



**Academic Policy & Curriculum Committee Agenda**

March 18, 2015, WCG 322, 12:30-2:00pm

- I. Consent Agenda – Minutes: 2/18/15**
- II. Revisits**
  - a. Diversity Policy Conversation 12:30 – 1:00PM**
  - b. Summer Stipend Final Policy**
- III. New Course Proposals**
  - T CRIM 222 – US Federal Law Enforcement
  - T CRIM 409 – Advanced Readings in Criminal Justice
  - T CRIM 490 – Independent Research in Criminal Justice
  - T CSS 582 – Cryptographic Protocols
  - T MATH 403 – Introduction to Abstract Algebra II
  - T PSYCH 328 – Moral Development, Technology and the Natural World
  - T BUS 512 – Introduction to Health Policy
  - T EDLD 590 – Student Development in Higher Education
  - T INFO 410 – Database Design
- IV. Course Change Proposals**
  - T CSS 555 – Machine Learning
  - T CSS 588 – Bioinformatics
  - T EDSP/T EDUC 583 – Induction Seminar 2
  - T EDSP/T EDUC 584 – Induction Seminar 3
  - \*D T CRIM 225 – Diversity and Social Justice in Criminology
- V. Program Changes**
  - a. Eliminating the CSS Minor**
  - b. MS Computer Science and Systems – new program options**
- VI. Graduate Petition – 2 petitions**
- VII. UW IT Academic Services** - Ben Clark, Project Manager; Jodi McKeeman, Business Systems Analyst; and Erik Rath, Web Computing Specialist – 1:45



## Academic Policy & Curriculum Committee Minutes

March 18, 2015, WCG 322, 12:30-2:00pm

*Present: Luther Adams, Kathy Beaudoin, Andrea Coker-Anderson, Jane Compson, Lorraine Dinnel, Linda Ishem, Bill Kunz, Janice Laakso, Lauren Montgomery, Jenny Sheng, Jennifer Sundheim, Doug Wills, and Alexis Wilson*

*Absent: Jocelyn Patterson and Patrick Pow*

*Guests: Ben Clark, Tina Miller, Matt Winslow, and Erik Rath (UW IT Academic Technology and Registrar)*

### I. Consent Agenda – Minutes: 2/18/15

The minutes from 2/18/15 were accepted.

### II. Revisits

#### a. Diversity Policy Conversation

#### Discussion

Chair explained that not only proposers on campus, but also Executive Council have asked that APCC provide clarity on this policy.

She asked the committee to discuss:

#### *1) If the designation only exists for a period of time and/or with a particular faculty member*

“Diversity Requirement Course Approval Guidelines” Prepared by the Diversity Requirement Implementation Task Force and published by the Office of the Provost (revised July 2014) was circulated that says that the designation is awarded to the course and must be included in the description of the course and in the learning objectives. Members discussed:

- As long as a course is taught that way, it is not dependent on the faculty.
- Neither the description nor the objectives can be changed without documentation and review, once approved; As long as the description and objectives stay the same and are clear, any faculty member must be guided by that
- The reading list could change, but it would need to support the description and objectives.
- Theoretically units should review the courses periodically.
- Units and/or the committee should not have to re-review every time an instructor changes, especially because substitutions can happen at the last minute.

The committee agreed that:

- APCC's role is to give oversight to unit staff on these procedures; this could include when to review Diversity designation. The committee can ask programs to assess themselves to make sure the objectives are being met.
- Every 3-4 years APCC could randomly select a quarter of diversity courses and see if there are problems. If there was significant problem, all courses could be reviewed.
- There could be some questions that attached to student evaluations of diversity courses to see if they were still getting content and intent of the designation. Units could then use this in assessment.

## **2) *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 Willis seconded. Faculty voted 6 in favor, 2 abstentions, and none opposed.

### **b. Summer Stipend Final Policy**

Tabled to the next meeting due to time constraints

## **III. New Course Proposals**

- T CRIM 222 - US Federal Law Enforcement
- T CRIM 409 - Advanced Readings in Criminal Justice
- T CRIM 490 - Independent Research in Criminal Justice
- T CSS 582 - Cryptographic Protocols
- T MATH 403 - Introduction to Abstract Algebra II
- T PSYCH 328 - Moral Development, Technology and the Natural World
- T BUS 512 - Introduction to Health Policy
- T EDLD 590 - Student Development in Higher Education
- T INFO 410 - Database Design

### Discussion

A member asked why T CSS 582- Cryptographic Protocols says it is a 5-credit course, but there are only 4 hours of contact. Another member said last January, APCC approved a cryptography course in IAS; there is no way that the CSS program could have known that. Lauren will ask them to clarify the number of credits and talk with IAS. Faculty questioned the age of the text, 2001 and 2004, wondering if it was too new. Another member answered that, since it is technical protocol, it must be updated.

