Meeting Synopsis:

1. Call to order
2. Review minutes from January 17, 2020
3. SCAP
4. FCAS policy discussion:
   a. Policy Relative to Program-Based Grade Requirements
   b. FCAS Policy on Equivalent Courses
5. Religious Accommodation & Syllabus Guidelines
6. Good of the order
7. Adjourn

1. Call to order

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

2. Review minutes from January 17, 2020

The minutes from January 17, 2020, were approved as written.

3. SCAP

Routine business:

#1 – Asian Languages and Literature

The proposal is for revised program requirements for the Bachelor of Arts degree in Japanese.

The council voted to approve the proposal.

#2 – Asian Languages and Literature

The proposal is for revised program requirements for the Minor in Japanese.

The council voted to approve the proposal.

#3 – Earth and Space Sciences

The proposal is for revised requirements for the Biology Option within the Bachelor of Science degree in Earth and Space Sciences.
The council voted to approve the proposal.

#4 – Earth and Space Sciences

The proposal is for revised requirements for the Physics Option within the Bachelor of Science degree in Earth and Space Sciences.

The council voted to approve the proposal.

Non-routine business:

#5 – Earth and Space Sciences

The proposal is for revised requirements and name change for the Geoscience Option within the Bachelor of Science degree in Earth and Space Sciences.

The council voted to approve the proposal.

#6 – Earth and Space Sciences

The proposal is for revised requirements for the Geology Option within the Bachelor of Science degree in Earth and Space Sciences.

The council voted to approve the proposal.

4. FCAS policy discussion:

   Policy Relative to Program-Based Grade Requirements

The council reviewed draft Class B legislation based on the existing “FCAS Policy Relative to Program-Based Requirements” with the intention of translating aspects of that document into Scholastic Regulations Chapter 114.2.A (Required Grade Point) (Exhibit 1).

During discussion it was noted keeping the policy open to different modes of application and providing latitude to departments is one goal in development of this legislation. There was some discussion of clarifying the language in the first paragraph; ultimately it was slightly changed for clarity (Exhibit 1). There was additional wordsmithing carried out throughout the document primarily aimed at increasing clarity (Exhibit 1).

After a vote, the Class B legislation was approved as amended (Exhibit 1). It was noted the legislation will be reviewed by the Senate Executive Committee in the body’s February 10 meeting.

   FCAS Policy on Equivalent Courses
Tina Miller, Senior Associate Registrar, noted the “FCAS Policy on Equivalent Courses” is also planned for partial translation/insertion into Scholastic Regulations Chapter 115.2.D (Equivalent Courses) via Class B legislation. It was noted this policy will help define terms currently existing within the university curriculum management software, Kuali. A related document was shown (Exhibit 2). It was clarified that only the two pieces of highlighted language in the exhibit are currently planned to be translated into Scholastic Regulations.

A motion was made to translate the language in the exhibit as draft Class B legislation for future council review. The motion was approved.

5. Religious Accommodation & Syllabus Guidelines

Ratner framed the discussion, which stems from a new Washington State law requiring faculty to include language about religious accommodations in syllabi. It was noted new language must be inserted into the published “FCAS Syllabus Guidelines” in order to accurately reflect State law and to guide faculty in syllabi development. The language was reviewed; it was noted the language closely mirrors that of the law itself and was developed in close collaboration with Faculty Senate and the AGs office (Exhibit 3). The existing FCAS Syllabus Guidelines document was also reviewed (Exhibit 4).

After brief discussion, the council voted to amend the Syllabus Guidelines to insert the language.

6. Good of the order

Ratner explained conversations surrounding competitive major admission cycles/deadlines are continuing and FCAS will discuss the topic again in a future meeting.

7. Adjourn

The meeting was adjourned at 3:00 p.m.

