



OHSU-PSU Academic Policy and Curricula Committee

APCC Meeting Minutes

Wednesday, September 27, 2023

10:00am – 12:00pm

Zoom: [REDACTED]

Attendees Present

	Voting Member Name	Attended?	Note		Student Name-	Attended?	Note
1.	[REDACTED]	<input checked="" type="checkbox"/>		16.	TBD		
2.	[REDACTED]	<input checked="" type="checkbox"/>		17.	TBD		
3.	[REDACTED]	<input checked="" type="checkbox"/>		18.	TBD		
4.	[REDACTED]	<input checked="" type="checkbox"/>					
5.	[REDACTED]	<input checked="" type="checkbox"/>	[REDACTED]		Ex-Officios / Guests		
6.	[REDACTED]	<input checked="" type="checkbox"/>		19.	[REDACTED]		[REDACTED]
7.	[REDACTED]	<input checked="" type="checkbox"/>		20.	[REDACTED]	<input checked="" type="checkbox"/>	
8.	[REDACTED]	<input checked="" type="checkbox"/>		21.	[REDACTED]	<input checked="" type="checkbox"/>	

Agenda Item	Discussion	Action
<p>Welcome and Introductions</p>	<p>█████ welcomed all APCC members to the first meeting of the academic year. The APCC Committee Members gave brief introductions.</p> <p>█████ noted this will be █████ last APCC meeting; █████ has accepted another position and will be transitioning out from SPH █████</p> <p>█████ noted █████ █████ this fall so █████ will be joining a few minutes late to each APCC meeting this term.</p>	
<p>Vote on June Minutes</p>	<p>█████ confirmed that once the Meeting Minutes are approved that they will be redacted for confidentiality purposes before they're posted to the SPH website.</p> <p>█████ moved to approve the June Minutes. █████ seconded. No corrections or discussion.</p> <p>█████ had sent in her vote prior to the meeting since she noted she would be arriving late due to a standing meeting.</p> <p>11/13 approved. 2 abstentions. The June Minutes were Approved.</p>	<p>June Minutes were approved.</p>
<p>APCC Processes</p>	<p>█████ noted that APCC is responsible for Curriculum and Policy. █████ provided brief overview of what APCC does throughout each term. In the Fall, APCC is devoted to reviewing and approving curriculum. In the winter, APCC continues to review any residual curriculum and begins going over policy. With a new SPH Dean joining in February, there may be some additional changes in how policies are approved. In the Spring, the main priority is finalizing and moving forward new policies into effect.</p> <p>█████ noted that the policies that were reviewed in AY22-23 had been worked on, but none had been approved as the Equity Lens Tool was introduced later in the term and APCC wanted to make sure the approval process had the tool centered in the process.</p> <p>█████ noted that █████ had requested that students be involved in the policy process. █████ is working with █████ on how this could be done. █████ had mentioned some courses that could be implemented (in winter or spring) for student involvement. If any APCC member have ideas on implementing, please reach out to █████.</p>	<p>APCC Members will reach out to █████ with any ideas on how to implement students in the policy approval process.</p>

	<p>inquired what plan was for APCC for the fall term. shared that intentions for the fall term is to figure out the best approach to utilizing the Equity Lens Tool and develop a set of guidelines or syllabus statements regarding ChatGPT.</p>	
<p>Equity Lens Tool</p>	<p>noted that some may have seen the tool regarding the tool. requested APCC members to provide their thoughts on the tool since first introducing it back in the June APCC meeting.</p> <p>noted understood how we could use the tool for policy but was uncertain on how it would be implemented with curriculum changes as some of the questions didn't necessarily pertain to curriculum change requests (ex. renaming a course).</p> <p>agreed that the tool can seem overwhelming, but encouraged the members to sit with the tool and not rush through it for the sake of getting things off the to-do list.</p> <p>inquired if there was a way we could implement the tool into curricular change requests by modifying the types of questions asked in the Equity Lens Tool so that they can be integrated into the course change requests as part of the faculty's reflective work. By doing so, the faculty member requesting the curricular change would have already centered the Equity Tool Lens before bringing the request to APCC.</p> <p>agreed that there is room to modify the Equity Lens Tool to fit the structure and considerations of the curriculum change form. suggested that student involvement with the Equity Lens Tool could include a PE or student project in which they adapt existing forms as well as curricular change forms to utilize the tool. will review current courses and see if there is potential for getting students involved in the modifications in the near future.</p> <p>shared the Reflexive Tool resources developed by (These resources can be found in the APCC September Materials folder).</p> <p>shared that there is value in the person using the tool to do some modifications themselves; Once the tool has been used a few times, it becomes a much more natural experience as the user's thought process begins to shift to this lens. suggested using only the yellow-side of the Equity Lens Tool to start. noted that while we are wanting this initiative to be a systemic change, it begins with the individual.</p> <p>noted the similarities between Equity Lens Tool and Reflexive tool. asked if there are any redundancies or overlap. noted that the Reflexive Tool is not a racial equity lens; The Reflexive Tool allows faculty to have prompts and think through program planning. The overlap is in holding oneself accountable but toward different purposes: one is reflexivity, and one is racial equity.</p>	<p>will create a new survey to include in curriculum change requests that centers the equity lens tool.</p> <p>The will send out May 2023 Policies to APCC members to review and use the equity lens tool.</p> <p>will send APCC Admin the Grad Council Proposal Review Guidelines</p>

