

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

March 18th, 2016
1:30pm – 3:00pm
Gerberding 26

Meeting Synopsis:

1. Call to order
 2. Review of the minutes from March 4th, 2016
 3. SCAP report
 4. Syllabus Guidelines
 5. Tweak to Class C resolution on holistic review for majors
 6. Chair's report
 7. Good of the order
 8. 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 4th, 2016

The minutes from March 4th, 2016 were approved as amended.

3) SCAP report

Old Non-Routine Business

#1 - Engineering

Kramer explained the Engineering proposal to establish direct-to-college freshman admission was discussed in SCAP but SCAP is waiting for Engineering's response to their initial round of questions. Kramer explained the Subcommittee on Admissions and Graduation (SCAG) has also submitted its questions on the proposal.

The request is held by SCAP.

#2 - Physics

Kramer explained Physics is seeking to establish a competitive admissions process for all options within the B.S degree in Physics. She explained SCAP understood the rationale behind the department's proposed "transcript-based" admissions process but requested that they consider a minimum requirements admissions process with a continuation policy. The department did not agree to the continuation policy, and SCAP has asked the Office of the Registrar to work with the department on the request.

The request is held by SCAP.

#3 - Information School

The request is to add an option in Data Science to their options within the Informatics major.

Kramer explained tri-campus review returned a comment noting an issue with Statistics 293 listed in the adjoining 1503. After further review, it was found this course need to be removed from the document. Kramer explained the department will respond to the concern, and the request will be forwarded to FCAS thereafter for a vote.

The request was held.

#4 -Applied and Computational Mathematical Sciences

The request is for revised requirements for the Data Science and Statistics option within the B.S degree in Applied and Computational Mathematical Sciences.

Kramer explained there were no comments from tri-campus review. No discussion ensued.

The council approved the request by a majority vote.

New Non-Routine Business

#1 – Materials Science and Engineering

Kramer explained the department desired a new continuation policy for the B.S in Materials Science and Engineering degree (including the Nanoscience and Molecular Engineering option) and the minor in Materials Science and Engineering.

Kramer noted the department requested to include a minor in their continuation policy even though the minor is not competitive. SCAP requested the Office of the Registrar follow up with the Department regarding this.

The request is held.

#2 – Music

Kramer explained the School of Music proposed a B.A in Music Technology as a competitive major. All of the school's other programs are competitive and performance-based (audition required for admission). SCAP voted to deny the request, and a note was sent to Kevin Mihata with the rationale. Kramer explained SCAP was not opposed to minimum requirements for the major, only the competitive beginning of it. Kramer reported that Mihata indicated that he would have a conversation with the department. Their basis for the competitive designation is that all of their other majors are competitive. SCAP felt because the proposed major is not performance-based like the others, there is not sufficient justification for the competitive designation.

#3 – Early Childhood and Family Studies

ECFS is requesting to remove foreign language from the general education requirements for the B.A. degree in Early Childhood and Family Studies.

Kramer explained the request was denied by SCAP and she had sent a note to Kevin Mihata and Mike Shapiro noting that this is an opportunity for the UW to develop a robust online language program, which would benefit students who typically have trouble obtaining their language requirements.

New Routine Business

#1 – Early Childhood and Family Studies

ECFS is requesting a course prefix change to reflect revised course content and is requesting to update the catalog language to match. Kramer explained SCAP approved the request, but the UW Curriculum Committee (UWCC) has requested a syllabus so the course has not been approved yet. The request will likely return in the spring, she noted.

Held Business

#1 - College of education

The College of Education has requested a B.A. degree in Education, Communities, and Organizations, which is to be competitive. Kramer explained the School of social work noted overlap is present between their own programs and the proposed major; however, Social Work does not object to the new major. Kramer noted this is a major requiring a great deal of community outreach and other outside activity, and there is a question whether sufficient discussion regarding the internships has occurred among the many units requiring service learning and internships.

The request is held.

4) Syllabus Guidelines

Kramer explained the FCAS Syllabus Guidelines have been revised and she is seeking council feedback (Exhibit 1). She noted that information on offering extra credit has been added, as one revision. Kramer asked for any feedback from members. It was noted the added extra credit information seems reasonable. It was noted that if a syllabus does not state any information on the offering of extra credit, then extra credit should not be offered for the course (given the wording of the section).

Janssen noted he has a problem with each course assignment requiring a description in the syllabus before the course has begun (as stated in Item 2). He explained new or revised assignments are often offered after a course has begun. A member agreed and noted courses may also change given current events and other factors.

