



Academic Policy & Curriculum Committee

June 10, 2015, WCG 322, 12:30-2:00pm

Agenda

I. Consent Agenda – Minutes: 5/20/15

II. Guests

a. Colleen Carmean on DL policy – 12:50pm

b. Asao Inoue on writing placement – 1:15pm

III. Program Reviews

a. New Programs

- i. Social Sciences Research Minor, 1503
- ii. Urban Studies CD&P Formal Option 1503
- iii. Urban Studies GU Formal Option 150

b. Program Changes

- i. Social Welfare major revisions, 1503 (** = *associated courses*)
- ii. Sustainable Urban Development 1503

IV. New Course Proposals

- i. TCOM 254 Communication History
- ii. TCOM340 Global TV
- iii. TEGL 210 Introduction to Qualitative Methodology and Research Ethics
- iv. TPSYCH 305 Community Psychology, Research and Action
- v. TPSYCH340 Environmental Psychology
- vi. TPSYCH 341 Psychology of Urban Living
- vii. *D TPSYCH 455 Immigrant Youth Development
- viii. TWRT 360 Playwriting
- ix. TWRT 482 Writing Historical Fiction
- x. ** *TSOCWF301 Professionalism in Social Welfare Practice*
- xi. ** *TSOCWF 406 Field Seminar II*
- xii. TNURS 505 Advanced Field Work II

V. Course Change Proposals

- i. ** *TSOCWF 310 Practice I: Individuals and Families*
- ii. ** *TSOCWF 311 Practice II: Groups*
- iii. ** *TSOCWF 312 Practice III: Organizations and Communities*
- iv. ** *TSOCWF 405 Field Seminar I*
- v. ** *TSOCWF 415 Practicum*
- vi. TNURS 503 Advanced Field Work I



FACULTY ASSEMBLY

UNIVERSITY of WASHINGTON | TACOMA

Academic Policy & Curriculum Committee

June 10, 2015, WCG 322, 12:30-2:00pm

Minutes

Present: Kathy Beaudoin, Andrea Coker-Anderson, Jane Compson, Lorraine Dinnel, Linda Ishem, Janice Laakso, Lauren Montgomery, Jocelyn Patterson, Patrick Pow, Jenny Sheng, Jennifer Sundheim, Doug Wills, and Alexis Wilson

Absent: Luther Adams and Bill Kunz

VI. Consent Agenda – Minutes: 5/20/15

The minutes from the May 20th meeting were accepted.

VII. Guests

c. Colleen Carmean, Assistant Chancellor for Instructional Technologies, on the Distance Learning designation policy

Presentation & Discussion

Colleen explained that our campus can follow a different distance learning policy, than Bothell and Seattle. The quality assurance mechanism that our campus uses, Quality Matters Rubric Standards Fifth Edition, 2014, with Assigned Point Values requires 2 peer reviewers that navigate through the course just like a student, to make sure that the online portions function. Members showed concern that QM would be lost when the 51% criteria is released.

Members clarified that APCC never reviews distance learning courses because these courses already need to exist before it can be converted into distance learning. Seattle approves distance learning designation courses. The committee asked if there is a specific distance learning course student evaluation, and Colleen said yes, instructors have an option to choose an evaluation specifically for online courses.

Colleen said that hybrid classes give instructors and students a chance to meet face-to-face in case there are glitches.

The committee responded that, at some point, students should know ahead of time that there is going to be a percentage of the course that is distance learning. Colleen added that Bothell voted recently that the percentage does not need to be communicated to students to preserve the pedagogical freedom of the instructor. Faculty found this misleading to the students. Stating the

percentage of in-person time versus online work does not limit the instructor's academic freedom, it is about transparency and communication with students. Andrea advised that, since Tacoma has the same registration system as Seattle, we cannot create and display an easy-to-find "H" designation yet. Members suggested that the committee needs to advocate for this.

Faculty are not required to train in Canvas. Instead, faculty can seek out training, but are not mandated to do so. Lauren said a message will be sent to program administrators that anyone that uses Canvas should be competent with the software.

