

Annual Report from Academic Policy and Curriculum Committee (APCC) 2017-2018

Submitted by Menaka Abraham, Chair on May 18, 2018

Committee members:

Voting Faculty

Anthony Falit-Baiamonte (Urban Studies); Evelyn Shankus (Milgard School of Business); Jarek Sierschynski, (School of Education); Jutta Heller, Lauren Montgomery & Jane Compson (School of Interdisciplinary Arts & Sciences); Robin Evans-Agnew (Nursing & Healthcare Leadership); Jeff Cohen (Social Work & Criminal Justice); Menaka Abraham (Institute of Technology)

Ex-Officio

Jill Purdy (EVCAA), Andrea Coker-Anderson (Registrar); Patrick Pow (IT); Serin Anderson (Library); Lorraine Dinnel (Advising); Emmett Kang (ASUWT)

Faculty Assembly Administrative Coordinator

Ruth Ward

In 2017-2018, the work of the APCC consisted of:

- 1) Conducting monthly reviews of the curricular and program proposals and graduation petitions that constitute the main activity of the committee. (See chart below for numbers and comparison to last year).
- 2) Using the new curriculum management software (UWCM) provided by the vendor Quali in the approval process for courses. Providing training to introduce this new software.
- 3) Retiring courses that are no longer taught or outdated from each unit.
- 4) Making review process improvements for Diversity designated (DIV) courses to incorporate feedback provided by the 2016-17 review committee.
- 5) Overseeing Ad-hoc Writing Advisory Committee.
- 6) Overseeing Double Formal Options working group.
- 7) Overseeing DL Approval and Renewal Process.
- 8) Providing feedback on Academic Plan.
- 9) Proposing policy for summer or minor changes approval by chair.

Each of these will be briefly summarized below.

1) Proposal Reviews – September 2017 to May 2018¹

Type of Proposal	# Reviewed 2016/17	# Reviewed 2017/18	Change
New Graduate Program/Options	2	0	-2
Changes to Graduate Programs/Options	0	0	0
New Undergraduate Programs	5	1	-4
Changes to Undergraduate Programs	36	18	-18
New Courses	82	21	-61
Course Changes	43	36	-7
Diversity Designations	5	2	-3
Graduation Petitions	5	5	0
Course Retires	N/A	563	N/A

This academic year saw a decrease in all areas of proposals except for the number of graduation petitions. This may have been due to the (skinny) Academic Planning Exercise, led by Faculty Assembly leaders and Academic Affairs, during which all programmatic growth was deferred till an Academic Plan is in place. APCC instead focused on retiring courses that are no longer taught or outdated and identified 563 courses to retire. APCC also worked on other policies and processes as outlined in this document.

¹ The deadline for proposal submissions for the June 6th meeting of the APCC has not yet arrived. Therefore, the totals listed in the below table do not include proposals to be reviewed at the June meeting of the APCC.

2) **New curriculum management software**: The new curriculum management software called UW Curriculum Management (UWCM), adapted by UW using the vendor Quali has been used to review course proposals this year. APCC provided and facilitated training to all faculty on campus to help with the usage this new software. Drop in training sessions were provided on Dec 12th and 13th from 12:30 to 1:30 in SCI 109. A short [presentation](#) was created to share with the attending faculty and staff. The training focused on the following course and syllabus related items.

1. Understand the workflow approval process
2. Create a new course
3. Modify an existing course
4. Title or other content changes
5. Change prerequisites for a course (no effect on other units)
6. Change prerequisites and notify other units
7. Drop (Retire) a course or Activate a course
8. Search for and create curricular relationships
9. Common Syllabus Pitfalls
 - Non Measurable objectives
 - Hours to credit math
 - Grading breakdown
 - Participation examples
 - Outdated service statements
 - Not followed all syllabus guidelines

3) **Retire courses**: APCC was charged with identifying courses that haven't been taught in recent years or outdated in each unit by Faculty Assembly. Members of APCC oversaw this within their respective unit and were able to find a total of 563 courses to retire. Below are the course retirement counts by each unit. The courses identified can be found at https://docs.google.com/spreadsheets/d/1DDB9f7_hek84uNnsO8xH-Fwlbbqa2XxMYludvysseuQ/edit#gid=1935809924

These were submitted to Seattle Curriculum office upon their request to not retire PAST labels through the UWCM's workflow. Many of the courses are waiting on Seattle curriculum office's manual updates due to the lack of versioning and being stored in paper format. The explanation and status can be found at https://uw.service-now.com/uwc.do?sysparm_direct=true#/myrequest/REQ1353714.

