

**University of Washington
Faculty Council on Academic Standards**

February 3rd, 2017

1:30pm – 3:00pm

Gerberding 142

Meeting Synopsis:

1. Call to order
 2. Review of minutes from January 20th, 2017
 3. Chair's report
 4. SCAP report
 5. Adding ROTC to scholastic regulations chapter 102
 6. Discussion of a change to scholastic regulations chapter 114 – Kramer
 7. Good of the order
 8. Adjourn
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1) Call to order

Stroup called the meeting to order at 1:30 p.m.

2) Review of minutes from January 20th, 2017

The minutes from January 20th, 2017 were approved as written.

3) Chair's report

Stroup noted the College of Engineering (CoE) has made the changes the council has requested to their 1503 form requesting direct-to-college admissions, and the document is scheduled to go through the tri-campus review process relatively soon.

1503s from each CoE department are also necessary to implement the admissions change, and Stroup reported those forms are expected to come to SCAP before the end of the quarter. A request was made that those 1503s be forwarded for FCAS review well in advance to provide ample time for members to review the high volume of documentation.

Stroup reported she is still looking into the Design admissions process issue (discussed in a prior meeting).

Shores reported that implementation of the decision to change all language referencing "competitive" major designations to "capacity-constrained majors" is ongoing.

4) SCAP report

Old Non-Routine Business

#1 – Comparative literature, Cinema and Media

The request is for revised program requirements for the Bachelor of Arts degree in Comparative Literature and for the Option in Cinema Studies.

The request was approved by majority vote of the council.

#2 – Foster School of Business

The request is for revised requirements for the Option in Marketing within the Bachelor of Arts in Business Administration degree.

The item was not brought to a vote. Shores explained SCAP agrees with an FCAS opinion that the addition of two specializations within the Option does not require a 1503, and instead suggestions will be sent to the department regarding how to proceed.

5) Adding ROTC to scholastic regulations chapter 102 (Exhibit 1) (Exhibit 2)

Stroup explained the UW was required to comply with a state law (RCW 28B.15.624) dictating that “eligible veterans and national guard members and their spouses” be added to the list of those with priority registration at the university (within Scholastic Regulations Chapter 102 Section 2.B). The change was recently made via “housekeeping” by the Secretary of the Faculty and Rules Coordination Office. There was some debate over whether Reserve Officers' Training Corps (ROTC) students could also be added to the section via “housekeeping” at that time (i.e. not requiring legislation), and the eventual decision was that a change to add ROTC students must be done via Class B legislation (Exhibit 1). Stroup noted she would like to discuss the potential for legislation and not necessarily hold a vote at this time.

There was some discussion of the rationale for moving forward Class B legislation adding ROTC students to the list of those with priority registration at the UW. A member explained the legislation is not necessarily driven by scheduling issues (as is common for other groups within the list), but out of a sense of equity with the referenced state law and for the sake of ROTC students' service (some ROTC students are committed to serving 4-8 years active duty after graduation). He explained not all ROTC students would be enveloped by the legislation, but only those with commitments to service after graduation. Roughly a dozen other large U.S. institutions were listed that include ROTC students in their priority registration listing. Stroup explained the placement of ROTC students within the priority list is similar to policies at other institutions (Exhibit 1).

Helen Garrett (University Registrar, Office of the Registrar) gave some background on the technical aspect of implementing priority registration. She explained priority status at the moment of registration is granted to anyone who self-identified as a “veteran” in any capacity in their admissions application. She noted her office is working on a mechanism to implement ROTC student priority registration in case the draft legislation is approved and implemented.

Ballinger (president's designee) remarked that President Cauce wants this to be a decision of the faculty.

There was some discussion of a separate RCW, which describes granting priority registration status to active duty service members. It was pointed out that referencing an RCW in UW Scholastic Regulations means if the law is changed, than the UW policy will also be changed. It was noted RCW 28B.15.624 will expire in 2022.

Stroup noted she would like to consult with the Secretary of the Faculty on the separate RCW referencing active duty, as well as provide some time for the council to reflect on the legislation.

A member noted if legislation is put forward, its rationale should explicitly state who is eligible for priority registration via the added language.

6) Discussion of a change to scholastic regulations chapter 114 – Kramer (Exhibit 3)

Kramer explained the Enrollment Management Taskforce has recommended Class B legislation to add “Interdisciplinary Concentration” to Scholastic Regulations Chapter 114 (Degrees, Graduation, and Commencement) Subsection 2.H (Exhibit 3). The council reviewed the draft legislation.

