Academic Policy & Curriculum Committee
January 13, 2015, WCG322, 12:30-2:00pm
Minutes

Present: Kathy Beaudoin, Andrea Coker-Anderson, Jane Compson, Lorraine Dinnel, Robin Evans-Agnew, Jeff Cohen, Lauren Montgomery, Patrick Pow, Jenny Quinn, Evelyn Shankus, Omer Adam, Jenny Sheng, Eric Bugyis, and Linda Ishem as substitute for Anthony Falit-Baiamonte. Absent: Jennifer Sundheim.

I.   **Consent Agenda – Minutes:** 12/2/15 - The meeting minutes were approved.
II. **New Program Proposals -** None
III. **Program Change Proposals –** (1503's)

Discussion: It was noted that the language in the justification for the Museum Studies Minor needed clarification regarding the requirement of 231 vs. 231 as an elective. The committee discussed how to proceed with making changes to elective lists: should the catalog copy say "see list" so that electives can be changed at the program level without a Program Change 1503, therefore minimizing the number of 1503s processed, or, should APCC continue to practice oversight in this area because some elective lists can be problematic and to help with cross-campus coordination? It was summarized to be an issue of dealing with small changes vs. giving up oversight. The conversation is ongoing and should include program administrators, informing them that they could consider changing the catalog copy to "see list." The committee clarified various questions regarding some of the Program Changes, especially that the rational is only read in the review process (students only view the catalog description).

Vote: The following Program Changes were approved unanimously [Jeff Cohen moved, Kathy Beaudoin seconded: 9 yes, 0 no, 0 abstain]:

> American Indian Studies Minor
> Communications Major (a) – foundation course removal
> Communications Major (b) – prereq/min. grade
> Math Minor
> Museum Studies Minor (Pending clarification about requirement of 231 vs. elective)
> Nonprofit Management Minor/Certificate
> Environmental Sciences Major

IV. **New Course Proposals**

Discussion: Committee brought up various changes that would need to be made to some of the New Course Proposals. Committee clarified that courses TCES 572, TCSS 573, and TCSS 574 are not sequential (even though their numbers are.) Instead, their numbers are based on being in the same track within the Institute of Technology. Committee also clarified that TIAS 486 is a study abroad course and that due to the Office of International Programs undergoing transition, the course author wants to make the course a valid course in catalog and subject to all of the institutional reviews.

Vote: The following New Course Proposals were approved pending minor changes [Evelyn Shankus moved, Jeff Cohen seconded: 9 yes, 0 no, 0 abstain]:

> TCES 572 – Control of Cyber-Physical Systems (Pending removal of Areas of Knowledge content.)
> TCSS 573 – Internet of Things (Pending spelling out of IOP and CPS in catalog description, and use of active verbs at beginning of all SLO's.)
> TCSS 574 Cyber Electromagnetics (Pending removal of Areas of Knowledge content)

> The following New Course Proposals were approved [Evelyn Shankus moved, Jeff Cohen seconded: 9 yes, 0 no, 0 abstain]:

(*D)   TEGL 304 Research Ethics

TIAS 486 Art and the Evolution of Consciousness
TCRIM 275 White Collar Crime

V. Course Change Proposals

Discussion: Committee noted that though the TECL 210 Diversity Designation application showed that this course qualifies as having a focus on diversity and that the designing instructor would indeed teach the course with that focus, the student learning objectives did not clearly indicate diversity content. The course design paperwork needs SLO's to indicate diversity content for instruction continuity.

Vote: The following course change proposal was approved [Jane Compson moved, Evelyn Shankus seconded: 6 yes, 0 no, 0 abstain (three faculty members left at 1:30pm, bringing vote down from 9 to 6; quorum is 5)]:

TSOCW 541 Adult and Adolescent Interpersonal Violence

The following course change was returned for changes:

(*D)   TEGL 210 Introduction to Qualitative Methodology (SLO's need to clearly indicate diversity content for Diversity Designation.)