School or Unit	Program	Number of Courses
Social Work and Criminal Justice		14
Education		57
Business		45
School of Interdisciplinary Arts and Sciences	SAM	20
	PPPA	33
	CAC	21
	Old prefixes	300
Institute of Technology		26
Nursing		20
Urban Studies		27

4) **Revised Review Process for Diversity Designation Policy**: As articulated in the Diversity Designation Policy, the APCC conducted the first 3-year review of Diversity Designated courses (DIV) in 2016-17 academic year. An ad-hoc subcommittee of the APCC was formed to conduct this review. During the 2017-18 academic year, the review committee's recommendations were used to improve the review process as outlined in Appendix A. Incorporating a diversity related question on course evaluations, reviewing only courses that were taught in the last three years, assessing the diversity content in the course using a diversity related question and, diversity teaching faculty working closely with the future review committee members are some of the key process improvements. This new process was approved by APCC on

2/14/18 and by Executive Council on 3/30/18.

5) **W-course Policy**: During the 2016-17 academic year, based on feedback from faculty across campus, the Executive Council voted to create a representative faculty body to revise the existing W-course policy on campus. The APCC was charged with overseeing the formation of this ad-hoc committee. APCC members recruited faculty from their respective units to serve on the reconstituted Writing Advisory Council (WAC). The committee started their work this academic year. The WAC also includes ex-officio members with relevant expertise related to the work of the committee and a member from each unit to ensure representation from across campus. They met several times during the academic year and requested feedback from each unit and student body and are in the final phases of creating the policy. Jeff Cohen as the chair oversaw this committee and the final report will be presented at the June 6th APCC meeting.

6) **Double Formal Options Workgroup**: APCC has been seeing proposals from different units to provide more than one formal options in their program. There are advising, showing the student took the options on a transcript and other issues associated with allowing more than one formal options in a major. A working group was formed chaired by Jane Compson to come up with a policy and to better understand the various issues that arise from allowing more than one formal option. Jane Compson provided an investigative report at the May 6th APCC meeting and can be found in Appendix C. Since we are close to the end of the year, we may have to wait till next to year to finish coming up with a policy.

7) **Distance Learning Process**: The Distance Learning (DL) designation and renewal processes are different on each of the campuses. At our campus, a faculty member must be certified as an iTech fellow to teach a DL designated course. If a faculty member decides to teach a DL course, they must first get certified and then request the designation. There is a significant time delay between the request and the course designation which has to go through manual paper processing to UW Seattle's curriculum committee. APCC working with UW Tacoma Director of E-Learning, Darcy Janzen created a memo to request that all existing courses be designated DL and that the time schedule coordinators would ensure that only iTech fellows teach DL courses by turning DL on the course at the time of creating the schedule. This has been approved by UW curriculum office and the memo outlining this process is in Appendix B.

8) **Academic Plan**: Faculty Assembly leaders requested that APCC provide feedback on the Academic plan and the criteria that will be used to approve new programs or courses and changes to programs and courses. APCC members participated in the academic plan creation process, attended EC meetings, and also discussed it at length at two of the committee meetings. In the next year, APCC will have to keep the academic plan in sight as it oversees proposals for new programs or courses.

9) **Summer and Minor Changes Approval Policy**: With the usage of the new UWCM software, minor changes trigger an approval process. There are also some changes or graduate petitions that occur in summer quarter when APCC doesn't meet. APCC is requesting that we have a policy to allow the chair to approve these minor changes and use their judgement to reach out to the committee members or to defer the change to the next meeting. This policy is outlined in Appendix D and is waiting for approval from APCC at the June 6th meeting.

Menaka Abraham was voted in as Chair of APCC for the 2018-19 academic year with Robin Evans-Agnew potentially chairing the following year and to shadow the chair during the next year to ensure continuity in the committee work. Ruth Ward is leaving her office to pursue higher education. A new replacement, Beverly Berry has been hired in her place and there will be some overlap for training purposes.

