

Annual Report from Academic Policy and Curriculum Committee (APCC) 2023-2024

Submitted by Julie Masura, Chair on 8/25/24

Committee Members

Voting Faculty

- **Chair: 2023-24:** [Julie Masura](#), School of Interdisciplinary Arts & Sciences, 2020-2026
- [Ingrid Horakova](#), School of Engineering and Technology 2022-2025
- [Raghavi Sakpal](#), School of Engineering and Technology 2022-2025
- [Susan Johnson](#), School of Nursing & Healthcare Leadership 2021-2024
- [Claudia Sellmaier](#), School of Social Work & Criminal Justice 2022-2024
- [Gordon Brobbey](#), School of Education 2022-2025 (**On Leave 2022-23**) - Representative filling in during 2022-24 Academic Years: [Laura Feuerborn](#)
- [Lisa Hoffman](#), School of Urban Studies 2022-2025 (As of January 2023)
- [Joan Bleecker](#), School of Interdisciplinary Arts & Sciences 2021-2024
- [Tanya Velasquez](#), School of Interdisciplinary Arts & Sciences 2020-2024
- [Shahrokh Saudagaran](#), Milgard School of Business 2021-2024

Ex-Officio

- [Andrew Harris](#), Executive Vice Chancellor for Academic Affairs, ex-officio, non-voting
- [Andrea Coker-Anderson](#), Registrar, ex-officio, non-voting
- [Patrick Pow](#), Vice Chancellor of Information Technology, ex-officio, non-voting
- [Annie Downey](#), Library representative, ex-officio, non-voting
- [Lorraine Dinnel](#), Associate Director, University Academic Advising, ex-officio, non-voting.
- TBD, Student representative - ex-officio, non-voting. Still vacant.
- [Tammy Jez](#), Curriculum and Operations Manager, Academic Affairs, ex-officio, non-voting
- [Darcy Janzen](#), Director, Office of Digital Learning, ex-officio, non-voting

Faculty Assembly Administrative Coordinator

- [Andrew Seibert](#)

Brief Summary of Work of Chair

- Led monthly reviews of curricular proposals and graduation petitions. See table below.
- Provided orientation and training for members and School curriculum administrators.
- Implementation of Academic Plan Policy
- Conducted policy and business discussions.
- Attended meetings for APCC

Proposal Reviews September 2021 to June 2022

Type of Proposal	# Reviewed 2022/23	# Reviewed 2023/24	Change
New Graduate Program/Options	1	0	-1
Changes to Graduate Programs/Options	2	0	-2
New Undergraduate Programs	0	0	0
Changes to Undergraduate Programs	15	13	-2
New Courses	76	21	-55
Course Changes	24	48	24
Retire Changes	4	0	-4
Diversity Designations	0	3	3
Graduation Petitions	3	7	4
PNOIs	0	5	5

Orientation and Training

Two days prior to the first APCC meeting, an orientation and training session was offered for both APCC member and the school's academic curriculum managing staff. Content included the context & scope of APCC. All reviewed APCC's website and available tools for guidance. Most important were the curriculum links on the right-side of the page: <https://www.tacoma.uw.edu/faculty-assembly/academic-policy-and-curriculum-committee> A proposal that was being reviewed at the next meeting was projected and a guided tour with free-flowing questions allowed for all to interact with the content members would either be preparing or reviewing. Useful dynamic documents below were shared.

- [APCC Best Practices for Course Proposals](#)
- [APCC Best Practices for Program Proposals](#)

The Best Practices documents above were updated as needed and book-marked links were shared with proposers as proposals were sent back for edits/updates.

Policy and Business Discussions

Academic Plan

The [Academic Planning Policy](#) was discussed at every meeting. The APCC was recognized as key players in the implementation of the academic plan. Program Notice of Intents will come in beginning in Winter 2024. Tammy Jez & Julie Masura completed process documents for new program proposals. Anne Taufen & Julie Masura presented update at Leadership Faculty retreat in October. This spurred increased action of programs to complete the program invigoration survey due at the end of the autumn quarter. The Chair met with NUMEROUS faculty to clarify intent and approach to completing this task. Five PNOI's were reviewed and supported by APCC.

