

Academic Policy & Curriculum Committee

October 11, 2017, GWP 320, 12:30-2:00pm Minutes

**Minutes**

**Present:** Jeff Cohen, Evelyn Shankus, Jill Purdy, Justin Wadland, Jutta Heller, Andrea Coker-Anderson, Lorraine Dinnel, Jane Compson, Robin Evans-Agnew, Menaka Abraham, Lauren Montgomery, Jarek Sierschynski, Serin Anderson, Anthony Falit-Baiamonte. **Excused:** Emmett Kang, Patrick Pow. **Guests:** Kelly Kledzik, Chris Damaske, Melanie Rayles (sub for Emmett Kang).

**I.** **Consent Agenda**

The 9/20/17 meeting minutes were approved pending a clarifying edit and a grammatical edit noted by APCC members.

**II. New Program Proposals** - NA

**III. Program Change Proposals**

**Discussion:** The changes proposed for the American Studies major will help to focus the coursework and provide students with a better way of evaluating if the major is a good fit for them. The change proposed for the Communication Major is just a minor fix to avoid a potential loophole.

**VOTE:** The following program change proposal was approved this month by APCC: Evelyn Shankus moved, Robin Evans-Agnew seconded: 9 yes, 0 no, 0 abstain, 0 absent (9 eligible to vote).

SIAS:

American Studies Major

Communication Major

**IV. New Course Proposals** –N/A

**Discussion:** For T FIN 440, APCC voted to approve this course but would like to see two issues addressed:

-Under Activities and Hours, lecture should have 5 and non-instructional Hours should be 10 to make it a 5 credit course. -If intending to offer it for Winter 2018, the unit may have to do a Memo of responsibility.

For T PHIL 270, UW Tacoma Nursing and Healthcare Leadership decided that it overlapped with two of their 400 level courses on ethics. What if instead the T PHIL 200 level course could be used as an intro for the 400 level ethics course in NHCL? Option to explore. It could be changed through a course change in the future, if needed.

APCC noted big- picture issue(s):

-When are the time schedule curriculum deadlines? – with help from Kelly Kledzik, FA Admin. will clarify and post timeline.

-Need to clarify curricular relationship definitions/choices (clarified here):

A. EQUIVALENT: Courses are similar enough in content to be considered equivalent. Equivalent means that one course can substitute for the other and that credit may only be given to one of the courses should a student complete both.

B. OVERLAPPING: Courses are not equivalent, but the content is similar enough so that students should receive credit for only one of the two courses.

C. Course content is not similar in any significant way and credit should be given for both courses independent of each other.

-UW Tacoma has few 2 credit classes and even fewer 3 credit classes.

-Hybrid is not indicated in kuali

-Need more clarity on what courses qualify for VLPA

**VOTE:** The following new course proposals were approved this month by APCC: Robin Evans-Agnew moved, Lauren Montgomery seconded: 9 yes, 0 no, 0 abstain, 0 absent (9 eligible to vote).

T URB 495 – Urban Learning

T FIN 440 – International Finance

T PHIL 270 – Case studies in Medical Ethics

**V. Course Change Proposal**

**Discussion:** Deemed straightforward.

APCC noted big- picture issue(s):

-How can APCC encourage faculty to submit courses for the Diversity Designation? How can APCC help student know what D course are available to them?

-Special Topics courses cannot be given the D Designation.

-Space vs. No-space in prefix, i.e. T CHEM vs. TAMST. The difference is only the result of the circumstance at different times in the past. The inclusion of a space after the T is more recent. It does make a difference when searching for a course in the kuali database.

**VOTE:** The following course change proposals were approved this month by APCC: Evelyn Shankus moved, Jutta Heller seconded: 8 yes, 0 no, 0 abstain, 1 absent (9 eligible to vote).

T NURS 554 - Informatics & Healthcare Technology

TCOM 310 - Contemporary Environmental Issues and the Media

TAMST 220 – Introduction to Pop Culture

T AMST 410 – Studies in U.S. Popular Culture

T AMST 450 – Monstrous Imagination

**VI. Graduation Petitions** –N/A

**VII. Policy Issues & Other Business**

New Proposals – Academic Plan – As the campus embarks on making a comprehensive academic plan, APCC should anticipate little to no new programs. If new programs are submitted, APCC has jurisdiction to look closely, ask for more information, and send back. The Academic Plan, once completed, will help UW Tacoma grow more wisely and with awareness of the big picture and available resources.

Diversity Designation Committee Wrap up – FA Admin. presented on the history of the U.S. focus in the Diversity Designation Application and the recommendations to revise the Diversity Designation Review Policy. See Appendix A. APCC discussed the complex nature of how UW Tacoma approaches teaching diversity, inclusion, equity, social justice, and intersectionality. This conversation will be ongoing. APCC members felt hesitant to change the policy. They recognized the need for the review recommendations to be implemented so that the review process would be more holistic in the future.

WAC (Writing Advisory Committee, Ad Hoc Subcommittee) – Most academic units have elected a representative. First meeting is set for 11.1.17.

FA Charge – Course drops – Chair, Menaka Abraham, made a google folder for course retires and uploaded some examples as well for committee members to use. There is a bug within kuali that is having PAST course showing as Active. Since there is no way to query on PAST, this issue needs to be fixed. Note: do not retire 100 and 500 level courses. The Registrar’s Office uses them as placeholders.

**Appendix A**

Diversity Designation – Recommendations to Revisit

U.S. Focus

Memo from APCC to EC – Aug. 2013

“This process was adopted by APCC on August 6, 2013 in consultation with Sharon Parker, Assistant Chancellor for Equity and Diversity; Julia Aguirre, member of the UWT Diversity Task force; and Jill Purdy, Vice Chair of the Faculty Assembly.

