

University of Washington
Faculty Council on Academic Standards

November 22, 2019
1:30 p.m. – 3:00 p.m.
Gerberding 142

Meeting Synopsis:

1. Call to order
 2. Review minutes from November 8, 2019
 3. SCAP report
 4. FCAS policy discussion:
 - a. Composition and writing course policies continued
 - b. Policy on limited waiver for statway curricula
 - c. Policy on graduate courses in undergraduate programs
 5. Good of the order
 6. Adjourn
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1. Call to order

The meeting was called to order at 1:30 p.m.

2. Review minutes from November 8, 2019

The minutes from November 8, 2019 were approved as written.

3. SCAP report

Non-routine business:

#1 – Health Services

The request is for revised admission and program requirements for the Bachelor of Science degree in Health Informatics and Health Information Management

The proposal is back from tri-campus without comments. The council voted to approve the proposal.

Routine business

#2 – French and Italian Studies

The request is for revised requirements for the Minor in Italian Language and Culture.
The council voted to approve the proposal.

#3 – American Indian Studies

The request is for revised requirements for the Minor in Oceania and Pacific Islander Studies. The department is proposing to revise core and elective courses.

The council voted to approve the proposal.

#4 – Applied and Computational Mathematical Sciences

The request is for revised requirements for the Data Science and Statistics Option within the Bachelor of Science degree in Applied and Computational Mathematical Sciences. The department is proposing to expand the number of course choices to complete certain option requirements.

The council voted to approve the proposal.

#5 – Art + Art History + Design

The request is for revised program requirements for the Bachelor of Arts degree in Art History. The department is proposing to update/revise courses listed as requirements.

The council voted to approve the proposal.

#6 – Gender, Women, and Sexuality Studies

The request is for revised requirements for the Minor in Gender, Women, and Sexuality Studies. The department is proposing to replace a course requirement with a different course.

The council voted to approve the proposal.

#7 – Psychology

The request is for revised program requirements for the Bachelor of Arts degree in Psychology. The department is proposing to increase the number of course options to complete certain program requirements.

The council voted to approve the proposal.

#8 – Psychology

The request is for revised program requirements for the Bachelor of Science degree in Psychology. The department is proposing to increase the number of course options to complete certain program requirements.

The council voted to approve the proposal.

#9 – School of Environmental and Forest Sciences

The request is for revised requirements for the Natural Resource and Environmental Management Option within the Bachelor of Science degree in Environmental Science and Terrestrial Resource Management.

The council voted to forward the proposal to tri-campus for review.

#10 – School of Environmental and Forest Sciences

The request is for revised requirements for the Sustainable Forest Management Option within the Bachelor of Science degree in Environmental Science and Terrestrial Resource Management.

The council voted to approve the proposal.

#11 – Slavic Languages & Literatures

The request is for revised program requirements for the Bachelor of Arts degree in Russian Language, Literature, and Culture.

The council voted to forward the proposal to tri-campus for review.

#12 – Slavic Languages & Literatures

The request is for revised requirements for the Minor in Russian Language.

The council voted to forward the proposal to tri-campus for review.

#13 – Slavic Languages & Literatures

The request is for revised requirements for the Minor in Slavic Languages.

The council voted to forward the proposal to tri-campus for review.

4. FCAS policy discussion:

a. Composition and writing course policies continued

Huppert, co-chair, reported that there is a task force charged with addressing composition and writing at the University. Huppert suggested that the council hold off on codifying the “C” and “W” definitions and wait to hear from the task force. The co-chairs will reach out to the task force and request that they consider questions raised by the council at the last meeting.

The University Registrar asked that the council also consider including tri-campus curriculum bodies in these conversations before creating Class B legislation that would modify Scholastic Regulations.

b. Policy on limited waiver for statway curricula

Ratner, co-chair, explained to the council that this policy currently resides on the FCAS website; however, this policy has been codified in admissions policy. He presented additional explanatory information (Exhibit 1).

The council voted to retire the document from the FCAS website.

c. Policy on graduate courses in undergraduate programs

The council discussed adding the language, “Programs cannot require graduate courses in undergraduate programs.” to Scholastic Regulations. The council agreed to pursue draft Class B legislation and will review at the next meeting.

5. Good of the order

Nothing was stated.

6. Adjourn

The meeting was adjourned at 2:50 p.m.

Minutes by Lauren Hatchett, lehatch@uw.edu, council analyst

Present: **Faculty Code Section 21-61 A:** Ann Huppert (Built Environments) (chair), Mike Lockwood (ROTC), Dan Ratner (Engineering), Joel Ross (Information School), Jennifer Turns (Engineering), Marjorie Olmstead (Arts & Sciences) Tom Lee (Business), Scott Spaulding (Education)

Faculty Code Section 21-61 B: Jennifer Payne, Dan Feetham, Meera Roy, Sam Akeyo

President’s designee: Phil Reid

Guests: Michaelann Jundt, Luz Iniguez, Emily Leggio, Joe Wilson, Tina Miller, Helen Garrett

Absent: **Faculty Code Section 21-61 A:** Radhika Govindrajan (Arts & Sciences)

Faculty Code Section 21-61 B: Conor Casey

Exhibits

Exhibit 1 – Statway-one-page-overview.pdf

Statway promotes equity by removing mathematics as a barrier to success for traditionally underserved students.