Proposed Program	Status
Master of Science in Environmental Science	5/21/24 - Invitation from Graduate School to develop full proposal. No comments. Due May 2025 to UW Graduate School.

Doctor of Nursing Practice for Advanced Practice	August 2024- After PNOI was submitted, discussions occurring between UW Seattle and UWT Deans regarding next steps.
Bachelor of Arts in Interdisciplinary Visual and Performing Arts	10/17/24 – Invitation from UWCO to develop full proposal. No comments. Due January 2025 to UWCO.
Bachelor of Science with Major in Statistics and Data Science	5/7/24 – Invitation from UWCO to develop full proposal. No comments. Due August 2025 to UWCO.
Master in Science in Mechanical Engineering	May 2024 – EVCAA awaiting coversheet with School signatures before can approve and send to UWCO

Course Designation W,S,R,Div

An updated spreadsheet of courses offered with the designations W,S,R,Div was posted to the APCC website. [Writing, Research, and Community Engaged Guidelines and List of Courses](#). The action was initiate when noted that it hadn't been updated since 2016. This spreadsheet will be updated prior to the Autumn meeting by the FA Administrator and as noted by APCC members.

Tri-campus Curriculum Review

University Committed on Curriculum Administration – Chair is member of this committee.

University Committee on Undergraduate Education – Tri-campus Chairs Jason Johnson and Ann Huppert visited committee twice to share the new tri-campus review process, seek members, and receive feedback on language drafted for areas of inquiry. Chair is member of natural science sub-committee.

CADR Policy

See Appendix for copy of background documents.

APCC Statement Drafted 6/5/24: Due to inequitable practices of tracking CADRS for students entering UWT with less than 45 credits and first year students, APCC supports no longer requiring students to make-up CADR deficiencies after admission to UWT beginning as soon as August 2025 OR later as agreed upon by the Associate Vice Chancellor of Enrollment Services and Dean of Interdisciplinary Arts and Sciences. We recommend all UWT schools add world language as a graduation requirement.

Completion of Tasks for 2023-2024 Charge Letter

See Appendix for copy of charge letter.

- Charge 1.** Review all the course and program proposals - completed
- Deliverable:** Report to be included in the FA annual report – see table above
- Timeline:** Fall 2023-completed, Winter 2024, and Spring 2024

Charge 2. Provide orientation to new and existing APCC members and an open invitation to all faculty and curriculum coordinators - completed

Deliverable: A recorded orientation – did not record orientation at the time. Recommend developing a handout/packet for future trainings.

Timeline: Fall 2023

Charge 3. Partner with EC to launch and implement 2022 academic planning policy through a participatory process and provide guidance to school units on new program development - completed

Deliverable 1: Facilitate the data collection of UW Tacoma Questionnaire for Invigorating Academic Programs – completed. Links to program reviews can be found on the APCC’s Canvas classroom.

Timeline: Autumn 2023

Deliverable 2: Develop unit-level guidelines and instructions concerning PNOI for new program development.

Timeline: Winter 2024

Deliverable 3: A report of the implementation work this year submitted to the EC for review – see table above.

Timeline: Spring 2024

Charge 4. Develop solution to address the negative impact of CADR Policy Enforcement on Tacoma students - completed

Deliverable: A draft resolution submitted to the EC for review.

Timeline: Spring 2024

Charge 5. Update the course list for designations, DIV, W, R, and S - completed

Deliverable: APCC website will have the current course lists for the various designations.

Timeline: Winter 2024

Charge 6. Update the UWT writing requirement in collaboration with Director of Writing – in process

Deliverable: A report submitted to the EC for review.