Minutes by Joey Burgess, jmbg@uw.edu, assistant to the secretary of the faculty

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), Scott Spaulding (Education), Zhi Lin (Arts & Sciences) Faculty Code Section 21-61 B: Jennifer Payne, Dan Feetham, Meera Roy, Meera Roy, Joe Wilson, Conor Casey President’s designee: Phil Reid Guests: Michaelann Jundt, Emily Leggio, Tina Miller, Helen Garrett

Absent: Faculty Code Section 21-61 A: Tom Lee (Business), Radhika Govindrajan (Arts & Sciences) Faculty Code Section 21-61 B: Sam Akeyo
Exhibits
Exhibit 1 – fcas_classblegislation_grading_approved013120
Exhibit 2 – fcas_equivalency
Exhibit 3 – religiousaccomodationslanguage_fcas_013120
Exhibit 4 – FCAS Syllabus Guidelines
Class B Legislation  
Student Governance and Policies  
Scholastic Regulations  
Chapter 114; Section 2 (Requirements for the Bachelor's Degree)

Background and Rationale

The Faculty Council on Academic Standards recommends amending Scholastic Regulations Chapter 114.2.A (Required Grade Point) based on the following findings:

- The University has set a minimum required cumulative GPA (2.00) requirement for graduation. Programs may want to establish a higher minimum cumulative GPA or a minimum grade requirement for individual courses, but the intent of this policy is that such changes are subject to approval and require justification.

2. Requirements for the Bachelor's Degree

A. Required Grade Point

To be eligible for the bachelor's degree, an undergraduate student must achieve a minimum cumulative grade-point average of 2.00. Only resident credits and credits from DL courses will be used to compute the graduation grade-point average.

1) Cumulative Grade Graduation Requirements:

   a) Programs may establish a requirement that students achieve a minimum 2.00 cumulative grade-point average for courses required for their major.

   b) Programs may establish a requirement that students achieve a minimum cumulative grade-point average of higher than 2.00 for courses required for their major only if the program provides sufficient documentation and justification. Programs may establish a minimum cumulative grade-point average requirement higher than 2.50 only if the program provides exceptionally strong justification.

2) Minimum Grade Graduation Requirements in Individual Courses:

   a) Programs may establish a requirement that students achieve a minimum grade in the range of 0.8 to 2.0 in each course of a subset of the courses required for a major or for every course required for a major only if the program provides sufficient documentation and justification.

   b) Programs that request a minimum grade requirement exceeding 2.0 in each course of a subset of the courses required for the major or for every course required for a major must provide extraordinary justification.
Faculty Council on Academic Standards (FCAS) Policy on Equivalent Courses

Background: As a way to help the Tacoma and Bothell campuses quickly develop courses when they were originally established and again later when they were transitioning from 2-year to 4-year campuses, the University Curriculum Committee allowed UWB and UWT to submit memos that requested a course (or courses) that was a 'clone' of an existing Seattle course. This was meant solely as a means of getting courses quickly approved; the 'cloning' process was not intended to carry any further meaning. However, this has raised a number of questions that must now be addressed. The following policy is submitted by the University Curriculum Committee to the Faculty Council of Academic Standards as a means of addressing those questions.

- Henceforth, "cloning" will not be allowed except for programs with shared accreditation, as those programs already have a process in place for managing approvals/changes/etc.

- All other new courses will need to submit a complete new-course or course-change application. (Note: the Curriculum Committee will accept a copy of an existing equivalent course's syllabus.) The new-course and course-change applications will be modified to include a space to indicate equivalency in the "other departments affected" section.

- Those courses considered equivalent by both offering units must be considered equivalent by all university units.

- Equivalent courses are considered the same course for determining a student's ability to repeat a course, as well as GPA calculation, etc.

- Equivalent courses must have the same title and description. (Slight differences in the description can be approved on an ad hoc basis by the Curriculum Committee.) It is strongly encouraged that equivalent courses have the same course number.

- If an existing equivalent course undergoes a course change, all courses which are equivalent to it must undergo the same change (except for prefix/number changes) in order to maintain equivalency. If not, equivalency is terminated and the unchanged course retains the number/title.

- Existing "clones" will undergo an equivalency analysis. Lack of agreement on equivalency will be adjudicated by the Curriculum Committee.

- Statements about equivalency will be added to the catalog as appropriate. Equivalent prerequisites will not be listed in the course description, but will be coded in the SDB prerequisite checking system.