VI. Graduation Petition - Declined: 0 yes, 5 no, 1 abstain

Discussion: This student was at one point a double-major student but chose to graduate as of spring 2014 (BS Computer Science) since he lost financial aid eligibility due to maximum credit (220 credits earned.) He chose to re-admit as a Post Baccalaureate student for the second BS (Computer Engineering) as of autumn 2014 and has attended part time since re-admission. In policy, a second baccalaureate degree requires earning 45 credits upon re-admission; to date this student has earned 19 credits. The student has earned all credit for the second degree when using his excess credits earned from his initial Computer Science degree. Thus, this Graduation Petition was a request to waive the 45 credit post baccalaureate degree requirement. The committee discussed the potential repercussions and noted that this request was the equivalent of a student transferring in to finish a second degree by only taking 19 credits. The committee decided that they could not set this precedence by waiving this requirement, but added that the student could appeal with new information or was encouraged to complete the 45 credits to receive the second degree.

VII. Policy Issues & Other Business: Distance Learning Policy

Discussion: Committee reviewed the newest DL Policy draft (Appendix A.) Committee discussed if Hybrid courses should also require review. One option that the DL-Review sub-committee might consider is having all DL and Hybrid instructors take I-Tech Fellows and that the DL approval would follow the instructor instead of the course. The committee changed the wording of "simultaneous" to "synchronous" and added a sentence to the Hybrid Course definition that indicated that there must be at least one in-person meeting. There was a difference of opinion over the addition of this sentence as it pertained to the synchronicity issue. Due to time constraints, the committee was unable to finish this discussion, but planned an extra meeting*.

Action: Chair will write another policy draft, including what the DL review sub-committee recommends. *APCC will have an extra meeting on Wednesday, January 27th, in hopes of finalizing the policy drafting in order to bring the DL Policy draft to the February Executive Council meeting. Committee members were asked to talk to the students they work with about the DL policy, synchronicity issue, hybrid notification, etc., in order to integrate that feedback in the committee's deliberations on the 27th.

VIII. Adjourn

Appendix A:

Draft Distance Learning Policy Recommendations for UW Tacoma
APCC – 1/13/16

Policy for DL course designations:

Campus Course – Courses where 39% or less of scheduled in-person class time may be replaced with online (virtual) learning tools and content, or courses where *any* of online content requires a synchronous online presence of all students.

Hybrid Course – Courses where between 40-99% of scheduled in-person class time is replaced with online (virtual) learning tools and content that *do not* require a synchronous online presence of all students. There must be at least one in-person meeting.

Distance Learning Course - Courses where in-person interaction between students and professors is entirely replaced with online (virtual) learning tools and content, that *do not* require a synchronous online presence of all students.

 Further Recommendations

1) That the Time Schedule have – as it does for online courses - a designation for Hybrid courses, as defined above, whereby the percentage of online class time is indicated. e.g. H50% means a hybrid course where 50% of the class time is replaced with online content and tools that do not require a synchronous online presence of students. H75% indicates one where 75% of the time is online, etc.

2) That Hybrid courses, as defined above, be subject to the same special curricular review as DL courses.

3) That a new, customized curricular review process be developed for DL and Hybrid designation, based on lessons learned from the current UW Tacoma Quality Matters-based peer review process, but with modifications to accommodate the needs and culture of UW Tacoma. (A subcommittee of APCC is working on this in Winter quarter, 2016).

Rationale: This policy takes into consideration the fact that the DL course designation poses problems for international students and veterans, by restricting the number of courses given that label to those with 100% online content.   It also creates a second designation, "Hybrid", to indicate courses with substantial online content (40-99%), and brings the special online curricular review process to these courses as well as the DL courses.   This policy is also more precise than previous ones, and excludes flipped courses, service learning courses, field courses and study abroad courses from the DL category.   The idea here is to reduce confusion amid the many types of courses that depart from the traditional classroom format, and clarify the nature of courses in the "Distance Learning", and the proposed new "Hybrid" designations.