Decision

Lauren Montgomery said she would draft policy, as recommendation to Executive Council, with Andrea Coker-Anderson and Colleen to connect with the right folks in Seattle that a hybrid designation be communicated with students. The committee agreed the policy should state if a course is less than 25% is in-person, then the designation needs to be distance learning, whereas 25-75% would be considered hybrid. The committee agreed they would like to see the policy statement before it goes to EC.

d. Asao Inoue, Director of University Writing, on student Directed Self Placement (DSP) regarding writing courses

Presentation

Asao explicated the process of how student select into a course.

- Students are lead through materials that help them make the decision.
- There are student writing samples that show what a first-week student can produce.
- The process takes 20-25 minutes.
- It is not a test, but a cognitive process. The students make the choice that they feel good about.
- Standardized tests are not a good fit especially for students who are multilingual and/or first generation college students .

DSP starts this summer during Jump Start days; the first-time-to-college students must meet with an advisor. All these activities will happen at the TLC. A study at Fresno State found that even when students take a stretch course and fail, their college retention is higher than traditional test takers who pass. Asao thinks this is because they know they were a part of the decision-making process.

Asao predicts that probably 50% of our students will choose to take a stretch course, while 60-70% need it.

VIII. Program Reviews

c. New Programs

- iv. Social Sciences Research Minor, 1503

- v. Urban Studies CD&P Formal Option 1503
- vi. Urban Studies GU Formal Option 150

Vote

Urban Studies options: Janice Laakso moved to approve; Alexis Wilson seconded. The motion passed with 8 votes and no abstentions nor opposition. Social Sciences Research Minor: Linda Ishem moved to approve; Doug Wills seconded. The motion passed with 7 votes and no abstentions nor opposition.

d. Program Changes

- iii. Social Welfare major revisions, 1503 (** = *associated courses*)
- iv. Sustainable Urban Development 1503

Vote

Linda Ishem moved to approve; Kathy Beaudoin seconded. The motion passed with 7 votes and no abstentions nor opposition.

IX. New Course Proposals

- xiii. TCOM 254 Communication History
- xiv. TCOM340 Global TV
- xv. TEGL 210 Introduction to Qualitative Methodology and Research Ethics
- xvi. TPSYCH 305 Community Psychology, Research and Action
- xvii. TPSYCH340 Environmental Psychology
- xviii. TPSYCH 341 Psychology of Urban Living
- xix. *D TPSYCH 455 Immigrant Youth Development
- xx. TWRT 360 Playwriting
- xxi. TWRT 482 Writing Historical Fiction
- xxii. ** *TSOCWF301 Professionalism in Social Welfare Practice*
- xxiii. ** *TSOCWF 406 Field Seminar II*
- xxiv. TNURS 505 Advanced Field Work II (*see V. Course Change Proposals, vi. TNURS 503 Advanced Field Work I for the discussion and vote on this course.*)

Discussion

A new syllabus for TCOM254 was reviewed at the meeting.

Vote

Janice Laakso moved to approve; Linda Ishem seconded. The motion passed with 7 votes and no abstentions nor opposition.

X. Course Change Proposals

- vii. ** *TSOCWF 310 Practice I: Individuals and Families*
- viii. ** *TSOCWF 311 Practice II: Groups*
- ix. ** *TSOCWF 312 Practice III: Organizations and Communities*
- x. ** *TSOCWF 405 Field Seminar I*
- xi. ** *TSOCWF 415 Practicum*

Discussion

The TSOCWF Field Seminars, 405 and 406, are a sequence.

Vote

Linda Ishem moved to approve; Doug Wills seconded. The motion passed with 7 votes and no abstentions nor opposition.

- xii. TNURS 503 Advanced Field Work I (*and IV. New Course Proposals xii. TNURS 505 Advanced Field Work II*)

Presentation

Denise Drevdahl, Graduate Program Coordinator and Professor in Nursing & Healthcare Leadership, described that the program is governed by an organization that directs what content must be covered. The curriculum has been revised to meet those essentials. This course is a mixture of field work, an internship, and a practicum. The objectives for students taking the course the first time and second time are different, so it is best to create two courses.

Discussion

A member said that was confusing that the course descriptions were identical, but the learning objectives were different. Denise suggested that Nursing could change the description. Members agreed that, for the catalog, the descriptions need to be different. Members clarified that students need to take both courses. They are both field work, but the objectives are different, so it was important to have different courses and their own descriptions.

Vote

Kathy Beaudoin moved to approve; Jane Compson seconded with the new course descriptions that Denise presented. The motion passed with 7 votes and no abstentions nor opposition.