

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

April 1st, 2016
1:30pm – 3:00pm
Gerberding 142

Meeting Synopsis:

1. Call to order
 2. Review of the minutes from March 18th, 2016
 3. Syllabus Guidelines (attached)
 4. Discussion of questions over admission to majors/colleges (attached)
 5. Discussion of potential application question(s) changes (examples available during meeting)
 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 March 18th, 2016

The minutes from March 18th, 2016 were approved unanimously as amended.

3) Syllabus Guidelines

Kramer presented draft FCAS Syllabus Guidelines and explained the document was revised by the council in the last meeting and has now returned for a final review (Exhibit 1). The council moved to wordsmith the document, making a few small grammatical changes in the second body paragraph.

After some brief discussion, Kramer asked for any other revisions or comments. There were none.

The document was approved by a majority vote of council members.

4) Discussion of questions over admission to majors/colleges

Kramer explained the council needs to clarify several questions regarding admissions to colleges, schools, or majors at the time of enrollment at UW. She noted she would like to go through the questions individually to see what the sense of the council is on each, while attempting to settle on answers. She explained no action will be taken in the meeting as part of the assessment. She used a document to show the questions (Exhibit 2).

Question #1: Can UW Seattle students be evaluated for admission to major using criteria that categorize them based on residency or other categories?

Ballinger explained that it is possible that some departments have external expectations that they enroll certain percentages of students based on residency. He noted Computer Science and Engineering might receive a portion of their funding based on enrolling a certain amount of Washington resident students. He added that he could imagine other scenarios where funding goes to departments with conditions, and some of these conditions might have to do with residency of admitted students. Janssen expressed an interest in consulting with the UW branch of the Washington Attorney General's Office (AG) on the legality of this practice.

It was noted that some departmental screening methods used for selecting students yield more international or non-resident students than departments wish to admit. A member explained these departmental selection processes must be transparent.

It was noted that state funding often comes with conditions for serving Washington resident students, as well, especially when department capacity is constrained. Brock pointed out that international students pay a great deal more in tuition than resident students.

After discussion subsided, Kramer noted more information will be gathered on this question.

Question # 2: When does an applicant become a UW Seattle student? Specifically, can freshman applicants, who seek admission to majors, such as direct freshman admission and direct to college admission, be assessed for admission to the major based on residency or other categories? In the case of competitive admission to majors, can transfer applicants be assessed for admission to majors based on residency or other categories?

A member noted an applicant becomes a student upon enrollment to the university. There was some discussion of considering students for major programs based on their residency status. Janssen explained he believes including residency as criteria for entering a major is wrong. Ballinger explained that taking residency into consideration is important in fulfilling the public mission of the university in Washington state. Kramer noted the international students add to the diversity and cultural breadth of the university. Janssen noted if state funding decreases, enrollment of international students directly into colleges may become more popular.

Ballinger noted over the last decade, the university has been sensitive to applications from undergraduate students enrolled in Washington community colleges. He explained this has also taken place at the departmental level. DeCosmo noted some departments believe it to be an important part of their public mission to enroll a number of undergraduate students from the transfer population.

Kramer noted some units use a different set of criteria for transfer students and for native UW students, which she explained is problematic. Leggio noted she is aware of departments using the same criteria but may be with different values for native students vs. transfer students (e.g. varying GPA requirements for transfer vs. UW students).

Ballinger explained the UW has a tradition of strongly preferring resident students for admittance, whether from high school or community colleges. He noted the question is: does the UW strongly prefer resident students when it comes to admission to majors?

After discussion, Kramer clarified FCAS has agreed that the same criteria needs to be applied for resident and non-resident students when selecting students for majors.

Question # 4: If a student is offered admission to a major or college as a freshman applicant, are they allowed to defer admission to the major or college if they choose to attend a Washington state community college for their general education (first 2 years) and also meet all continuation requirements?

Janssen noted this practice is currently possible at the university by enrolling and paying the fee for taking two credits (about \$850) plus paying a readmission fee of \$70. He explained if a student is admitted direct to a college, but takes courses elsewhere, the student may be readmitted upon payment of a readmit fee. This is called “stop out.” The total cost of these fees plus community college tuition would be considerably less than standard UW tuition.