	<p>■■■ suggested creating a space outside of APCC to take time to determine what specific questions need to be asked, and what changes can be made to the current Equity Lens Tool. For now, please review the tool and begin doing individual exercises with it to begin getting more comfortable and acquainted.</p> <p>■■■ suggested using previous policies reviewed and revised by APCC in Spring 2023 Action. The APCC Admin will send out May 2023 Policies to APCC members to review and use the equity lens tool.</p> <p>■■■ noted the Progressive Pedagogy Workshops that will take place in December, March and May. These workshops are an opportunity for individual work and implementing trauma informed teaching, anti-racism and decolonization into classrooms.</p> <p>■■■ noted that adding the Equity Lens Tool to the curriculum change form could be a good first step. ■■■ will create a separate survey by the end of this week and send it out to faculty to use. APCC will not be reviewing the survey before it gets sent out so that it can be implemented asap. ■■■ agreed and noted it could be used as a “pilot” and use the data at the end of the year to continue improving the process.</p> <p>■■■ will send APCC Admin the Grad Council Proposal Review Guidelines; ■■■ will add them to the September APCC Materials folder.</p>	
<p>Standing Report from AAC</p>	<p>■■■ reviewed the Curricular Change Process and shared a Flowchart.</p> <p>Generally, it starts with faculty and PDs having conversations on what kind of changes need to happen, gathering data, and figuring out what steps they’d like to take.</p> <p>Graduate proposals go through Qualtrics form which asks necessary questions; The form has smart routing so that it only asks relevant questions to specific change requests. Once the form is submitted, a copy goes to ■■■ and the submitter. ■■■ then adds it into OCMS (what PSU uses to track changes). Associate Dean reviews the request, if approved, it moves to APCC to review and vote on.</p> <p>Undergraduate proposals go directly to OCMS and then get sent to the Adua for review before being sent to the ADAA and APCC.</p> <p>■■■ inquired if the criteria or guide for this process is written down officially. ■■■ noted that SPH has a process and the PSU and OHSU have their institutional processes. Within OCMS, SPH does have more of a say and can make some process change requests. Ex. Not needing to send to PD’s and sending the request straight to ■■■.</p>	<p>■■■ will share Curricular Change Flowchart; PowerPoint and examples of approved submissions; ■■■ will add it to the September Materials Folder</p>

■ added that there will be a new step (Equity Tool) before the Qualtrics form and OCMS.

Curriculum Change Request Categories:

Cat 1 – New programs (very rare)

Cat 2 – Major Change to program (rare); Ex: Program closure, requires university and accreditation board approval

Cat 3 – Minor change to program (common); Ex: New course, course changes, sequencing, grad requirements

Curricular Change Deadlines:

Final Deadline for summer 2024 classes: **October 24th**

Recommended deadline for fall 2024 classes/ Final deadline for Cat 1 and 2 changes: **December 26th**

Final deadline for fall 2024 classes – **January 30th**

■ noted that the list of questions for the form is included in the APCC Materials folder. This form lists all questions (even those that aren't relevant to your request). There is an option to send request to ■ so that it can be more "personalized" to your request.

■ will share Curricular Change Flowchart and examples of approved submissions; ■ will add the resources to the APCC September Materials folder.

■ noted it can be confusing as to when a change request is truly needed; ■ noted that we need to create a document that specifically states what does and doesn't require a change request. ■ notes that for most courses, a reading list can be changed (unless there is a reading material that is required by CEPH).