What is Statway?

Statway is a 1-2 term introductory college-level statistics course that:



Provides students and college institutions with a more successful alternative to the traditional developmental mathematics sequence for students who are placed two course levels below college-level mathematics.



Takes developmental mathematics students "to and through" a college-level statistics course.



Is taught using a unique pedagogical approach that promotes collaborative learning and addresses socio-emotional factors that affect student success; employs innovative curricula supported by aligned assessments and an online student platform.



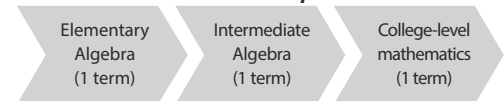
Provides students with a firm conceptual statistical understanding that allows them to use statistical tools and quantitative reasoning effectively in their daily lives, as per the American Statistical Association's Guidelines for Assessment and Instruction in Statistics Education.

Traditional Mathematics Sequence vs. Statway

Statway



Traditional Mathematics Sequence



Why should your institution adopt Statway?



Nationally, only 15% of students successfully complete the traditional sequence by the end of two years, while 70% of Statway students successfully complete the course in one year.¹



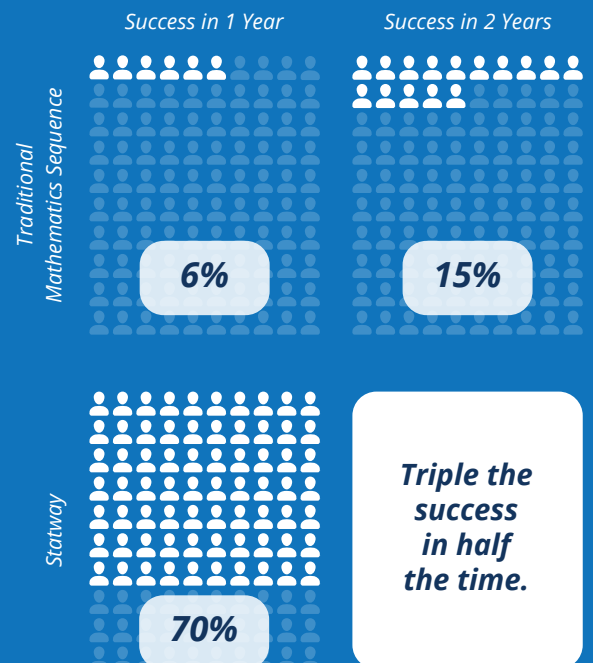
Many more first-generation, low-income, Hispanic, and African-American developmental mathematics students are able to achieve higher levels of education.



Statway has consistently demonstrated positive and substantial improvements in student results, even as the national annual enrollment has increased four-fold.



Students save time and money by completing transfer-level mathematics requirements more quickly. Institutions save money because Statway students go on to take and succeed in more courses.



Why should faculty join the network?



Be part of a growing network of faculty from over 90 institutions across the country.



Statway faculty benefit from a comprehensive professional development program that includes in-person workshops, faculty mentorship, a community of support, and online resources.



Experienced network faculty lead the training and mentoring of all new faculty joining the network.



Faculty teams, each comprised of over a dozen faculty, lead all of the core aspects of the development and improvement of the program.



The Statway instructional system also includes a collaborative technology platform that supports teaching, rapid data analytics, and professional learning across the national network.



This is not your standard, lecture-based curriculum. I feel like the [Statway] curriculum is really showing students that math is useful, it is exciting, and they're able to bring their own excitement to it. That makes my teaching a whole lot easier.

-Rachel Mudge, Foothill College, Statway Faculty

This is the first time I ever walked away from a math class where I was interested in learning the material, and comprehended it and was able to talk about it later.

-Jacquelyn Lowe, Pierce College, Statway Student

How was Statway developed and designed?

Statway was created through a collaborative development process that included both community college and university faculty and was developed using a strong pedagogical research base. Researchers, practitioners, and the major mathematics professional societies worked together to establish the learning outcomes and design principles that guide student work.² Statway was developed and continues to be improved by community colleges for community colleges.

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References

¹ Based on national outcome data for the 2017-18 academic year from 69 schools.

² The Mathematical Association of America (MAA), American Statistical Association (ASA), and American Mathematical Association of Two-Year Colleges (AMATYC), all provided letters of support and endorsement for the Statway learning objectives.

For more information, email info@carnegiemathpathways.org.