- Some existing "clones" may need special handling to resolve issues. For example, B EE courses will have "cannot be used to meet Seattle EE degree requirements" added to their descriptions.

Adopted by the Faculty Council on Academic Standards on April 29, 2011.
Religious Accommodations

Providing the Religious Accommodations language is **required** to be included in all syllabi and/or to link to the Religious Accommodations Policy page for students to read.

State law requires faculty to include language about religious accommodations in syllabi. The following language closely mirrors that of the law itself and was developed in close collaboration with Faculty Senate and the AGs office.

**Required Syllabus Language: [DO NOT AMEND]** “Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW’s policy, including more information about how to request an accommodation, is available at Religious Accommodations Policy (https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/). Accommodations must be requested within the first two weeks of this course using the Religious Accommodations Request form (https://registrar.washington.edu/students/religious-accommodations-request/).”
Faculty Council on Academic Standards Syllabus Guidelines

Statement of Intent for these Guidelines

The general principle behind providing a syllabus is to provide a clear statement of course content and performance expectations from the beginning of a class. This statement should be available in a durable and accessible form, whether on paper or online. The guidelines below are intended to assist faculty in developing that statement for new and revised course proposals. The first two sections of these guidelines address expectations that reviewers will have concerning a syllabus that is a part of an application for a course. The guidelines are also intended to provide information about best practices and resources for syllabi in general. The sample syllabi included below provide different examples of how to provide course content, expectations, and resources for students in different disciplines.

Syllabus Format

A syllabus is required as part of the documentation submitted for review of all new course applications and proposals to substantively change existing courses. In addition to forming an important aspect of the review of course proposals, the syllabus is kept by the Office of the University Registrar to aid in documenting the course content for students. Besides its administrative purpose, students depend on the information on a syllabus to understand what is expected of them in the course. While disciplines will vary in the format and specific content of the syllabus, certain components are important for most courses. A syllabus should provide the following information:

1. Course description
   a. Logistics to obtain necessary materials and assistance
   b. Learning/intellectual content
   c. Learning objectives
   d. Characteristics of class meeting (online, lecture-based, seminar, etc.)

2. Course assessment/expectations
   a. Explicit description of due dates and type of assessments, including method (points, percentages, etc.) and general criteria (participation, improvement, content correctness, etc.), for each assignment
   b. Strategies for success in the course
   c. Overall course grading system (absolute scale, curve, etc.)

3. Course policies
   a. Academic misconduct
   b. Accommodation
   c. Religious Accommodation
   d. Grading
   e. Inclusivity
   f. Medical notes
   g. Technology protocol

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These course policies are discussed in the following section.
Policies for Syllabi

Academic Misconduct: The university’s policy on plagiarism and academic misconduct is a part of the Student Conduct Code, which cites the definition of academic misconduct in the WAC 478-121. (WAC is an abbreviation for the Washington Administrative Code, the set of state regulations for the university. The entire chapter of the WAC on the student conduct code is [here](#).) According to this section of the WAC, academic misconduct includes “Cheating”—such as “unauthorized assistance in taking quizzes”, “Falsification” “which is the intentional use or submission of falsified data, records, or other information including, but not limited to, records of internship or practicum experiences or attendance at any required event(s), or scholarly research”; and “Plagiarism” which includes “[t]he use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment.”

Departments, schools, colleges and campuses have statements on plagiarism which may be used on a syllabus rather than the definition above. In addition, the University Libraries provides a comprehensive list of tools for understanding and preventing plagiarism.

Students have a right to due process, particularly regarding academic misconduct. Thus, the syllabus is important in providing students with a clear statement of the instructor’s expectations. For further discussion of what is meant by the students’ right to due process, see the section on the subject in the FROG.

Accommodation: Instructors are obligated to provide reasonable accommodations for students who have disabilities. The university’s Disability Resources Office (DRO) is the campus partner that provides services for students “with either temporary or permanent physical, health, learning, sensory or psychological disabilities.”

statement: that the DRO recommends including in a syllabus

Access and Accommodations: Your experience in this class is important to me. If you have already established accommodations with Disability Resources for Students (DRS), please communicate your approved accommodations to me at your earliest convenience so we can discuss your needs in this course.

