



Academic Policy & Curriculum Committee
October 14, 2015, WCG322, 12:30-2:00pm

Minutes

I. Consent Agenda - Minutes: 9/23/15

The minutes from the September 23rd, 2015 meeting were accepted with a few corrections to Ali Modarres' presentation on the Master of Arts in Community Planning, Urban Studies.

II. Program Change Proposals

Health and Society Minor , Nursing

Discussion: The proposal's justification had an additional sentence to clarify reason for changes, per request of the committee. The committee discussed and came to understand that the program was removing three credits to make the minor more appealing to students and also removing class options that weren't offered regularly. The committee felt clear enough to approve the proposal.

Note: APCC member and Nursing program faculty member, Robin Evans-Agnew, attempted to call in to speak on this proposal, but was unable to because he had been given the wrong number. **Vote:** Evelyn Shankus motioned to approve; Linda Ishem 2nd; approved: 7 yes, 0 abstain, 0 no.

Math Major- IAS

Vote: Linda Isehm motioned to approve; Jeff Cohen 2nd; approved: 7 yes, 0 abstain, 0 no.

Writing Studies Major - IAS

Vote: Jane Compson motioned to approve; Linda Ishem 2nd; approved: 7 yes, 0 abstain, 0 no.

III. New Course Proposals

TMATH 344 - Fundamentals of Geometry

Vote: Jeff Cohen motioned to approve; Linda Ishem 2nd; approved: 7 yes, 0 abstain, 0 no.

TARTS 115 - Beginning Piano

Discussion: One of the things to make this course possible at UWT is that the price of keyboards is now the cost of a textbook. The committee commented on how they liked the emphasis on basic music skills in the syllabus.

Vote: Jeff Cohen motioned to approve; Linda Ishem 2nd; approved: 7 yes, 0 abstain, 0 no.

THLTH 465 - Integrative Health and Wellness Coaching

Vote: Jeff Cohen motioned to approve; Linda Ishem 2nd; approved: 7 yes, 0 abstain, 0 no.

IV. Course Change Proposals

TESC 234 - Biology, History and Politics of Salmon...

Vote: Evelyn Shankus motioned to approve; Jeff Cohen 2nd; approved: 7 yes, 0 abstain, 0 no.

TWOMN434 - Women's Voices: Transnational Testimonials

Vote: Evelyn Shankus motioned to approve; Jeff Cohen 2nd; approved: 7 yes, 0 abstain, 0 no.

V. Graduation Petition

Discussion: Clarification of definitions - Matriculated student: student who has applied, paid fees, submitted transcriptions, declared a major, and is paying tuition. Non-matriculated student: student who takes a course with no assumption that s/he will pursue a degree; not in a degree program; no major declared; not paying tuition. This student was non-matriculated for 80 credits. The university policy is to matriculate by 45 credits. Once this student was at 80 credits [at the end of his

enrollment], he submitted transcripts with 90 transferable credits and declared a major. He attended one quarter here as a matriculated student, but was dropped in the third week of the quarter because of unpaid tuition. At the time he was pursuing a 3 credit independent study course. This student thought that he was complete in his degree. Fourteen years later, he requested transcripts and found out that his degree was not complete. When the Registrar's office asked him for more information, he was very forthright and gave a full explanation from his perspective. APCC was asked to grant him an exception on his status and count all of his previous, un-matriculated credits so that he can complete his degree. He will return to UWT to complete the 3 remaining credits and then desires to apply to the Masters in Teaching program here. The Registrar's office will run a quarterly report on this to prevent similar, future instances.

Decision: APCC was in consensus to approve this graduation petition.

VI. Office of International Programs

Presentation: The director of OIP, John Banks, resigned over the summer. The staff person in OIP also resigned recently. Currently, there is still a lot of work to be done on ongoing study abroad trips, etc. The VCAA and others are working on these issues: some student trips may have to be refunded; some will continue; they don't want to stop all trips, but need to be realistic at this time. Outside consultants are coming in November to look at what UWT does in International Studies and offer feedback on a structure moving forward since there are several different international programs on campus in different places. What would be most efficient in terms of combination, collaboration, and structure? They will look at these questions and other policy issues.

VII. Distance Learning Policy - Questions for Units

Discussion: The idea is to distribute the deliberations within the units and divisions so that small groups of people are coming to consensus, and that, that consensus will rise up so APCC doesn't have to integrate 300 plus responses. This will work best is each APCC member acts as a conduit of information in their units. The committee discussed various methods of bringing these questions to their units, including the form of a catalyst survey, designed by one member, and also having in person conversations. The committee confirmed that it would be acceptable to give information on the pros and cons of Seattle's DL policy to their units. It was agreed that each member would do the method that made the most sense for their unit. The committee also spent time clarifying issues surrounding the DL policy so that they would be giving units the same information:

- Hybrid doesn't refer to how much online material there is in a course; that's independent
- Hybrid refers to how much *less* campus face time there is relative to credit hours; given the number of credit hours, what portion of those occur in person on campus?
- Make the distinction: hybrid means that on-campus time is reduced.
- Seattle policy:
 - If 100% not on campus, it **MUST** be considered a DL course
 - If 99% not on campus, it is up to the discretion of the teacher if it is considered a DL course
 - Seattle is trying to reduce the number of DL on their campus (for several good questions)
- Issue for veterans receiving benefits: veterans don't get paid housing allowance if taking DL courses. A piece of their enrollment can be DL, but they can't chose an online DL degree option and still get a housing allowance
- There is a 90 credit maximum of DL course to graduate

- Issues with QM: too rigid, time-consuming, redundant; it forces instructors to design a course in only one particular way, and then when actually teaching the course, the instructor has to change it to fit how they intend to teach. Create the course shell for the QM, get it passed, and then change it all. Defeats the purpose. Not required for in person classes.
- If a course is mostly off campus (99%), but the instructor does not declare it to be a DL, that course doesn't have to undergo a QM review. But if another course is 50% off campus and the instructor declares it a DL, then it has to undergo a QM review. This is unfair.
- The principle of some oversight for online courses is good... APCC can recommend that the review process be looked at instead of just staying with QM. Maybe require I-Tech fellows training, and still do peer reviews.
 - Change in DL questions to "undergo a review process" instead of designating the QM for review
- Clarify "hybrid" and "DL" course definitions for faculty and students; make it very clear. Then go through process to change/make indications within the Time Schedule
- Within the Social Work time schedule, they already have it designated if it is 49% or less on campus; they also have to give specific days that the class isn't meeting on campus in their time schedule
- Should APCC formally say to the Executive Council that UWT is still using the old DL policy until further notice? It would take the time pressure off.

VIII. Announcement

Anthony Falit-Baiamonte will be replacing Linda Ishem as the Urban Studies representative on APCC. The committee thanked Linda for her service on APCC.

IX. Adjournment