Timeline: Spring 2024

Suggested Focus for 2023-2024

- Work to focus on next year will include supporting the writing work completed in 2018
 - Met with writing instructor leaders
 - Attended SIAS ‘W’ policy meeting
- Assist with implementing the second academic plan
 - Completed process documents with Tammy Jez
 - Presented updates to campus leadership with Anne Taufen
 - Met with numerous faculty members about survey & PNOI
 - Connected with MSES & BAA faculty to re-align with new academic plan
- Focus on diversity and writing designations for consistency across campus
 - Tri-campus committee working on this.
- Share statement with EC from APCC concerning CADRs review.

APPENDIX – CADR Background Documents



ACADEMIC AFFAIRS

UNIVERSITY of WASHINGTON | TACOMA

To: UW Tacoma Academic Advisors
From: Dr. Bonnie J. Becker, Associate Vice Chancellor for Student Success
Cc: Dr. Andy Harris, Executive Vice Chancellor for Academic Affairs
Dr. Natalie Eschenbaum, Dean of the School of IAS
Julie Masura, Chair of the UW Tacoma Academic Policy and Curriculum Committee
Dr. Huatong Sun, Chair of the UW Tacoma Faculty Executive Council
Shannon Carr, Assistant Vice Chancellor for Enrollment Services
Andrea Coker Anderson, UW Tacoma Registrar

Date: September 19, 2023
Subject: CADR enforcement for the 2023-24 Academic Year

This memo aims to clarify the current state of our CADR policy enforcement for the 2023-24 Academic Year, including the World Language requirement. The material is based on numerous discussions among those listed in this document and the Academic Advising Leadership Council and reflects my recommendations.

College Academic Distribution Requirements (CADRs) are minimum college admission distribution requirements set by the Washington Student Achievement Council (WSAC). Students can be admitted without meeting all CADRs (i.e., with so-called “deficiencies”). I understand from Enrollment Services staff that no other Washington State public colleges require students to meet CADR deficiencies after enrolling (see [page 20](#)). Previously, WSAC allowed institutions to enroll up to 15% of students without meeting CADR requirements, but this guideline was removed in 2021 (see [page 17](#)).

The University of Washington historically required students to complete the CADRs after enrolling but before graduation. Note that these are *admissions* requirements, not *graduation* requirements. Making up CADR deficiencies is a minor issue on the Seattle campus, as fewer students are admitted with deficiencies; the UW Seattle College of Arts and Sciences and School of Social Work have a world language *graduation* requirement, reflecting the faculty’s expectations for the general education of their graduates. UW Bothell had an unofficial policy of allowing students one year to complete their CADR deficiencies, although they didn’t have a

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clear way of enforcing this timeline (see appendix). UW Tacoma admits more students with deficiencies, especially in World Language, than the other campuses and has a quarterly system of reminding students about these deficiencies. Many students would wait to complete their 2-course World Language until close to graduation, which caused considerable stress.

In May 2022, the UW Faculty Senate approved legislation ([Class B Legislation 208: Admission Requirements for Transfer Students](#)) proposed by the Faculty Council on Academic Standards (FCAS). This legislation eliminates the requirement for transfer students (with more than 40 credits) to meet the CADR after admission. During the summer of 2022, at a time of leadership change at UW Tacoma, administrators became aware of this change, which was to go into effect for students admitted during and after the winter of 2023. Exiting leaders in Academic Affairs agreed to make the change retroactive, meaning all transfer students (with > 40 transfer credits) were no longer required to meet the CADR regardless of when they were admitted. However, this retroactive element was not communicated broadly, especially to the School of IAS. In Fall 2022, it was decided that the retroactive change was too broad and not considered through a process. Instead, all >40 credit transfer students admitted in Fall 2022 and beyond were exempt, but all other students still needed to meet the requirement. Unfortunately, this change was made after the original plan was communicated, leading some students to alter their schedules and switch it back after a few weeks. For example, eight students enrolled in TSPAN 101 despite being admitted in autumn 2022.