The website for the DRO provides other resources for students and faculty for making accommodations.

Religious Accommodation: Providing the Religious Accommodations language is required to be included in all syllabi and/or to link to the Religious Accommodations Policy page for students to read.

State law requires faculty to include language about religious accommodations in syllabi. The following language closely mirrors that of the law itself and was developed in close collaboration with Faculty Senate and the AGs office.
Required Syllabus Language: “Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW’s policy, including more information about how to request an accommodation, is available at Religious Accommodations Policy (https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/). Accommodations must be requested within the first two weeks of this course using the Religious Accommodations Request form (https://registrar.washington.edu/students/religious-accommodations-request/).”

Grading

**Participation:** Instructors may not grade students based on attendance. Generally, students cannot be assessed for their behavior and attendance is considered a behavior (See Faculty Resource on Grading (FROG) at https://depts.washington.edu/grading/conduct/grading.html). Students may be assessed on their participation in the classroom as long as the rubric used to assess the quality of that participation is explicit (i.e., described in detail in the syllabus) and not based solely on attendance. In courses where the pedagogy requires that more than 15% of the course grade be based on in-class participation, the assessment rubric is critical so that students understand what is expected of them. Best-practice examples and other information can be found at the Center for Teaching and Learning website: http://www.washington.edu/teaching/teaching-resources/. Since disciplines have differing methods of teaching, there are also different types of grading on participation. Departmental, school and college guidelines may provide specific guidelines about participation for certain types of courses. For the purpose of the syllabus, what is most important is providing clear expectations of how participation will be used for evaluation purposes in the class.

**Extra credit:** Extra credit is discouraged. Should it be used, extra credit opportunities must be offered judiciously and not as a replacement for primary course material. Such opportunities are to be: fair; that is, available to all students equally; not dependent upon a specific time outside the regularly scheduled class period (e.g. attending a specific talk or performance); not dependent upon the ability to travel to or from specific locations (e.g. attending a specific talk or performance); not dependent upon the expression of political or social interest (e.g. caucusing, voting, watching a debate, volunteering); and made explicit in the syllabus. In no event should extra credit be offered to only a subset of students. If any student in a class cannot feasibly complete an extra credit opportunity, the instructor should offer an alternate but commensurate opportunity to that student.

**Peer evaluation:** Peer evaluation must be used judiciously and in moderation. Peer evaluation may not replace grading by the instructor; while peer evaluation may be included in a grading rubric, students are not to assign grades to other students.

**Incompletes:** An incomplete grade (I) is given only when a student has done satisfactory work up until the last two weeks of the quarter but cannot complete the remaining work because of illness or other circumstances beyond the student's control. The instructor must file a written statement with the head of the department or the dean of the college listing the work that a student will need to do to remove the incomplete. For further information on incompletes, see how the Registrar treats them and the university policy on their use.
**Inclusivity:** Among the core values of the university are inclusivity and diversity, regardless of race, gender, income, ability, beliefs, and other ways that people distinguish themselves and others. The [Diversity](#) page provides an overview of the ways the university addresses this value. Inclusivity applied to teaching a course means that assignments and activities should be accessible to all students, including class trips or research in the field. In such cases, alternative assignments should be available to those who need them.

**Medical Notes:** Instructors are strongly discouraged from requiring medical or legal documentation from a student for any absences. Requiring such documentation places burdens on all parties involved. For faculty, the Health Insurance Portability and Accountability Act of 1996 (HIPAA) imposes legal requirements upon those who possess the medical information of others (in particular, identifiable health information falls under “The HIPAA Privacy Rule”). For health care providers, in particular Hall Health, requests for “medical excuse notes” consume valuable time that could be spent treating students. For students, requiring documentation discriminates against students who do not have access to medical or legal providers.

In the cases of absences that result in a student missing a course requirement (class activity, assignment submission, exam, e.g.) and of extended absences, accommodations are left to the discretion of the instructor. Accommodations might include makeup exams, alternate assignments, or alternate weighting of missed work, so long as the grades for other students in the class are not affected by the accommodation.