## IV. Course Change Proposals

- T CSS 555 – Machine Learning
- T CSS 588 – Bioinformatics
- T EDSP/T EDUC 583 – Induction Seminar 2
- T EDSP/T EDUC 584 – Induction Seminar 3
- \*D T CRIM 225 – Diversity and Social Justice in Criminology

### Discussion

Faculty asked about the two TEDSP/TEDUC courses. Kathy Beaudoin, of Education, answered that there are two teaching endorsements; Special Education (SPED) endorsement students get hired before they finish their certification, while the master's program can be completed later. Schools lose the majority of SPED teachers in 3-5 years because it is really difficult position. The first year of induction at UWT Education, the students were overloaded. Students were torn between the requirements of the districts and the university. The Education department had meetings and worked together with the districts to recreate a program that focuses on understanding the research that they are being evaluated on implementing. The difference between the courses is tracking how students meet specific state criteria. The product is a literature review. In the winter and spring their lit. reviews are 3 focused-upon criteria. Mastery is in understanding:

- The 8 areas in which the students/teachers are being evaluated on and
- The research and national standards in the 8 criteria.

### Vote

Janice Laakso moved to approve the new and changes; Kathy Beaudoin seconded. 7 members voted in favor, none opposed, with 2 abstentions.

## V. Program Changes

### a. Eliminating the CSS Minor

Tabled to the next meeting due to time constraints

### b. MS Computer Science and Systems – new program options

### Discussion

Jenny Sheng represented IT stating that the changes are to

- Add options according to the trends of the industry and

- Add faculty with emphasis in that area.

The only differences are that the courses that the student takes will be from a pool within their options. Students who graduate in 2016 will have transcripts that reflect those options. The program submitted industry-supporting letters. Members discussed:

- If Urban Studies had signed off. The committee responded that Urban Studies wrote a letter of support.
- If enough students and classes to provide 5 options. Jenny said yes for three. The other two are new options and so she cannot say. The faculty are already here. A lot of students apply for Master's program here after completing their Bachelor degree.
- The Interim Dean of SIAS held concerns and was invited, but the concerns were unknown.

#### **Vote**

Linda Ishem moved to approve the program changes for the MS in Computer Science contingent on clarification of when students need to choose an option; Jane Compson seconded. Faculty voted with 1 abstention, 8 in favor, and none opposed.

### **VI. Graduate Petition – 2 petitions**

#### **Discussion**

Due to confidentiality concerns the details of this conversation are not included in these minutes, which are posted publicly.

#### **Vote**

Janice Laakso moved not to accept the first petition due to insufficient evidence to support replacement of language courses. Kathy Beaudoin seconded. The faculty voted with 1 abstention and 7 in favor.

Linda Ishem moved to approve the second petition; Jane Compson seconded. Faculty voted 5 in favor, 1 opposed, and 2 abstentions. The Registrar's office handles the notification and follows through on APCC decisions on graduation petitions.

### **VII. UW IT Academic Services and Registrar- Ben Clark, Project Manager; Tina Miller, Associate Registrar; Matt Winslow, Senior Associate Registrar; and Erik Rath, Web Computing Specialist**

The process for curriculum applications is digitizing to modify curriculum management to meet the needs of the university faculty or staff. There is a pilot group including SIAS.

Faculty asked:

- For the ability to add collaborators to a course
- About accessibility, that those with disabilities might easily access this process as well
- For a comments section

### **VIII. For the Good of the Order**

Janice Laakso asked to go on record to hold a discussion on grading scale. It is scheduled for the June agenda, when Janice will be in attendance.



**Academic Policy & Curriculum Committee**

March 18, 2015, WCG 322, 12:30-2:00pm

**Decisions**

**I. Consent Agenda – Minutes : 2/18/15 - Approved**

**II. All of the following new course proposals and course change proposals were approved: 7 yes, 0 no, 2 abstain.**

- T CRIM 222 – US Federal Law Enforcement
- T CRIM 409 – Advanced Readings in Criminal Justice
- T CRIM 490 – Independent Research in Criminal Justice
- T MATH 403 – Introduction to Abstract Algebra II
- T PSYCH 328 – Moral Development, Technology and the Natural World
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- \*D T CRIM 225 – Diversity and Social Justice in Criminology

**III. The following course was returned for clarification of contact hours and/or credits, and for sign off by IAS for overlap with TMATH412.**