Miller explained there are currently UW majors that do not automatically accept stop-out students back into the program if they have been absent too long from the program. There was a question of what criteria might be used to assess a student’s re-admittance into a program in this circumstance. Garrett explained an important question is can the student complete the degree in the allotted time.

Question #5: Will FCAS approve a proposal for direct to college admission that is done by Admissions that does not have specific admission criteria?

Kramer noted she is referring question #5 to SCA&G and SCAP for consideration and those subcommittees will report back on their discussions.

5) Discussion of potential application question(s) changes

Kramer explained the council needs to consider what questions will be asked on university applications relating to freshman students who wish to be selected for direct-to-college admission. She presented two questions that appear on freshman UW applications currently, asking if the first question should become required rather than optional (Exhibit 3) (Exhibit 4).

Stroup explained the first question, as it is worded, may cause students to think that they have already applied to the major and upon acceptance, have been accepted into the major, though this is not the case. Kramer agreed and noted the nuances in asking these sorts of questions are very important.

Stroup noted she would be in support of showing departmental and college information on the application, so students are able to understand how schools, colleges, departments, and units are broken down. Kramer suggested sorting into a separate question if a student wishes to apply for direct admission.

After a question, it was noted students are not rejected for university admission based on their desired major or field of study preference. Discussion ensued.

Kramer explained the council would continue to consider how to incorporate direct-to-college admission questions into university applications within a future meeting.

6) Good of the order

Missed due to time constraints.

7) Adjourn

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

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

Present: **Faculty:** Phil Brock, Mark Johnson, Don Janssen, Patricia Kramer, Sarah Stroup, Champak Chatterjee
Ex-officio reps: LeAnne Jones Wiles, Mel Wensel
President's designee: Philip Ballinger
Guests: Janice DeCosmo, Robert Corbett, Helen Garrett, Emily Leggio, Tina Miller

Absent: **Faculty:** Robert Harrison, Peter Hoff, Dan Ratner, D. Shores, Thaisa Way, Daniel Enquobahrie
Ex-officio reps: Aaron Vetter, Robin Chin Roemer, Roy Taylor

Exhibits

Exhibit 1 – SyllabusGuidelines_revised_approved_040116
Exhibit 2 – Qs_admissions to colleges schools or majors_fcas_spring2016
Exhibit 3 – 1_applicationquestionscreenshot_fcas_spring2016
Exhibit 4 – 2_applicationsquestionscreenshot_fcas_spring2016

Syllabus Guidelines

A syllabus is required as part of the documentation submitted for review of all new course applications and of 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. Also, students depend on the information 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. Consequently, syllabi typically 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 types of assessments, including method (points, percentages, etc. for each type of assignment) and general criteria (participation, improvement, content correctness, etc.)
 - b. List of assignments with estimated due dates and scope
3. Course policies and values
 - a. Accommodation
 - b. Academic integrity
 - c. Inclusivity
 - d. Technology Protocol
 - e. Strategies for success

As the use of learning management systems to convey course information becomes more common, the syllabus may entail no longer be less one document than but rather a series of webpages, but the components of a complete syllabus should still be readily available to students.

In addition, two aspects of course assessment are important to consider—participation and extra credit.

Participation: While most instructors understand the need for explicit guidelines regarding how assignments, such as term papers, will be graded, the rubric for participation can be overlooked. Generally, students cannot be assessed for their behavior and attendance is considered a behavior (See Faculty Resource of Grading 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/>.

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 an extra credit opportunity cannot be feasibly completed by any student in a class, the instructor should offer an alternate but commensurate opportunity to that student.

Questions regarding admissions to colleges/schools or majors at the time of enrollment at UW:

1. Can UW Seattle students be evaluated for admission to major using criteria that categorize them based on residency or other categories?

Patricia Note: the answer to this question is "NO"!

2. When does an applicant become a UW Seattle student? Specifically,

A. Can freshman applicants, who seek admission to majors, such as direct freshman admission and direct to college admission, be assessed for admission to the major based on residency or other categories?