The legislation describes the new potential credential: “an interdisciplinary concentration shall consist of not less than 30 credits that are organized around a set of skills, prerequisites for post-baccalaureate education, or other experiences.” It was noted because an Interdisciplinary Concentration would be transcriptable, the new credential could:

- ❖ Aid students in entering graduate or professional programs
- ❖ Provide useful information to employers about students’ interests, expertise, and training
- ❖ Encourage students to study in a field (or fields) outside of their major with a concrete, transcriptable purpose

Some potential examples of Interdisciplinary Concentrations surfaced during discussion, these included Pre-Health Studies, Information Technology (IT), and Leadership.

There was discussion of the difference between the proposed new credential and a Minor. A member noted the amount of credits (defined in the draft legislation) required to complete an Interdisciplinary Concentration is higher than the required amount for a Minor. It was also noted an Interdisciplinary Concentration is a collection of studies that have an aim, which is not always what is thought of when imagining a Minor.

A member noted students often do not feel confident taking an academic path (outside of their major) that is not explicitly stated/transcriptable. Students may feel more empowered to take certain academic tracks if those tracks are formalized and include advising support.

Kramer explained Pre-Health Studies is one concentration that would likely come if the legislation was implemented. The credential would be for students who planned on going to medical school but were not accepted, thus providing them with a credential based on their desired pathway.

It was noted implementation of Interdisciplinary Concentrations would intersect with UW Undergraduate Academic Affairs (UAA) and UAA Advising.

A member noted he could imagine the proposed credential working out for lots of students. He provided the example of a student who studies social science but desires to work in IT. Providing a track to do this and transcript it might mean more and act as encouragement to students to develop cross-discipline expertise.

A member suggested the new credential would be more compelling if there was some sort of “capstone” at the end of the pathway.

There was some question of time-to-degree, given that the credential would encourage students to take more courses. It was noted the credential also has the ability to reduce a student’s time-to-degree.

There were several recommendations of replacement titles for the proposed credential. These included (Interdisciplinary): “Concentration,” “Preparation,” “Certification,” “Endorsement,” “Credential,” and “Qualification.”

Stroup noted the item would return in the next FCAS meeting, and she would like to have more discussion of the overarching concept at that time.

7) Good of the order

Nothing was stated for the good of the order.

8) Adjourn

Stroup adjourned the meeting at 3:00 p.m.

Minutes by Joey Burgess, jmbg@uw.edu, council support analyst

Present: **Faculty:** Phil Brock, Mark Johnson, Patricia Kramer, Dan Ratner, D. Shores, Sarah Stroup (chair), John Sahr, Ann Huppert
Ex-officio reps: Jayda Greco, Conor Casey, Kaitlyn Zhou, Donna Sharpe, Meera Roy
President’s designee: Philip Ballinger
Guests: Janice DeCosmo, Robert Corbett, Helen Garrett, Emily Leggio, Tina Miller

Absent: **Faculty:** Daniel Enquobahrie, Champak Chatterjee, Lynn Dietrich
Ex-officio reps: Jennifer Payne

Exhibits

- Exhibit 1 – SGP w ROTC lang.doc
- Exhibit 2 – SGP_Chapter102_Section2.B.doc
- Exhibit 3 – chapter 114_fcas_winter2017

SGP, Chapter 102, Section 2.B, "Registration Period 1."

2. Methods of Registration

A. Registration

All students, except those in self-sustaining programs, register using the University's online registration system. Students in self-sustaining programs register through the means established by the administrative unit of the self-sustaining program.

The University has a continuous registration system organized into three distinct priority periods that are referred to as periods 1, 2, and 3. Undergraduates cannot enroll in more than 19 credits prior to the beginning of the quarter so that all students will have a chance to develop basic programs. Credits beyond 19 can be added, subject to college restrictions, after the quarter begins.

B. Registration Period 1

Registration period 1 is designed primarily to accommodate currently registered matriculated students. It occurs during the latter half of the quarter preceding that for which the student is registering excluding Summer Quarter. Registration priority dates are assigned according to the following sequence: disabled students, athletes, eligible veterans and national guard members and their spouses as defined in [RCW 28B.15.624](#), ROTC students committed to service following graduation, students with graduating senior priority status, graduate students, seniors, juniors, sophomores, and freshmen.

SGP, Chapter 102, Section 2.B, "Registration Period 1."

