

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

April 29<sup>th</sup>, 2016  
1:30pm – 3:00pm  
Gerberding 142

**Meeting Synopsis:**

1. Call to order
  2. Review of the minutes from April 15<sup>th</sup>, 2016
  3. SCAP report
  4. VLPA for Latin and Greek
  5. Discussion of the pros and cons of direct admission to college or major for the majority of entering freshman
  6. Good of the order
  7. Adjourn
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**1) Call to order**

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

**2) Review of the minutes from April 15<sup>th</sup>, 2016**

The agenda was approved as written.

**3) SCAP report**

***Old Non-Routine Business***

**#1 - Asian Languages and Literature**

The request is for revised program requirements for both the Bachelor of Arts degree in South Asian Languages and Literature and the minor in South Asian Languages and Literature.

Kramer explained SCAP had no problems with the request, after additional rationale was provided regarding how the program still meets its “Literature” designation after losing some content.

The request was approved by a majority vote of the council.

**#2 – Engineering**

The request is for establishing direct-to-college freshman admission for all programs in the College of Engineering.

Kramer updated the council, explaining that the continuation policy was reviewed by SCAP, and comments were sent back to the College. The conversation centered on the 2.5 cumulative GPA as well

as which courses counted towards the cumulative GPA. Kramer also noted SCAP recommended at least two quarters of probation for a student who falls under that GPA requirement.

The request is held.

#### #4 - School of Public Health

The request is for revised program requirements for the Bachelor of Science degree in Health Informatics and Health Information Management (HIHIM).

Kramer explained HIHIM is a fee-based program, and the program wanted the ability to have all the group start courses within the School of Public Health available to HIHIM students, which requires submission of a 1503. The program filled out the 1503 form with the designated group start courses, and SCAP approved the request.

The request was approved by majority vote of the council.

#### #5 – College of Education

The request is for a Bachelor of Arts degree in Education, Communities, and Organizations.

Kramer clarified the request is for a new major in the College of Education. She explained that minimum requirements were substituted in place of a “competitive major” designation after consultation with SCAP. She noted the School of Social work had raised a concern over the number of internships that might be available in the community for this program, to which the department responded. SCAP approved the request with a single abstention. Kramer explained the department plans to return if they confirm the need for a competitive major designation after implementation of the new program.

The request was approved by majority vote of the council.

#### #6 – Department of English

The request is for revised admission and program requirements for the Bachelor of Arts degree in English.

Kramer explained a request for more information from SCAP pertaining to the revised writing requirement under review by the department for some time, causing the request to be held since February. The department has now responded, and SCAP found the response sufficient. The request was approved by SCAP.

The request was approved by majority vote of the council.

#### #7 – Department of English

The request is to establish a minor in Writing, designed to provide a concentrated study of and practice in writing.

Kramer explained SCAP had a number of questions over the request. She noted the foremost question was if there is student demand for a minor in Writing. Kramer reminded the council that with minors there is no guarantee that enough coursework is available to complete the minor (as opposed to majors). The English department indicated that they have not had a lot of demand in the past, but expect demand to increase once the minor is implemented. The department also noted it is willing to increase the offering of writing courses if the need arises. Kramer clarified that this is not a “creative writing” minor, after a question about the type of “writing” was asked by a member.

The request was approved by majority vote of the council.

### ***New Non-Routine Business***

#### **#1 – Department of Anthropology**

The request is for revised program requirements for the Bachelor of Arts degree in Anthropology.

Kramer explained the request was held due to missing information.

#### **#2 - Department of Civil and Environmental Engineering**

The request is for a Bachelor of Science degree in Environmental Engineering.

Kramer explained the request has been held by SCAP.

### ***New Routine Business***

#### **#1 - Integrated Social Sciences**

The request is for revised program requirements for the Bachelor of Arts degree in Integrated Social Sciences.

Kramer noted the request was approved and forwarded to FCAS by SCAP.

The request was approved by a majority vote of the council.

#### **4) VLPA for Latin and Greek**

Kramer explained she would like the council to discuss a course approval request forwarded to FCAS for review by the UW Curriculum Committee (UWCC). She explained the course approval has to do with offering VLPA (Visual, Literary, and Performing Arts) credit as part of Classics’ offering of Latin and Greek 100-level courses (101, 102, 103). VLPA credit is part of the UW’s Areas of Knowledge requirement, which requires students to complete at least 40 combined credits of VLPA, Individuals and Societies (I&S), and The Natural World (NW) courses in order to graduate. Kramer explained that currently, 101, 102, and 103 foreign language courses do not count towards VLPA, but Classics has argued that Latin and Greek deserve the designation given that the teaching of those languages is conducted via reading texts, manuscripts, and so on (unlike other languages).

Kramer noted allowing the designation would be a change in university policy, and the council should consider that it might set a precedent for other languages as well. She welcomed discussion from council members, as FCAS is expected to make a decision on the granting of VLPA credit for these courses and forward it back to the UWCC.

Miller noted after question that implementation of the VLPA credit for the courses in question would be fairly straightforward, and there is no implementation “issue” she can see.

