication:** Students communicate effectively with members of other cultures or about their cultural experiences.
- **Diversity/International:** Students develop and convey cultural self-awareness, appreciation of and cultural sensitivity to diverse populations.

Students explore the meaning and purpose of their study abroad experience through reflection, critical analysis, synthesis, and discussion.

- Students identify, describe, and explain how the experience informed their sense of self and host culture.
- Students analyze themes, conflicts, and issues that emerged and describe and explain how they were addressed.
- Students describe and explain how the experience will modify and/or support future behaviors, attitudes, and career development.

Internship-Practicum

Students integrate classroom knowledge, skills, and methods with professional roles, responsibilities, and activities in a supervised setting.

- **Content:** Students utilize terminology, concepts, ethical practices, theories, and methodologies appropriate to the experience.
- **Communication:** Students communicate knowledge, ideas, and reasoning clearly and effectively in forms appropriate to the experience.
- **Critical Thinking:** Students analyze information carefully and logically from multiple perspectives and develop reasoned solutions to problems encountered within the experience.

Students explore the meaning and purpose of their internship/practicum experience through reflection, critical analysis, synthesis, and discussion.

- Students identify, describe, and explain how the experience informed their sense of self and understanding of the internship area.
- Students analyze themes, conflicts, and issues that emerged and describe and explain how they were addressed.
- Students identify and connect the knowledge and/or skills gained in their coursework to their internship/practicum observations and experiences.
- Students describe and explain how the experience will modify and/or support future behaviors, attitudes, and career development.

Undergraduate research

Students make an original intellectual or creative contribution to the discipline

- **Content:** Students utilize terminology, concepts, ethical practices, theories and methodologies appropriate to the discipline.
- **Communication:** Students communicate knowledge, ideas, and reasoning clearly and effectively in forms appropriate to the discipline.
- **Critical Thinking:** Students formulate empirically-testable hypotheses derived from the discipline of study and/or apply formal and informal qualitative and/or quantitative analysis effectively to examine discipline specific phenomena.

Students explore the meaning and purpose of their undergraduate research experience through reflection, critical analysis, synthesis, and discussion.

- Students explain how the experience informed their sense of self and discipline.
- Students analyze themes, conflicts, and issues that emerged and how they were addressed.
- Students explain the connection between the discipline or course content and the research activity.
- Students explain and describe how the experience will modify and/or support future behaviors, attitudes, and career development.