3. Methods of Registration

C. Registration

All students, except those in self-sustaining programs, register using the University's online registration system. Students in self-sustaining programs register through the means established by the administrative unit of the self-sustaining program.

The University has a continuous registration system organized into three distinct priority periods that are referred to as periods 1, 2, and 3. Undergraduates cannot enroll in more than 19 credits prior to the beginning of the quarter so that all students will have a chance to develop basic programs. Credits beyond 19 can be added, subject to college restrictions, after the quarter begins.

D. Registration Period 1

Registration period 1 is designed primarily to accommodate currently registered matriculated students. It occurs during the latter half of the quarter preceding that for which the student is registering excluding Summer Quarter. Registration priority dates are assigned according to the following sequence: disabled students, athletes, eligible veterans and national guard members and their spouses as defined in RCW 28B.15.624, students with graduating senior priority status, graduate students, seniors, juniors, sophomores, and freshmen.

H. Degrees with Minor and/or Interdisciplinary Concentration

Departments, schools, and colleges are authorized to provide a course of study leading to an undergraduate academic minors and/or interdisciplinary concentrations. Requirements are within the purview of the department, school, or college.

_____1)_____ ~~The A~~ minor shall consist of not less than 25 credits that have a topical focus. Interdisciplinary minors are encouraged. Courses taken to fulfill the minor may also apply as appropriate to the general education, writing, and reasoning requirements. Completion of the minor will appear on the permanent record.

2) An interdisciplinary concentration shall consist of not less than 30 credits that are organized around a set of skills, prerequisites for post-baccalaureate education, or other experiences. Courses taken to fulfill the interdisciplinary concentration may also apply as appropriate to the general education, writing, and reasoning requirements. Completion of the interdisciplinary concentration will appear on the permanent record.

_____32)_____ Distance-learning minors or interdisciplinary concentrations (whether entirely new, or a distance-learning version of an existing minor or interdisciplinary concentration) must be approved by the same process as non-distance-learning ~~minors~~ versions. Modes of content delivery must be described and approved at all levels, including unit, college, and Faculty Council on Academic Standards.

Subcommittee on Admissions and Programs (SCAP) Agenda

1:30-3:00 p.m.

January 27, Gerberding 026

Old Non-Routine Business:

Comparative Literature, Cinema and Media - ([CLIT-20151221A](#)) Revised program requirements for the Bachelor of Arts degree in Comparative Literature and for the option in Cinema Studies.

Background: The Comparative Literature, Cinema and Media Studies department proposes changes to more accurately reflect the relationship between the options in the major, as well as the distinction between the Cinema Studies option within the Bachelor of Arts degree in Comparative Literature, and the new/proposed Bachelor of Arts degree in Cinema and Media Studies. Additionally, the department seeks to replace one required course, National Cinema, with a choice of critical concept courses. The new selection of courses would not require foreign language proficiency and would thus be more accessible to students given the University's reduced language skills requirement.

Action Taken 04/08/2016: SCAP requested that the UW Curriculum Office contact the department for more information regarding the need for both an option and a major in Cinema and Media, and suggest an RCEP for the option in Cinema Studies.

Update 05/17/2016: The department states they would reconsider an RCEP in 5 years, full response is attached.

Action Taken 05/20/16, 06/03/2016, 10/14/2016: SCAP considers this proposal opens up a larger question of whether a department can offer both an Option and a Major in the same area of focus. Since there is no recent precedent, this question is being forwarded to FCAS for guidance.

Update 10/28/2016: Discussed at FCAS.

Action Taken 11/04/2016: SCAP amended policy language and will request department reflect this in their catalog copy as soon as language is approved by FCAS.

Action taken 11/18/2016: Some discussion ensued at FCAS, language not yet approved.

Update 12/16/2016: FCAS approved new language.

Update 01/13/2017: Department updated catalog language.

Action Taken 01/27/2017: Approved and forwarded to FCAS

Foster School of Business – ([BUSAD-20161103](#)) Revised requirements for the option in Marketing within the Bachelor of Arts in Business Administration degree.

Background: The School of Business would like to add two specializations within the option in Marketing. We have reached out to the department to ensure they are aware the specializations would not appear on the student's transcript.

Action taken 01/13/2017: Approved and forwarded to FCAS.

Action taken 01/20/2017: Proposal was reviewed by FCAS and sent back to SCAP for further review.

Action Taken 01/27/2017: SCAP agrees with FCAS opinion that this addition to the program does not require a 1503 and instead sent suggestions to the department regarding how to proceed.