Appendix A

UW Tacoma Diversity Designation Policy

Approved by EC on 6/3/2015; Changes to the Review Process approved by APCC on 2/14/18 and EC on 3/30/18 (see Addendum A)

Review Process to ensure ongoing quality of Diversity Courses:

- i. Academic units are expected to assess continuity of Student Learning Objectives (SLO) and course descriptions on an ongoing basis.
- ii. All D designated courses have at least one diversity related question in course assessments and/or on their course evaluations (<http://iasystem.org/help-main/faculty-user-guide/add-questions-to-an-evaluation/>) assessing students' self-perception of learning about diversity. Faculty may use questions that measure outcomes related to specific disciplinary epistemologies and pedagogies. Additionally, here are some sample questions that correlate with the existing criteria for the Diversity Designation:
 - a. *How is the value of diversity related to socially constructed group identities?*
 - b. *Did this course change your outlook on the meaning of diversity? If so, explain how.*
 - c. *How does what you learned about diversity address concepts of power, privilege, marginality, and activism?*
 - d. *Will you incorporate what you learned about diversity into your everyday life? If so, explain how.*
- iii. Every three years, APCC will select a random sample of twelve D courses to review that were taught within the last year.
 - a. Academic units will be asked to:
 - i. submit the most recent syllabus
 - ii. submit the diversity related question responses portion of the course assessments and/or the course evaluations, and
 - iii. submit the contact information of the faculty who taught this course most recently
- iv. The faculty member who taught the class most recently will be asked by the APCC to describe how
 - a. The diversity-related learning objectives were put into practice and
 - b. What explicit concepts were covered

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.

The definition of “Diversity Requirement”, as defined in the UW Policy Directory, Chapter 114, Section 2, Subsection B.1.d is:

“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.”

Note that while the above is part of the UW Seattle diversity policy, UW Tacoma added the requirement that diversity in the US be a primary focus of any course with a D designation. This was instituted because it was deemed important to ensure an understanding of diversity issues in the country where students are studying and will most likely live and work after graduation.

Addendum A

The original diversity designation policy approved by Executive Committee on 6/3/2015 will be amended to add the review process recommendations of the Academic Policy Curriculum Committee’s (APCC) Diversity Designation Review Committee 2016-2017.

APCC recommendations: (from APCC Minutes June 7, 2017 and the Diversity Designation Review Committee Report, 5/25/17).

1. 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.
2. 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.
3. 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.
4. Members recommended that the review only include courses taught in the last year

Appendix B

UW Tacoma DL Designation Process Change

To: UW Curriculum Committee

From: Academic Policy and Curriculum Committee, UW Tacoma

Date: January 17, 2018

RE: DL Process Change

UW Tacoma Academic Policy & Curriculum Committee 2017-18 approved the following process change to reduce the time it takes to offer a DL course at UW Tacoma. Approved on 1/11/2018.

1. All current UW Tacoma courses are to be given the DL designation in UWCM/Kuali.
2. The control over the actual offerings of hybrid or DL courses will be regulated at a local campus level by the UW Tacoma Director of E-Learning and the Dean/Director of each program.
3. The program administrators and Director of E-Learning will continue to work collaboratively to ensure only certified UW Tacoma iTech Fellows are teaching hybrid and online courses in alignment with UW Tacoma's Distance Learning Policy. This process will not change and is currently in place.
4. Members agreed that this proposed change does not impact the curriculum approval process for new course offerings but simply turns on the ability for Time Schedulers to select the DL option for any course approved by the Director of E-Learning and the program Dean/ Director.

Approvals



UW Tacoma Director of E-Learning: Darcy Janzen 1/17/18



UW Tacoma Academic Policy & Curriculum Committee Chair: Menaka Abraham 1/17/18



UW Tacoma Executive Vice Chancellor for Academic Affairs: Jill Purdy 1/17/18

Appendix C

Submitted by Jane Compson

Double formal options summary:

1. No formal options at all:

Milgard, Social Welfare and Criminal Justice, Nursing and Healthcare Leadership.

