

Academic Policy & Curriculum Committee

December 6, 2017, GWP 320, 12:30-2:00pm

**Minutes**

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

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

The 11/8/17 meeting minutes were approved.

**II. New Program Proposals – N/A**

**III. Program Change Proposals**

**Discussion:**

History Major - New Program Options – APCC decided to share suggestions with proposers and revisit.

SHS Faculty member, Johann Reusch, attended to speak about this proposed program change and answer questions. After much discussion, APCC committee members affirmed their support humanities and interdisciplinary options, but had concerns about the multiplicity and the logistics of course fill rates across 9 options (the proposed change). Also, they were concerned that students might be confused with the number of options and advising might be difficult. APCC decided to share their feedback/concerns and invite the curriculum proposers for further interaction, dialogue, and collaboration for a solution. For instance, perhaps, the number of options can be pared down by phasing out some of the older options.

Math Minor – Revised Requirements – APCC decided to ask proposers clarifying questions and revisit.

Though APCC is supportive of the effort to make the Math Minor more distinctive than automatic, the APCC committee members needed a clearer rationale and credit-math breakdown behind the 37 credits required to complete the minor. The credits on the list of courses are mostly 5 credits each, with the exception of special topics and directed readings. If the minor requires 12 credits from this list, wouldn’t a student have to really take 15 instead? Without knowing the reasoning behind the 37 credits, APCC suggested that it be changed to 35 credits total with 10 credits (instead of 12) from outside the student's major(s).

**IV. New Course Proposals**

**Discussion:** For all submitted new course proposals the Curricular Relationship checking work was undertaken. There was a question about T AMST 333 in regards to its course level. Since it seems rather specialized, an APCC member wondered if it should be a 400 level course. But, it does not have a prerequisite so the committee moved on from that concern.

**VOTE:** The following new course proposals were approved this month by APCC: Lauren Montgomery moved, Jeff Cohen seconded: 6 yes, 0 no, 0 abstain, 2 absent, 1 late (9 eligible to vote).

T GIS 505 - Cartography and Data Visualization

Explanation for the course number conflict - TGIS 505 Geospatial Technologies for Urban Planning has been retired.

T AMST 333 - American Mama: Childbirth and Motherhood

T AMST 350 - American Food Studies

T GEOS 319 - From Mountains to Sea: Comparative Volcanoes

**V. Course Change Proposal**

**Discussion:** These changes were straightforward to the committee.

**VOTE:** The following course change proposals were approved this month by APCC: Jeff Cohen moved, Jane Compson seconded: 6 yes, 0 no, 0 abstain, 2 absent, 1 late (9 eligible to vote).

TNPRFT 490 - Nonprofit Internship/Capstone

Course Title, Description and prereqs have changed

TNPRFT 590 - Nonprofit Internship/Capstone

Course Title, Description have changed

TMATH 105 - Analytical Thinking

Lowering the course number from 200 level to 100 level.

TMATH 106 - Spatial and Geometric Reasoning

Lowering the course number from 200 level to 100 level.

**VI. Graduation Petitions**

Petition requesting approval to use substitute courses for World Language Requirement in Spring 2018.

APCC members commented that the courses chosen to substitute for Spanish Language courses were not focusing on Latinx culture, but APCC trusted the recommendation letters that accompanied the petition. APCC faculty approved the petition.

**VII. Policy Issues & Other Business**

* Course Retires

<https://drive.google.com/drive/folders/0B6m3lTEsXVOIYUQxVWdTbU5ScEE?usp=sharing>

This task is almost completed. Finishing up the final rounds of course retires. Then we will have a summary of the total number of courses retired.

* WAC Update

The group’s plan for winter quarter is the gather information: academic unit reps will survey/have focus groups of the faculty within their disciplines about their goals for writing; group will conduct focus groups with students about their writing-course experiences; group will gather w-course syllabi from across academic units (syllabi will be anonymous); group will also conduct focus groups with staff, Librarians, TLC, etc. They will use all of this information to identify gaps in UW Tacoma’s writing goals. For now, the group decided to set aside the proposed w-course policy from last year and first identify the issues surrounding writing/w-courses. The goal is to create consistency and to leave space for interdisciplinary difference.

* [Double Formal Options](https://drive.google.com/file/d/0B6m3lTEsXVOISHBGSXB5V3AxUEU/view?usp=sharing)

Registrar, Andrea Coker-Anderson, spoke to APCC about the need to discuss the process for students having double formal-options. UW Tacoma’s curriculum contains many formal options. It is becoming more frequent that students want to take two formal options, but there are many considerations:

* The boundaries of what is logistically possible to transcript
* Perhaps transcripting both options isn’t as important for some if it can be included on one’s resume/CV
* The advantages of having two formal options differs by discipline
* Some research suggests that more focused tracks are better for students in terms of retention and completion, but many students also want to be able to choose from various options (liberal arts model)
* Advisors can see if it might be applicable to individual students and students can decide what is valuable to them
  + Make sure students aren’t staying an extra quarter to complete a second option (not as efficient or cost-effective for them)
  + Having double formal-options makes sense for some students who would only have to take 2-3 more classes and have the time/space in their schedule to do so
  + Do not widely advertise double formal-options to students
* Consider the amount of overlap between options (number of credits counting for both)

Should APCC work on creating some sort of guidelines for the academic units that include factors to consider or some sort of screening mechanism? APCC will continue working on this in winter quarter, led by a small group (i.e. Andrea, her staff, Jill Purdy (interim EVCAA, & AVCUA), a faculty volunteer, and a student volunteer).

* [Diversity Designation Policy Draft](https://drive.google.com/open?id=1L-EqyQUH6kQSLwHR0JUvbGTBb5jJGVQv)

It was noted that the policy isn’t under revision as much as the implementation of the policy and its review process. Menaka, Robin, and Ruth are working on this and will bring a draft back to APCC.

* UWCC Update

An APCC member tried to connect via phone, but the call was dropped and could not be reconnected.

* Drop in sessions for Kuali for all faculty – Dec 12th, 13th (12:30 to 1:30) in SCI 109 - [Slides from Faculty Training](https://drive.google.com/open?id=1sco0PsxU_25JeJL_e7exzUkWLZNAx65T6sqVCKAIoNA)