Leggio questioned if it might cause a problem if 100-level foreign language courses are allowed to count towards both Foreign Language and VLPA requirements. It was noted the School of Social Work and College of Education have language requirements modeled on the College of Arts and Sciences’ requirements, and they might be consulted if a change is implemented.

Miller noted there are two important questions to consider: is it possible to get the VLPA requirement for these courses, and do the courses in question qualify for VLPA? It was noted the second point is not for FCAS deliberation, but deliberation within UWCC.

After more discussion, agreement was reached on a motion, stating:

*If the course description and syllabus support the assignment of VLPA credit to a first year language course, the UWCC has the authority to approve it.*

Kramer asked for any discussion.

It was noted there is no official description of VLPA at the UW.

Taylor explained it makes sense to give responsibility for granting VLPA designations to a committee that reviews course descriptions and curriculum (UWCC).

Leggio mentioned that changing these courses might also change the course equivalencies with community colleges. She explained in regards to Latin and Greek, this might not be a huge fallout, though, if expanded to other programs it would require a lot of review and potential equivalency changes. It was noted Latin and Greek are commonly taught from ancient texts, unlike living languages and those that don’t otherwise apply to classical education.

It was noted approval of the motion will provide a precedent for other languages to request VLPA credit for 1<sup>st</sup> year courses.

The motion was approved by a majority of voting members.

Kramer explained she would pass on the decision to the UWCC, and thanked members for their input.

## **5) Discussion of the pros and cons of direct admission to college or major for the majority of entering freshman**

Kramer explained she would like to initiate a conversation not about the College of Engineering’s proposal (to go to direct-to-college admissions) specifically, but about the philosophy behind the change, and its impacts on the university. She explained no vote would occur as a result of the

discussion. She noted she would like to open up discussion on the pros and cons of implementing the direct-to-college admissions-style. She noted this is the chance to consider competitive majors and the impact that they have on students and faculty, entry-level courses, the university climate, and so on.

Ratner noted that the vast majority of universities in the nation that are using direct-to-college or direct-to-department admission models for engineering disciplines. He explained there are mechanisms by which growth can be responded to. He noted FCAS must consider if it would ban all competitive majors at the university, as direct-to-college admissions is a natural result of competitive majors. Kramer noted a discussion of competitive majors is an important conversation for faculty to have, and one that has not been had.

Kramer noted that students who are 17 years old (i.e., seniors in high school) are not cognitively mature and are not always independent from their families. These students may not, therefore, be able to make an independent decision about their college careers. She acknowledged, though, that this is not always the case and that students have many pressures on them these days.

Brock explained the question is driven by the influx of competitive majors, and competitive majors are driven by budgetary restraints. He noted the result is the allocation of “spots” in programs via quotas and explained that admission requirements in addition to academic requirements will produce a quota system. He explained he worries about the students who cannot enter competitive majors of their choosing and questioned their outcomes at the university. Kramer agreed and noted in the absence of competitive majors, the council wouldn’t be having this conversation at all. Brock noted transparency must be a part of the proliferation of competitive capacity-constrained majors/colleges. Leggio stated that the UW simply cannot meet the demand for spots in certain fields and disciplines.

Wiles explained she would like to see more data on how many students change their major at the UW, why they do so, and where they are moving from/to. Taylor noted it is also important to note how different the major or discipline was from the original. Kramer noted perhaps data at the divisional level might be useful in this analysis.

Ratner explained the majority of students in engineering programs do not leave the major once they have declared (at the UW). He clarified that when you have an open and transparent process for admitting students, you take away the ability to subjectively take a student on any basis outside of that set criteria for admission.

Roemer noted she would like to think about the student experience. She noted access to courses, to minors, and to other secondary academic pursuits is important as well as admission to majors, as these other opportunities allow students to find their passions. She noted she is concerned for lowered access into these opportunities under direct-to-college admissions.

Taylor explained the current national circumstances force students to make difficult, large decisions about education and debt. He noted there is more to the discussion than academic and career success, as a university also has a role to play in preparing young people to become citizens and adults.

A guest student peer advisor from Bioengineering explained it is difficult to inform qualified students that they are accepted or not accepted to the program, and he often thinks students should have a less formulaic approach to college, enabling more of an exploration of their academic and professional passions.

Kramer thanked the council for the important discussion.

**6) Good of the order**

Nothing was stated for the good of the order.

**7) Adjourn**

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

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

**Present:**                   **Faculty:** Phil Brock, Patricia Kramer (chair), Dan Ratner, D. Shores  
**Ex-officio reps:** LeAnne Jones Wiles, Robin Chin Roemer, Roy Taylor, Mel Wensel  
**Guests:** Robert Corbett, Helen Garrett, Emily Leggio, Tina Miller

**Absent:**                   **Faculty:** Mark Johnson, Robert Harrison, Peter Hoff, Don Janssen, Sarah Stroup, Thaisa Way, Daniel Enquobahrie, Champak Chatterjee  
**President's designee:** Philip Ballinger  
**Ex-officio reps:** Aaron Vetter