- T CSS 582 – Cryptographic Protocols

**IV. The following program change was approved, 8 yes, 0 no, 1 abstain.**

- MS Computer Science and Systems – new program options

**V. The following program change was postponed until 4/15/15, due to time constraints.**

- Eliminating the CSS Minor

**VI. The graduate Petition by Nathan Woods was denied due to insufficient evidence to support replacement of language courses.**

(Committee member moved to Deny the petition – 7 yes, 0 no, 1 abstain)

**The graduation petition by Blake Geyen was approved.**

(Move to approve the petition, 8 yes, 0 no, 0 abstain)

**VII. Policy recommendations on the Diversity Designation were approved (see attached memo) 6 yes, 0 no, 3 abstain.**

To: UW Tacoma, Executive Council

From: APCC

Date: 3/18/2015

In the interest of clarifying the process and policy of the UW Tacoma Diversity Designation for courses, we have the following recommendations.

- 1) To create a monitoring and assessment process for the Diversity Designation over time we propose three things:
  - i. That academic units be expected to assess continuity of SLO's and course descriptions on an ongoing basis.
  - ii. That all D courses have a diversity related question on their course evaluations assessing students' self perception of learning.
  - iii. That every three years, APCC select a random sample of 12 D courses to review to monitor the continuity as well. Programs will be asked to submit the most recent syllabus and course evaluations of the randomly selected courses.
  
- 2) To clarify the requirement in our Diversity Designation that is unique to our campus we recommend the following change to the existing policy:

**Existing Policy:**

***Criteria for the Diversity Designation***

To have the D (Diversity Designation) courses must

1. have at least 60% content focused on diversity,
2. provide students with understanding of human diversity in the United States
3. focus on one or more socially constructed identities such as race, class, gender, sexuality, disability, age, ethnicity, and nationality, and
4. have two or more of the following goals and they must be reflected in the course learning objectives:
  - To provide an in-depth analysis of at least one socially constructed identity
  - To teach about the intersections of socially constructed categories, perspectives and experiences
  - To teach students to think critically about power, inequality, marginality and activism

- To explore the customs, traditions, and cultural expressions (art, dance, music, literature, etc.) as they relate to experiences of power, privilege, oppression and activism
- To explore the historical precursors of contemporary power relationships and the interconnected histories of various people as they relate to power, privilege and oppression
- To investigate contemporary society and how institutions like education, law, government, religion, science, health, military, and others contribute to the inequitable distribution of power and privilege in society.

Courses must meet these requirements every time they are taught to have a D designation. Courses that are taught differently at different times, such as TCORE courses, Special Topics courses, Independent Studies, or Internships, cannot not be given a D designation.

## **Recommended Change**

### ***Criteria for the Diversity Designation***

To have the D (Diversity Designation) courses must

1. have at least 60% content focused on diversity,
2. provide students with understanding of human diversity **with a primary focus on** the United States
3. focus on one or more socially constructed identities such as race, class, gender, sexuality, disability, age, ethnicity, and nationality, and
4. have two or more of the following goals and they must be reflected in the course learning objectives:
  - To provide an in-depth analysis of at least one socially constructed identity
  - To teach about the intersections of socially constructed categories, perspectives and experiences
  - To teach students to think critically about power, inequality, marginality and activism
  - To explore the customs, traditions, and cultural expressions (art, dance, music, literature, etc.) as they relate to experiences of power, privilege, oppression and activism
  - To explore the historical precursors of contemporary power relationships and the interconnected histories of various people as they relate to power, privilege and oppression
  - To investigate contemporary society and how institutions like education, law, government, religion, science, health, military, and others contribute to the inequitable distribution of power and privilege in society.

Courses must meet these requirements every time they are taught to have a D designation. Courses that are taught differently at different times, such as TCORE

courses, Special Topics courses, Independent Studies, or Internships, cannot not be given a D designation.

- 3) To further clarify expectations for Diversity courses we propose including the definition of “Diversity”, as defined in the UW Policy Directory, Chapter 114, Section 2, Subsection B.1.d., in the UW Tacoma Diversity Designation Policy document.

“No fewer than 3 credits of courses, approved by the appropriate school or college, which focus on the sociocultural, political, and economic diversity of human experience at local, regional, or global scales. This requirement is meant to help the student develop an understanding of the complexities of living in increasingly diverse and interconnected societies. Courses focus on cross-cultural analysis and communication; and historical and contemporary inequities such as those associated with race, ethnicity, class, sex and gender, sexual orientation, nationality, ability, religion, creed, age, or socioeconomic status. Course activities should encourage thinking critically on topics such as power, inequality, marginality, and social movements, and effective communication across cultural differences.”