



Academic Policy & Curriculum Committee

July 29th, 2015, PNK 212, 12:30---2:00pm

Agenda

I. Consent Agenda - Minutes : 6/10/15

II. New Course Proposals

TCES421 Digital Integrated Circuit Design

TNPFT453/553 Nonprofit Financial Literacy

TNPFT 490/590 Nonprofit Practicum

III. Course Change Proposals

TNURS502 - Dynamics of Community Health Practice

TNURS504 - Communities, Populations and Health

TNURS507 - Leadership Behaviors for Evolving Health Care Orgs.

TNURS509 - Evaluation and Decision-Making in Health Care

TNURS520 - Scholarly Inquiry for Nursing Practice

TNURS521 - Scholarly Inquiry for Nursing Practice II

TNURS553 - Health Policy Development and Analysis

TNURS588 - Concepts of Health Promotion and Community

THLEAD450 - Initial Connected Learning

IV. Other Business

W Course Policy - Guest Asao Inoue @ 1:00pm

Distance Learning policy- see posted draft document.

Grad. Petition - posted with name obscured

Digital Curriculum Review Training



FACULTY ASSEMBLY

UNIVERSITY of WASHINGTON | TACOMA

Academic Policy & Curriculum Committee

July 29th, 2015, PNK 212, 12:30-2:00pm

Minutes

Present: Kathy Beaudoin, Andrea Coker-Anderson, Lorraine Dinnel, Linda Ishem, Janice Laakso, Lauren Montgomery, Jocelyn Patterson, Patrick Pow, Doug Wills, Alexis Wilson

Absent: Luther Adams, Jenny Sheng, Jane Compson, Bill Kunz, Jennifer Sundheim

I. Consent Agenda – Minutes: 6/10/15

The minutes from the June 10th meeting were accepted.

II. New Course Proposals

TCES421 Digital Integrated Circuit Design
TNPFT453/553 Nonprofit Financial Literacy
TNPFT 490/590 Nonprofit Practicum

Discussion

Committee members noted that there needs to be a clear distinction between the jointly offered courses: TNPFT 453/553. They also had questions regarding which of the courses would count toward undergrad and/or graduate requirements.

Members pointed out and discussed the need for consistency and clarification of hours in the syllabus for TNPFT 490/590. The syllabus states: 15 hours/week for 10 weeks (150 hours), but then says 120 hours elsewhere.

For TCES421, the committee noted that the 6 contact hours for 5 credits was unusual and not ideal, but is allowed. Faculty also noted that it was interesting that there was a non-collaboration policy for this course.

Vote

Linda Ishem moved, Doug Wills second: TCES421 Digital Integrated Circuit Design was approved unanimously: 8 favor, 0 abstain, 0 opposed.

Linda Ishem moved, Doug Wills second: TNPFT 490/590 Nonprofit Practicum was approved unanimously pending correction of hours of internship in syllabus: 8 favor, 0 abstain, 0 opposed.

TNPFT453/553 Nonprofit Financial Literacy was returned for more information regarding the distinction between the two courses.

III. Course Change Proposals

TNURS502 - Dynamics of Community Health Practice
TNURS504 - Communities, Populations and Health
TNURS507 - Leadership Behaviors for Evolving Health Care Orgs.
TNURS509 - Evaluation and Decision-Making in Health Care
TNURS520 - Scholarly Inquiry for Nursing Practice
TNURS521 - Scholarly Inquiry for Nursing Practice II
TNURS553 - Health Policy Development and Analysis
TNURS588 - Concepts of Health Promotion and Community
THLEAD450 - Initial Connected Learning

Discussion

Members noted that the Nursing Program's accrediting body drove the re-formatting which led to the creation of new courses (previously approved) and the dropping of courses no longer in line with the program's content requirements.

Vote

Janice Laakso moved, Alexis Wilson second: Course Change proposals were all approved unanimously: 8 in favor, 0 abstain, 0 opposed.

IV. Other Business

a. Graduation Petition

Discussion

It was noted that the student's name was not obscured in parts of the petition. The student committee members censored themselves and did not continue to review it. It was a trial to have the petition electronically accessible and it was noted that it did not work well this time. Next time a different, more fool-proof method will be used. The committee proceeded to discuss the petition without using the name. The student was preparing for a nursing degree and in order to graduate on time she took some needed courses at Pierce College because they were not offered at UWT. It was asked if she was trying to bring the courses in as upper division credits and the response was that they were just credits counting toward the total needed for graduation.

Vote

All were in favor of granting the graduation petition; 8 votes.

b. W Course Policy - Guest Asao Inoue @ 1:00pm

Presentation & Discussion

A handout of W policy information, also posted on the Upper Division Writing web page, was passed around. The handout contained the current IAS W-course policy to show that the new one would have similarities to already established policies, but also some key differences:

- the W designation will belong to a course, not to a specific instructor in that course. So more consistency across instructors teaching W-courses will be required.
 - suggested that this be added to the written policy information
- there will be basic requirements to shape syllabi and a more stable system and that will bring confidence in knowing what students are getting from W-courses
- the requirement of two W-courses (10credits) will remain in place

The committee discussed the course capacity recommendation of 24 students:

- best practice for an ideal undergraduate writing class is 20 students
- every 2 students after 20 decreases the amount and degree of quality instruction in the course
- faculty noted that none of their unit's classes are capped at 24 right now
- they agreed that large classes aren't good for a writing intensive course, but noted that 24 is smaller than usual
- members noted that W-courses are broader through this policy, but asked if there will be enough of them, capped at 24, to provide each student with the required 2 W-courses
- he said they are working on developing pedagogies and practices that allow students to write without faculty having to read every word
- there might be areas where resources won't allow for small classes; this part of the policy may be more challenging to accommodate, but there are solutions to be found
- still, he thinks it is good to let UWT know that it is not a good practice to have 30+ students in a W-course.
- members said that the impact of this policy on staffing faculty for courses would be interesting to see

Asao explicated that the policy focuses on broadly applicable practices because of the interdisciplinary work that goes on at UWT:

- the numbers of pages/words that make a course "writing intensive" will vary depending on class subject

- the focus is less on student product and more on what we want students to be doing in W-courses; their experience of writing in the class
- students will need to take a W-course outside of their discipline and one in their discipline
- one course should be at junior level and can be taken at any time, but is preferable as an entry course in order for the student to have it to build upon

Other questions and discussion:

- could students come to UWT with equivalencies to the W-courses?
 - It would be rare for a writing course taken elsewhere to match the requirements for a specific major's W-course at UWT
- some students want to do research, but are intimidated by it; W-courses could open the door to research for them by inspiring them and showing them what is available
- a member suggested creating a Directed-Writing course for students who become inspired in a class and want to work on a particular subject with a professor. It would be like a Directed-Reading course, but writing and they would get a W-credit for it
 - Who would create a directed-writing course? Answer: Each department would create their own.

Members asked for clarification on the time frame for the W-policy:

- he said that by Fall 2015 he wants have visited all of the units informing them of the requirements that the WAC has come up with and gather feedback from the units. Then, during Winter, the WAC committee will review, revise, and show their product, hopefully in time for the April deadline for the Autumn Time Schedule
 - for the policy to be effective for Autumn 2016, approval would have to be decided in Winter
- he asked what the process is to get approval and agreement on new policies
 - response: Executive Council votes on all curricular changes at the Campus level
- the best case scenario would be to launch the newly approved policy in Autumn 2016 and also hold workshops Summer 2016
 - committee noted that it would be good to include program administrators in the loop too
- Asao noted that there would be a 1-2 year grace period where they would work with units and professors to adjust syllabi, etc.

In closing:

- he said that the coming of this new policy is more of an offering and less about enforcement
- some areas may not need very much adjustment, while some will need more

- he expressed his openness to ideas, input, and said he will take all ideas and feedback from the units to the WAC and they would alter the policy as needed
 - he wants everyone to have a voice
 - he said that the goal is to have something uniform to then develop an assessment plan for writing at UWT
- c. Digital Curriculum Review Training

Presentation & Discussion

- members clarified that this is an optional *pilot* of the training
- faculty reminded the committee that people came from UW Seattle to talk about becoming “paperless” with curriculum proposal processes
- the exposure is good; they want feedback and we can learn more about the system, because it will change the way we go about this work
- faculty asked: did all of the problems we had with the pilot get fixed?
 - answer: they are still working on it; the last conference call was positive
- Facilities Services, the Registrar, and the Faculty Assembly administrator will work together to coordinate the pilot training coming to UWT in September and announce dates soon

d. Distance Learning Policy

Presentation & Discussion

Committee members expressed questions, ideas, and necessities regarding the DL policy:

- people need to be qualified and know how to teach online courses
- some members attended “I-Tech Fellows” and learned a lot about QM standards and gained perspective into situations where applications of DL courses are beneficial
 - they suggested that professors who teach online courses take “I-Tech Fellows”
- how you teach DL and hybrid courses matters; there should be a different motive than just not coming in to campus
- distance learning should still mean learning together, maybe not in the same place, but possibly at the same time
- currently, different units have different policies on aspects of DL and hybrid courses
- previous policy: anything below 50% online is at the discretion of a faculty member, we are recommending moving that to 75%.
- there needs to be university-wide rules that get passed down to the units and then the units decide the level of review and make sure standards are being kept; departments should have people trained in QM to review

- it is important to have peer review, quality control, and to make recommendations; it's important for the review process to change
- members noted that we need to be careful to not mandate how people teach; it is important to not be too strict and allow for innovation

Faculty noted the challenges and advantages of DL and hybrid courses:

- one unit had a faculty member who felt that his/her schedule wouldn't accommodate coming to campus and independently decided to do 50% of the class online, but with little or no understanding of how to deliver the online portion. The students were very disappointed and complained, and that unit is looking into how to monitor hybrid course decisions by faculty.
- there is literature saying that the demographic of our student body does not learn as well with online instruction; our demographic does respond better to in-class teaching
- the DL/hybrid option involves not showing up to campus, and thus it is an area vulnerable to exploitation.
- some professors meet with their students one day on campus and then use the "online" day for one-on-one meetings because the students are not scheduled for anything else at that time
- some students travel all over the world and can participate and have face-time if it is DL (for example: students who work at JBLM and spend time away in submarines and on air-craft carriers)
- the online course field has been developing for about 10 years through lots of trial and error, and a considerable knowledge and tool base has evolved. It is a very different methodology now, with many ways to deliver engaging content

Chair will add a recommendation for some review of hybrid courses into the DL policy draft. Members agreed that this is a great step for UWT to take this policy position on the importance of review for hybrid courses.

e. Work load question:

Discussion

Members reviewed the work load question that was posed to them by the Executive Council:

- Is it working well to have APCC do all of this (both policy and curriculum)?
 - Answer: we're doing it
- it is an on-going question
- it is always an option to pull the policy from the curriculum
- it would necessitate a by-laws change