*Suggested Policy*

To be approved, the course must fit the following criteria (developed by the UW Office for Minority Affairs and Diversity and the UW Council on Diversity).

 2. Courses must provide students with understanding of human diversity in the United States.”

3.18.15 APCC minutes – Discussion & Vote

“What percentage of diversity discussed in courses would need to be exclusively US issues?

Members discussed:

• This is unique to Tacoma’s campus; Bothell and Seattle did not adopt this criterion.

• A member recalled a memo from Nita McKinley, a past chair of the APCC, from August 2013, that provides campus criteria, adopted by APCC on August 6, 2013 in consultation with UW Tacoma’s Diversity Task Force and Jill Purdy, Vice Chair of Faculty Assembly (at that time). The difficulty on campus is an interpretation discrepancy.

• The committee agreed to add the words “with a primary focus on the US” to the policy to clarify the importance of focusing on US issues.

Vote

Jane Compson moved that “primary focus on US” be added, to read, “1. provide students with understanding of human diversity with a primary focus on the United States. Doug Wills seconded. Faculty voted 6 in favor, 2 abstentions, and none opposed.”

*Note: The February and January 2015 minutes also include Diversity Course Designation discussions, but not with any more rationale about the U.S. focus.*

Diversity Course Designation Policy -approved by EC 6.3.15

“Criteria for the Diversity Designation

To have the D (Diversity Designation) courses must:

2.) Provide students with understanding of human diversity with a primary focus on the United States”

[This is the current language]

Compare Language

Developed by the UW Office for Minority Affairs and Diversity and the UW Council on Diversity:

“Courses must provide students with understanding of human diversity in the United States.”

APCC & EC approved language that include, “with a primary focus”:

“Provide students with understanding of human diversity with a primary focus on the United States.”

APCC & EC approved language on the Diversity Designation Application:

“Does this course focus on Diversity in the U.S.? (Check one – Yes | No )

Briefly explain referencing supporting documents.”

U.S. Focus - wrap up

• History

Written record is somewhat vague

Anyone here remember those APCC discussions from 2014/2015?

• Compare Language

Is there still the issue of interpretation discrepancy?

Would changing it back to original language help accomplish both insuring U.S. human diversity is part of D courses AND allow for inclusivity of global human diversity?

• Further need for discussion? Add to a future APCC agenda?

Diversity Course Designation Review Policy

• Good news, we did the review a year early!

Policy approved end of (academic year 14-15) + (3 academic years) = 17-18

• Subcommittee identified areas where this needs to be revised

• Currently, not all of the original tenants of the Review Policy are being implemented…

Thus, APCC may want to consider if they want a small subcommittee for revising (adding in recommendations) the D course Review Policy. This work could be completed during 2017-2018.

“Processes to ensure ongoing quality of Diversity Courses: [a.k.a. – Current Review Policy]

• Academic units are expected to assess continuity of SLO’s and course descriptions on an ongoing basis.

• All D designated courses have a diversity related question on their course evaluations assessing students’ self perception of learning.

• Every three years, APCC will select a random sample of twelve D courses to review. Programs will be asked to submit the most recent syllabus and course evaluations of the randomly selected courses.”

*Approved by EC 6/3/15*

Diversity Designation Review Subcommittee 2016-2017 Recommendations:

• Members suggested that future review committees contact faculty who have recently taught the course to ask them to describe how the learning objectives are put into practice and what explicit concepts are covered.

• Members suggested that future APCC Diversity Designation reviews consider addressing gaps identified in tables 2 and 3, most notably the relatively few courses that address age, disability, or indigenous identities.

• Members noted the variations in approaches to diversity in the courses and recommended that a future review committee could consider how well students are able to access diversity courses that would provide them this variety.

• Members recommended that the review only include courses taught in the last year

Recommendation #1

• Contact faculty who have recently taught the course to ask them to describe how the learning objectives are put into practice and what explicit concepts are covered.

Suggestions:

Add the above into the Review Policy. Review committee should work with Academic Unit staff to identify which instructor(s) have most recently taught the course.

Recommendation #2

2. APCC Diversity Designation reviews consider addressing gaps [identified in tables 2 and 3]:

the relatively few courses that address age, disability, or indigenous identities

the Diversity Criteria Goals that are not as frequently covered

Suggestions:

Perhaps APCC reps announcing in their units that UW Tacoma needs D courses that address the above? Then courses could be changed to include these and/or new courses could be developed. Should something about this be added into the Policy to insure that this happens periodically? Or at least that the selection of courses reviewed are assessed for such gaps?

Recommendation #3

3. Due to the variations in approaches to diversity in the courses offered, the APCC review committee should consider how well students are able to access diversity courses that would provide them this variety.

Suggestions:

Add the above into the Review Policy. Work with academic unit staff, UW Tacoma advisors, and the Registrar’s Office to assess how students access the D course offerings.

Recommendation #4

4. The review should only include courses taught in the last year.

Suggestion:

Add the above in the Review Policy in place of, “APCC will select a random sample of twelve D courses to review.”

Additional Recommendations:

• Ensure/remind: “All D designated courses have a diversity related question on their course evaluations assessing students’ self perception of learning.”

For online evaluations, instructors can add in a diversity related question

For paper evaluations, instructors can add a 2nd sheet of paper that contains a diversity related question

Redact instructor information from course evaluations

Work with academic unit staff to determine if course evaluations are public documents or...

• Others?

Subcommittee Round-Two: Volunteers?