**Technology Protocol:** There is no general policy on the use of technology (phones, tablets, laptops, etc.) at the university. However, instructors can set expectations about how these devices may be used, including banning them (except in cases where a disability may require use of a device). Any policy on the use of electronics should be included in the syllabus.

**Other Resources**

**Disability Resources for Students:** [Disability Resources for Students](#) is housed in Mary Gates and provides a host of resources for students. In addition, [The Access Technology Center](#), providing support for access to university technology, is also located in Mary Gates.

**Faculty Resource on Grading:** The [FROG](#) is a site that has been developed by the Office of Educational Assessment with input from FCAS and the Office on Student Conduct. It provides explanations of the UW grading system, grading on participation, academic conduct, and other topics.

**Syllabus Design:** The Center for Teaching and Learning is a campus resource for all aspects of teaching. They provide advice on course design and syllabus development, beginning with [http://www.washington.edu/teaching/teaching-resources/preparing-to-teach/designing-your-course-and-syllabus/](http://www.washington.edu/teaching/teaching-resources/preparing-to-teach/designing-your-course-and-syllabus/) The UW Tacoma Faculty Assembly has a [webpage](#) that provides statements for inclusion in syllabi on topics addressed above and others such as classroom civility. The UW Bothell Campus Council on Academic Standards & Curriculum (CCASC) has a list of [FAQs](#) for
developing a syllabus for a course requiring curriculum review. The Chronicle of Higher Education has a website on syllabus development.

**The Student Conduct Code:** Chapter 478-121 of the Washington Administrative Code is the set of official policies developed to implement the Revised Code of Washington, which was passed as a statute by the Legislature. The Student Governance Policy, Chapter 209, is on academic misconduct. The code describes instances of misconduct as well as rights to privacy and due process that students have.

**UW Libraries Resource on Plagiarism Prevention:** This useful guide for students is found at [http://www.lib.washington.edu/teaching/plagiarism](http://www.lib.washington.edu/teaching/plagiarism)
**Routine Business:**

**Asian Languages and Literature (ASIAN-20191023A)** Revised program requirements for the Bachelor of Arts degree in Japanese.

Background: The department is proposing to revise program requirement #2.

UWCO note: JAPAN 304, JAPAN 411, JAPAN 453 course proposals will be reviewed at January 21 UWCC meeting.

*Action taken 01/24/2020: Forwarded to FCAS.*

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**Asian Languages and Literature (ASIAN-20191023B)** Revised program requirements for the Bachelor of Arts degree in Japanese.

Background: The department is proposing to revise requirement #3.

UWCO note: JAPAN 304, JAPAN 411, JAPAN 453 course proposals will be reviewed at January 21 UWCC meeting.

*Action taken 01/24/2020: Forwarded to FCAS.*

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**Earth and Space Sciences (ESS-20190510C)** Revised requirements for the Biology Option within the Bachelor of Science degree in Earth and Space Sciences.

Background: The department is proposing to add course options to multiple requirements.

*Action taken 01/10/2020: Forwarded to FCAS, contingent upon SCAP review of ESS-20190510A and ESS-20190510B.*

*Update 01/24/2020: ESS-20190510A and ESS-20190510B forwarded to FCAS.*

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**Earth and Space Sciences (ESS-20190510D)** Revised requirements for the Physics Option within the Bachelor of Science degree in Earth and Space Sciences.

Background: The department is proposing to add course options to multiple requirements.

*Action taken 01/10/2020: Forwarded to FCAS, contingent upon SCAP review of ESS-20190510A and ESS-20190510B.*
Update 01/24/2020: ESS-20190510A and ESS-20190510B forwarded to FCAS.

Non-routine Business:

Earth and Space Sciences (ESS-20190510A) Revised requirements and name change for the Geoscience Option within the Bachelor of Science degree in Earth and Space Sciences.

Background: The department is proposing to change the option name, requirements, and the number of required option credits.

Action taken 01/24/2020: Forwarded to FCAS.

Earth and Space Sciences (ESS-20190510B) Revised requirements for the Geology Option within the Bachelor of Science degree in Earth and Space Sciences.

Background: The department is proposing to change requirements and the number of required option credits.

Action taken 01/24/2020: Forwarded to FCAS.