In March 2023, at an APCC meeting, it was discussed that students required to meet CADRs post-admission (first-time-in-college and transfer students < 40 credits) should reconcile their World Language deficiency within a year to match the UW Bothell policy. This one-year limit was communicated in UW Tacoma admission letters for 54 FTIC students confirmed for admission in Fall 2023. However, there are several reasons why this one-year limit is impractical, mainly because there are no tracking or enforcement mechanisms. In fact, the UW Bothell General Faculty Organization has since eliminated all post-enrollment CADR deficiency requirements, citing enforcement and equity issues (see appendix).

Currently, at UW Tacoma have multiple populations of students in terms of their CADR situation:

- Transfer students with over 40 credits admitted after Fall 2022: DO NOT need to make up CADRs deficiencies.

- Transfer students with less than 40 credits admitted at any time: DO need to make up deficiencies.
- Transfer students admitted before Fall 2022: DO need to make up deficiencies.
- First-time-in-college students admitted at any time: DO need to make up deficiencies.

If we were to enforce a one-year deadline to make up deficiencies (for students admitted in Fall 2023 and beyond), we would have another sub-population with different CADR deficiency procedures and no way to track or enforce the one-year limit.

Therefore, after consulting with Enrollment Services staff and the Academic Advisor Leadership Council, I recommend the following:

- Do not enforce a one-year deadline for CADR deficiencies beyond what has been done in the past. For example, a one-year deadline for CADR deficiencies continues to be listed on students' unofficial/advisory transcripts. Essentially, continue the *status quo* for CADR policy from last year to avoid creating additional confusion.
- The UW Tacoma APCC has the option to discuss this issue and make a recommendation to the Executive Council for a long-term policy around CADR deficiencies. The background material in this document will be made available to them.
- Faculty in the School of IAS and other units on campus can consider adding *graduation* requirements like what is done in the College of Arts and Sciences.
- In general, I recommend that once a student is admitted to UW Tacoma, they are no longer required to meet CADR admission deficiencies. Instead, expectations should be incorporated into pre-requisites and graduation requirements. In addition, I recommend that future significant curriculum changes begin in the fall quarter to reduce implementation issues and confusion whenever possible.

Addendum: UW Bothell Approved CADR Policy Clarification
(To be added when this is finalized and turned into a pdf)

CADR Policy Clarification Proposal

Summary:

Currently admission to Washington State public colleges requires the completion of College Academic Distribution Requirements (CADRs) as dictated by the Washington Student Achievement Council (WSAC). These course requirements are more extensive than general high school graduation requirements. Students who are admitted to the institution with CADR “deficiencies”, meaning they are missing up to three CADR requirements, have historically been required to make up these deficiencies while a student at UW Bothell prior to their graduation. We propose that a formal policy be created that states students do not need to complete these missing CADRs for any reason while a UW Bothell student.

Background:

CADRs were implemented as a way for WSAC to set admission standards for state institutions of higher education. CADR requirements include English, math, science, world language, social science, and art, and the specific requirements within each category are significant and have expanded over the years. Historically, institutions were allowed to admit up to fifteen percent of their entering class with CADR deficiencies. WSAC does not require that students admitted with deficiencies make them up prior to their college graduation. WSAC considers these deficiencies “waived”.

While high schools were operating remotely during the pandemic, the WSAC saw the difficulty some students had in meeting CADR requirements and waived the fifteen percent rule for institutions admitting first year students. After multiple admission cycles, WSAC has permanently removed the fifteen percent rule, essentially allowing institutions to admit any number of students with up to three CADR deficiencies.

UW Bothell’s admissions team, registrar team, and advising teams have been tracking students who were admitted with these CADR deficiencies and utilizing academic holds to require these students to make up their missing CADRs via college coursework. However, no policy has been found that requires this. WSAC does not require students to make up missing CADRs, and the UW system does not have guidance on this issue.

Rationale:

Equity issue: Meeting CADR requirements requires that high school students have sufficient access to specific classes, including foreign language, art, and lab sciences. In addition, they need to have access to advisors or counselors who have appropriately guided them on what courses to take to meet WA state college admission requirements. As has been shown in many situations, schools with fewer resources have a more difficult time providing these opportunities to their students. In turn, we see students with CADR deficiencies often come from low-resource schools and areas and are disproportionately impacted by the make-up requirement. The experiences of first-year advisors on our campus have shown that students of color, low socioeconomic status, or disability status are those most often impacted by this requirement.

