Academic Policy & Curriculum Committee
November 18, 2015, WCG322, 12:30-2:00pm

Minutes

Present: Kathy Beaudoin, Andrea Coker-Anderson, Jane Compson, Lorraine Dinnel, Robin Evans-Agnew, Anthony Falit-Baiamonte, Lauren Montgomery, Patrick Pow, Jenny Quinn, Evelyn Shankus, and Jenny Sheng.
Absent: Jeff Cohen, Steve DeTray, Bill Kunz, Sophie Nop, and Jennifer Sundheim.

I. **Consent Agenda:** The 10.14.15 meeting minutes will be voted on for approval at the 12.9.15 meeting to allow enough time for review.

II. **New Program Proposals -** none

III. **Program Change Proposals –** (1503's)
>   Minor in Applied Computing – IT
>   B.S. in Information Technology
>   All SIAS Majors – Minimum GPA Change
>   Psychology Major
>   Education Minor
>   Law and Policy Minor
>   TLAW prefix – memo to add

Discussion: IT posted more documents then necessary for their minor in applied computing. The 1503 for it did not have any problems.
Vote: Jane Compson motioned to approve all program change proposals; Robin Evans-Agnew 2nd; approved: 8 yes, 0 abstain, 0 no.

IV. **New Course Proposals**
>   TCSS 597 – Research Seminar in Cyber-Physical Systems
>   TPOLS 371 – The Politics of Security
>   TPSYCH 362 - Psychophysiology of Stress and Stress Management
>   TURB 324 – Regional Economics
>   TCES 431 – Essentials of VLSI Circuit Testing and Hardware …
>   TCRIM 155 – Media, Crime and Justice

Discussion: For TCSS 597, committee members didn't see enough detail to show the difference in workload between variable credits. The committee asked for a clarification of the contact hours and outside hours for this variable credit course. Also, that the hours should be listed under Seminar rather than Lecture. For TURB 324, the committee noted that SIAS is in the process of hiring a Regional Economist. The committee advised that Urban Studies should send, SIAS (Bonnie Becker) their proposal for review and a signature in section 8 (Potentially Affected Schools) in the interest of promoting good campus communication and the reduction of overlap of course content.
Vote: Robin Evans-Agnew motioned to approve all new course proposals, except for TCSS 597 and TURB 324; Jane Compson 2nd; approved: 8 yes, 0 abstain, 0 no. TCSS 597 was returned for clarification of contact and outside hours.

V. **Course Change Proposals**
>   TEDLD 570 – Leadership I: Theory and Research
>   TEDLD 571 - Leadership II: Systems Leadership
>   TEDLD 572 - Leadership III: Diversity in Education
>   TEDLD 573 – Leadership IV: Instructional Leadership
>   TCSS 545 – DB Management-System
>   THLTH 485 – Critical Issues in Global Health

TEDLD 802 – Capstone Seminar
TLAW 215 – Introduction to International Organizations
TLAW 424 – The Politics and Law of International Human Rights
TPOLS 480 – PPPA Seminar
TPOLS 496 – PPPA Internship
*D TPSYCH 345 – Stereotyping, Prejudice and Discrimination

Discussion: D TPSYCH 345 met the Diversity designation criteria. A member asked if there is an ongoing diversity course audit and was told that, yes, as part of the policy recommendation, there is a random sample of diversity courses reviewed every three years. The Registrar's office brought the issue of students needing more 3 credit D-course options so that they don't go into credit overload and have to pay more tuition. Committee members were encouraged to take this request back to their units. The Faculty Senate's legislation indicated that the Diversity credit requirement should be able to be fulfilled within the current requirements for each major. Some members noted that students should be able to complete the requirement even within their program, though some programs don't have diversity-course offerings. It was suggested that IT could design a D-course about how assistive technology can empower people who have disabilities. It was also suggested that it can be beneficial for students to take a diversity course outside of their program because it can open them up to new ideas and experiences.
Vote: Evelyn Shankus motioned to approve all course change proposals; Jane Compson 2nd; approved: 8 yes, 0 abstain, 0 no. TCSS

VI. Graduate Petition – 1 petition
Discussion: This student took an equivalent writing composition course at another institution that was worth 4 credits, where the course here is 5 credits. Therefore, he is short one credit. One member felt that the petition letter, which had several spelling and grammatical errors, reflected that this student was not proficient enough in writing skills to have the writing composition credit waived.
Vote: Approved - 7 yes, 1 no, 0 abstain.

VII. Policy Issues & Other Business

Student Representative: ASUWT President, Sophie Nop, who had been the ex-officio student representative on APCC, has appointed another ASUWT leader in her place. The committee wondered if the student representative spot should be appointed by ASUWT or voted on by students. The committee gladly welcomes the ASUWT Director of Internal Affairs, Omer Adam, as the new APCC student representative for 2015-2016.

Curriculum Management Online Update: There has been a change from the CM online system that they've been working on for the last three years to a Kuali software system that will launch in April. This is a very short timeline. The Kuali program is less costly and had more functionality.

Distance Learning Policy – Unit reviews
Discussion:
- The complicated variables of this issue evoked responses with a very broad range of opinions and considerations.
- How well did people understand the DL issue when giving feedback?
- One consensus was to revise the Quality Matters review requirement; to still have review, but something that is more in the faculty's hands
  - It was suggested that if moving away from QM, Col1een Carmean should be included in the conversation
- Another point of consensus: units want to be free to do what they want

- Faculty want a "small shop", but APCC sees that oversight is important
  - APCC could charge a portion of the oversight to units
- The Nursing program wants to stick with the Seattle DL policy because it is simpler, only 1% would require QM, and they want more flexibility with Hybrid courses.
- IT has a very small number of Hybrid courses and mostly stick with in-class teaching because they find that, that best serves their student population and course content.
  - They see DL as a supplementary tool
- Criminal Justice is entirely online and has low enrollment
- Online classes can be more work for faculty
  - They can also be more personal as instructors communicate with each student
  - It can be more tedious, joyless work, but is not as draining as in-class teaching
  - The worst case scenario for online courses is that an instructor would slack off
  - The online world is constantly changing
- A minority of students prefer online courses
- Sometimes online courses are popular for convenience, but students aren't always successful in them
  - 5-10% of those students that are seen in reinstatements from probation took online courses and are not allowed to take them upon reinstatement
- Student focus groups could be a good idea
- The committee is not sure how to move forward with the DL responses
- APCC will take another month to consider this, and revisit it in the December meeting, hopefully with all members present.

Other Considerations re.DL policy:
- Do we want an overall UWT DL policy?
- How are we evolving as faculty and a university to teach students whether or not they are here in person?
- Basic questions:
  - Whether or not to communicate to students how much time a course has on campus?
  - If so, what are the criteria for a course to be considered, and communicated as, H and DL?
  - How do we uniformly deliver this information?
    - Is there a reliable way to get information/distinctions into the Time Schedule?
  - How do we implement review?
- Should there be a campus-wide conversation before moving forward?
  - If so, all terms related to the issues, DL, H, etc. should be clearly defined so that everyone is on the same page
  - Human-in-chair metric: How many hours is the student actually required to be on campus?
  - Clarification of flipped classroom: not reduced class/campus time; just reduced lecture/didactic time (students view lectures outside of class and work on projects, etc. in class)