	<p>█ noted that there is a resource on the OHSU website that shows the differentiation between the category changes. In terms of the lower threshold of Category 3, there really aren't specifics on what kind of course change constitutes a category 3. █ shared the link to the OHSU resource below:</p> <p>https://www.ohsu.edu/education/new-academic-programs-and-curriculum-modifications</p> <p>█ noted that adding a learning outcome at the UG level that doesn't significantly change the bulk of the class (changes that are related to CEPH requirements), is not something that the UCC would need to see. There are unique differences between UG and Grad changes.</p>	
<p>MPH Curriculum Revisioning Sub-Committee</p>	<p>█ noted that the group continued to meet during the summer; due to PSU being off for the summer, most attendees were from OHSU. The working group maintained 2 small groups due to the lower attendance, but were able to make good progress in the meetings. The groups discussed pros and cons, and what different formats might look like.</p> <p>Will be picking up the small group work in the October meeting.</p> <p>█ is considering meeting bi-weekly instead of monthly so that more progress can be made; this will be discussed in the October MPH working group meeting.</p>	
<p>PE/IP Updates</p>	<p>█ noted that the PE/IP subcommittee had retreats over summer. The subcommittee cleaned up the syllabus (there were outdated practices) and defined the rubrics that had been qualitative and subjective. They also changed the "Learning Contract" to "Learning Agreement" based on a preceptor's feedback that the word "contract" got dinged for attorney review at one of the county health departments.</p> <p>For IP, there was work done for syllabus clean-up and rubric clarifications. For the next AY, █ is prepping a curricular change on behalf of the committee (hoping to submit by 10/24 due date for Cat 3) as they want to drop the 3 foundational competencies demonstrated to the 2:1 as it is a challenge for students to meet the 3:3 competencies due to the overlap in foundational and program competencies. In addition, there are duplicative competencies in the learning objective of the course. The change will still meet the CEPH requirements.</p> <p>Other discussed changes will take place in the MPH Revisioning meeting. One of these changes is trying to increase the credits from 1 to 2 as the 1 doesn't fully cover the amount of work done for the integrative project on both the student side and the faculty side. We will need to wait for this change as we don't know what impact adding an additional credit could have quite yet.</p> <p>Please give any thoughts/feedback to █ by 10/13.</p>	

	<p>■ added that while they're reducing the number of competencies that CEPH #6 will still be a requirement; they're wanting to acknowledge that some of the learning objectives are competencies that are found in CEPH and many programs.</p> <p>■ noted that ■ is taking the lead on preparing some of the materials and will be submitting for all programs. ■ will need to do an individual submission for each IP per MPH program.</p> <p>■ requested to see the annual student survey data to help understand gaps in PE.</p> <p>■ noted that ■ will be joining the PD meeting on 10/25. All data requests go through ■ (submitted via Qualtrics form: ■)</p>	
ChatGPT	<p>■ noted that ■ had mentioned that there will be action from AA Team regarding ChatGPT usage and that it will come to APCC this year; ■ suggesting writing a syllabus statement specifically on the use of ChatGPT.</p> <p>■ noted that AA hasn't developed anything specifically yet; ■ shared what ■ had used in ■ syllabus in the Zoom chat. ■ example can be found in the APCC September Materials Folder. ■ also shared the below OAI resource:</p> <p>A.I. Guidance page from OAI: https://oaipplus.pdx.edu/generative-ai/</p> <p>OHSU has a source of recommended syllabus statements shared by Univ of Pittsburgh: https://teaching.pitt.edu/resources/chatgpt-resources-for-faculty/</p> <p>■ noted it may be a little earlier to create a syllabus statement. ■ had a situation in the spring in which a student used AI. ■ reached out to International Studies educators who have been working on developing a process with students using AI. They noted that their strategy is to have an open dialogue early in the term with the students and let the students know that faculty are aware of the potential of it being used. The open conversation gives the faculty an opportunity to state their opinion on its usage with their specific class and set expectations.</p> <p>■ noted that for now ■ is going to center ■ in-class work on round table assessments, verbal assessments, giving cases to students in the classroom. In the future, ■ will work toward incorporating</p>	<p>■ will add ChatGPT discussion to October Agenda.</p>

	<p>ChatGPT once [redacted] is more familiar with how the program works so that [redacted] can help teach [redacted] students how to use it for [redacted] classes.</p> <p>[redacted] agreed with the open dialogue piece and communicating with students that ChatGPT is time dependent meaning it won't be good on doing an assessment on an event that happened recently as it may not be accurate.</p> <p>[redacted] noted that [redacted] is very strict on citations from any work submitted by students.</p> <p>[redacted] shared that [redacted] is suggesting [redacted] students use ChatGPT for coding, troubleshooting code, and creating review questions and critique the solution that AI gives.</p> <p>[redacted] is wanting SPH to provide a stance on ChatGPT or some guidelines for the faculty.</p> <p>[redacted] noted that ChatGPT is not going away, so while the decision on whether it is used or not is the decision of individual faculty members at this time, [redacted] would like to continue having this discussion within APCC. For now, [redacted] has asked the students who submit writing material to be honest and tell [redacted] what the prompts were and what the results were so they can document how they were using the program.</p>	
<p>APCC Open Discussion</p>	<p>[redacted] asked if there were any updates on IPE as [redacted] has students asking about it in terms of what they can take and when. [redacted] noted that it's been discussed with PD's and Program Coordinators. For students who have matriculated from this year and beyond, it will be slightly changed. They are working on a roster of classes that will count for IPE requirement. For students who matriculated in years past, we will continue to take IPE courses from OHSU that will count.</p> <p>[redacted] also mentioned the CPH exam should be a point of discussion within the APCC. Currently, there is no other option aside from the CPH exam. [redacted] noted that there is a conversation that is being discussed in the Deans Team.</p>	<p>[redacted] will add CPH exam discussion to October Agenda.</p>
<p>Next Steps/Closing</p>	<p>Next APCC: October 11th, 2023 from 10-12pm</p> <p>Meeting adjourned at 12:03pm</p>	