January 20, 2023
Submitted by Suzanne Yates

Notification and scheduling issues: Students who are CADR deficient are usually notified during the admissions process that they'll be required to make up CADR courses during their time at UW Bothell. This depends on a manual evaluation process that sometimes results in errors in notifications. In addition, if a student misses a CADR course at the end of their senior year in high school, they're not informed of this requirement until they've fully matriculated into UW Bothell and received notice of the deficiency from the registrar. This disparity often creates confusion for students and means they must adjust their first-year academic planning in order to fit in an additional course they did not expect. In some cases, this means delaying their progress in prerequisite courses and progress to their major, and additional tuition costs.

Availability issues: The most common CADR courses needed by our students are sciences with labs and world language courses. UW Bothell has limited availability of these courses, and they are often difficult for CADR deficient students to access. In many cases, Bothell students have taken these courses at the Seattle campus or at a local community college at an additional cost, because we do not offer sections that work for their schedules.

Recommendation:

To address these issues of equity, scheduling, notification, and course availability, we propose that students who are CADR deficient upon admission are NOT REQUIRED to make up their deficiencies at any time. These students still meet the general standard of admission for UW Bothell and complete the same degree requirements as other students on campus. They should not be required to take additional coursework because of the courses and planning they may not have had access to in high school. If a major believes one of these requirements is key to their major, they should incorporate it as part of their degree requirements.

Proposed Official Language:

Per the UW Bothell admissions process, students may be admitted with up to three CADR deficiencies. UW Bothell will NOT require these deficiencies to be made up for any reason once a student has matriculated into the institution.

Links:

CADR requirements:

<https://wsac.wa.gov/sites/default/files/CADRs-CollegeAcademicDistributionRequirements.pdf>

Admission Standards Policy:

<https://wsac.wa.gov/sites/default/files/Minimum.College.Admission.Standards.Policy.pdf>

APPENDIX - 2022-2023 APCC Charge Letter

Julie Masura, M.S.
Teaching Professor, School of Interdisciplinary Arts and Sciences
Chair, Academic Policy and Curriculum Committee

Re: Academic Policy and Curriculum Committee Charge for 2023-24 Academic Year

Dear Professor Masura,

Thank you for serving as Chair of the Faculty Assembly's Academic Policy and Curriculum Committee (APCC) for another year. To provide more transparency and clarity about the work of the Faculty Assembly to our faculty and UW Tacoma students, staff, and administration, the FA's Executive Council (EC) is formally charging each FA standing committee and will publicize these charges in October.

APCC Charge as Agreed on by FA and APCC Leadership

Charge 1. Review all the course and program proposals.

Deliverable: Report to be included in the FA annual report
Timeline: Fall 2023, Winter 2024, and Spring 2024

Charge 2. Provide orientation to new and existing APCC members and an open invitation to all faculty and curriculum coordinators.

Deliverable: A recorded orientation
Timeline: Fall 2023

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Deliverable 1: Facilitate the data collection of UW Tacoma Questionnaire for Invigorating Academic Programs
Timeline: Autumn 2024
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Charge 4. Develop solution to address the negative impact of CADR Policy Enforcement on Tacoma students.

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Charge 5. Update the course list for designations, DIV, W, R, and S.

Deliverable: APCC website will have the current course lists for the various designations.

Timeline: Winter 2024

Charge 6. Update the UWT writing requirement in collaboration with Director of Writing.

Deliverable: A report submitted to the EC for review.

Timeline: Spring 2024

We would like quarterly updates regarding each of these in the form of a memorandum and a full report in Spring 2024.

We look forward to continuing our collaborative work to strengthen our campus for our faculty, staff, and students.

Huatong Sun
Professor, SIAS
Faculty Assembly Chair

Anne Taufen
Professor, SUS
Faculty Assembly Vice-Chair