2. One formal option allowed:

School of Interdisciplinary Arts & Sciences (SIAS)

SIAS does **not** allow students to double option in their majors. Students must select **one** option of the available formal options for the following majors:

- **Environmental Sustainability**
 - Environmental Policy and Law, Environmental Communication
 - Business/Nonprofit Environmental Sustainability
 - Environmental Education
- **History**
 - United States History
 - European History
 - Asian History
 - Global History
 - Self-Designed
- **Politics, Philosophy and Economics**
 - Politics and Philosophy
 - Economics
 - International Studies

SIAS requires that students who choose to double major in two SIAS majors must complete 45 unique credits for each degree. These are manually tabulated and updated in DARS by the major advisors.

3. Double formal options

Information Technology

The Institute has one degree program, the BS in Information Technology, that has two formal options or “tracks” that can be followed/earned by students. There is an option called Information Assurance and Security and one called Mobile Digital Forensics. Each option is 20 credits and consists of three elective courses and one core course that is required of all IT students. These options are listed as follows on

a student's transcript:

BS Info Tech.

BS Info Tech: Mobile Digital Forensics

BS Info Tech: Info Assur & Cybersecurity

Information Assurance and Security Option (20 credits): T INFO 310 and a minimum of 3 additional courses from approved IAC list. Additional senior electives to total 20 credits can be:

- **TINFO 441 Network Security**
- **TINFO 442 Computer Security**
- **TINFO 443 Digital Forensics**

Digital Mobile Forensics Option (20 credits): the mobile forensics series (shown below) and 5 additional credits in senior electives

- **TINFO 444 Mobile Digital Forensics**
- **TINFO 445 Mobile Digital Forensics II**
- **TINFO 446 Mobile Digital Forensics III**

The students have to request a major code change in order to have these options show on their transcript. They can earn both options, but only one will show on their transcript. The major without the options is posted to their transcript like this:

Problems with the options.

First, the students have to literally change their majors to add an option. So we have to submit a change of major request to the Registrar's office if a student decides to pursue an option. If they change their mind, they have to change their major again. This happens as many as three times for a student and it is very cumbersome for everyone involved.

Second, the way the options read on the transcript doesn't really reflect what they are. They are literally only 3 classes in a particular subject area, added to what is otherwise a diverse curriculum. It looks like a student majored in Mobile Digital Forensics which is not accurate. It also reads like a vocational degree which it is not because the degree incorporates quite a bit of computing theory and not just application-based knowledge.

Third, students often feel they have to choose an option. This is not the case and David and I have to tell students all the time that they can take any electives that interest them and that there is a lot of value to having a diverse group of electives rather than concentrating on one field.

Urban Studies (proposed)

No policy yet, but want to do double formal options.

Three options are

- Community Development & Planning
- GIS & Spatial Planning
- Global Urbanism

Coursework for each option has at least 20 unduplicated credits. The table below shows the total major & option specific credits required and the amount coursework that is unique for each. Given, this information the policy would likely stipulate a minimum number of credits (perhaps 15 or 20) be taken that do no overlap with another option.

	CD&P	GU	GIS&SP
TOTAL CREDITS REQUIRED	63-64	61-64	86-89
Unduplicated courses (credits)	20	23	57
Unduplicated courses (% of total)	31%	36%	64%
Unduplicated courses (count)	4	5	10

Appendix D

APCC Summer and minor changes approval policy Waiting on approval

Background: APCC doesn't usually meet in the summer while UW curriculum committee continues to meet and units occasionally submit minor changes to be effective the following autumn quarter. Some of these minor changes maybe time sensitive and cannot wait for the first APCC meeting in autumn. Some of the approvals that we have seen in the summer are below.

- Graduation Petitions
- Prerequisite changes
- Course title changes or abbreviations

In the past, if the APCC members were available in the summer, FA admin requested a catalyst vote and got the approvals.

Due to the implementation of the new curriculum management system, small changes are being done to courses by units. Some examples of these changes are

- Fixing a typo in abbreviation
- Adding a prerequisite that doesn't affect other units
- Activating a retired course

Proposed Policy: The APCC chair/FA Admin and EVCAA are in the workflow for all the approvals. The chair working with the FA Admin needs permission to approve these summer petitions and minor changes without going through APCC. However, if the chair feels that the changes need the scrutiny of APCC and decision is difficult to make, chair may request an email vote or defer the decision to the next APCC meeting. These approvals should be documented on Canvas and provided to the APCC committee at the next meeting.