Patricia Note: we do use residency for admission to the University. But, the applicants to majors would only be considered for the major if they were already effectively admitted. But, may be "admitted" is not the same as "student".

B. In the case of competitive admission to majors, can transfer applicants be assessed for admission to majors based on residency or other categories?

Patricia Note: this is the same situation as 3A above, except that there's another layer of complication in that status as a Washington state community college student is used as a category. We favor Washington state community college transfer students over others.

3. In the case of competitive admission to majors, can transfer applicants, who are attempting to enter the University directly into a major, be assessed for admission to a major using different criteria than current UW students (who entered the University through any pathway, including previously transferring in from somewhere else)?

Patricia Note: some transfer students need to be admitted directly into the competitive major that they want if they are going to graduate in 2 years. This creates the potential for 2 types of applicants to these competitive majors: native UW students and transfer students. Further, it creates the possibility of having, or maybe needing, percentages/numbers of the final enrollment coming from each group.

5. If a student is offered admission to a major or college as a freshman applicant, are they allowed to defer admission to the major or college if they choose to attend a Washington state community college for their general education (first 2 years) and also meet all continuation requirements?

Patricia Note: financial, family, or other circumstances can require that students, who are otherwise qualified for admission at and enrollment in UW, attend a Washington state college. Parents and prospective students hear messages from agencies outside of UW that attendance at Washington state colleges is a reasonable option for the first two years.

5. Will FCAS approve a proposal for direct to college admission that is done by Admissions that does not have specific admission criteria?

Patricia Note: we do not require specific criteria when departments (= faculty) do admissions to majors, because it is a faculty driven process. The general criteria are established, e.g. courses taken, scores/grades obtained, review of writing samples, etc., but we don't ask for specific values. In other words, a department might use a minimum grade of 2.5 for particular course in this admission to major cycle, but next cycle the minimum grade might be 2.7 or 2.4, depending on any number of things. Would the same approach be acceptable for Admissions to use?

Given the complexity of this question, I propose that the Subcommittee on Admissions and Graduation and the Subcommittee on Academic Programs discuss this question in their regularly scheduled subcommittee meetings and each brings a answer to FCAS at the next meeting.

Major or Area of Interest

 Your choice of a major or area of interest does not affect your admission to the UW. We ask these questions primarily to connect you with programs, people, events and information.
 MJ-1: If you have a strong interest in a particular major at this time, we encourage you to indicate it in the "intended major" section. You will be considered for direct entry to this major if the program permits freshman enrollment. If not eligible for the major at this time, you will be considered for admission to the university as a pre-major.
 MJ-2: Optional. If you are open to receiving communications about another area of interest, you may list it here.

MJ-1. What is your intended major or area of interest? 

Choosing a Major

To assist UW advisers, we encourage you to indicate the major (for example, computer science, English, psychology) or subject area (for example, Pre-Biological & Environmental Sciences) that interests you. If you initially enroll with this major or area of interest, you will be able to change to another major, area of interest, or even an undeclared option after you enroll at the UW.

[Click to hide.](#)

(Choose a pre-major option if undecided)

[Click Here to Choose Major](#)

Major:

Asian Languages & Literature (Japanese)*

MJ-2. Optional. Another Area of Interest 

(If you have another area of interest, please indicate it here.)

[Click Here to Choose Another Area of Interest](#)

Another Area of Interest:

Major

MJ-1. First-Choice Major

[Click Here to Choose Major](#)

First-Choice Major:

Industrial & Systems Engineering**

Clear Field

If admitted, you will only be assigned to one major. If you choose a highly selective major as your first-choice major, you will be given the option of selecting a second-choice major, but you will be considered for a second-choice major only if you are not admitted to your first-choice major. A second major will NOT be an option if you are applying to Arts & Science (except Computer Science) and Education majors.

First-Choice Major Departmental Application

- In addition to this University application, I am/will be submitting a separate departmental application for the quarter I selected in question Q-1 above.
- I am not applying directly to this major for the quarter I selected in question Q-1 above. I will be submitting a separate departmental application for a future quarter, after enrolling at the University.

MJ-2. Second-Choice Major

[Click Here to Choose Second-Choice Major](#)

Second-Choice Major:

Clear Field

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