After further discussion, Item 2 of the document was revised to include the word “types” (of assignments), so the assignments themselves do not have to be thoroughly defined. The language “see current recommendations” was also added and agreed to. It was clarified that the guidelines only apply to undergraduate course syllabi.

Kramer noted she would make the changes to the document and return it for review in a future meeting.

5) Tweak to Class C resolution on holistic review for majors

Kramer noted she attended a meeting of the Faculty Council on Multicultural Affairs and the Faculty Council on Women in Academia (currently meeting together in joint-meetings), where the FCAS Class C resolution on holistic review was slightly altered. She explained the revisions to the council, which were small.

After brief discussion, the revised Class C resolution was approved as amended.

Kramer explained the resolution will now be forwarded to the Senate Executive Committee.

6) Chair's report

Concerns over late review by FCTCP and tri-campus

Kramer explained a concern has surfaced that the university curriculum review process does not give enough time for tri-campus review to respond to concerns over curriculum requests, and that the review occurs too late in the process to be useful or constructive. After some discussion, it was noted Corbett would speak with Faculty Senate vice Chair Zoe Barsness regarding the concerns.

FCAS report on ABB

Kramer noted she was recently assured that the FCAS report on Activity-based Budgeting (ABB) (published fall quarter 2015) has been put to good use and is being reviewed by the campus community. She noted she had offered that the council is willing to respond to any questions relating to the report if any should arise. Kramer explained it is apparent that the tensions over content ownership and course overlap are becoming more commonplace, not less, given the curriculum proposals coming to SCAP for review as well as courses coming to the UW Curriculum Committee. She gave an example of this to members. After questions, Kramer explained the FCAS process for arbitration of course overlap issues between units, which largely includes units working with each other to create a solution (with FCAS as the ultimate arbiter if a resolution cannot be found).

7) Good of the order

Brock explained President Cauce recently forwarded a message to the university community concerning inclusiveness and the duty of the UW to serve disadvantaged Washington students. He explained the increasingly common phenomena of majors moving to competitive admissions serves as an example of how the UW is not serving disadvantaged students, as many are turned down for admission to these majors despite prior achievements and meeting all listed requirements.

Kramer noted she asked faculty senate leadership to consider developing a taskforce on admission requirements for all units, in an effort to coordinate a faculty led discussion of competitive majors. It was noted any faculty effort with this aim should consult with Enrollment Management.

It was noted FCAS member Thaisa Way was recently voted in as the newest faculty senate vice chair.

8) Adjourn

Kramer adjourned the meeting at 2:50 p.m.

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

Present: **Faculty:** Phil Brock, Don Janssen, Patricia Kramer (chair), Dan Ratner, Daniel Enquobahrie, Champak Chatterjee
Ex-officio reps: LeAnne Jones Wiles, Robin Chin Roemer, Mel Wensel
President's designee: Philip Ballinger
Guests: Helen Garrett, Robert Corbett, Janice DeCosmo, Emily Leggio, Tina Miller

Absent: **Faculty:** Mark Johnson, Robert Harrison, Peter Hoff, D. Shores, Sarah Stroup, Thaisa Way
Ex-officio reps: Aaron Vetter, Roy Taylor

Exhibits

Exhibit 1 - SyllabusGuidelines_fcas_winter2016.pdf

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.

Subcommittee on Admissions and Programs (SCAP) Report

1:30-3:00 p.m., March 11, 2016, Gerberding 026

Old Non-Routine Business:

Engineering- ([ENGR-20160209](#)) Establishing direct-to-college freshman admission for all programs in the College of Engineering.

Background: The College of Engineering proposes to establish a direct-to-college admission pathway and process for freshmen. Freshmen would be admitted to the College of Engineering in a new undeclared status, and then place into an engineering major after completing freshman-level requirements. See proposal and rationale.

Action Taken 2/26/16: Some discussion ensued; no official comments at this time.

Action Taken 3/11/16: Some discussion ensued and it was concluded that more information is needed in order to better assess the proposal. Therefore, before continuing the discussion, it was requested that the Department answer the questions previously sent by the Subcommittee for Admissions and Graduation as well as those previously posed by Patricia Kramer (FCAS chair) and Sarah Stroup (SCAP chair).

Physics- ([PHYS-20160120](#)) Establishing a competitive admissions process for all options within the Bachelor of Science degree in Physics

Background: The Physics department proposes to institute competitive admission for all options within the Physics major. Proposal and rationale attached. Proposal includes two categories: “transcript-based”, for which students must complete all prerequisite courses at the UW within a limited time period prior to the application for admission; and “petition-based,” which would require students to have completed at least one prerequisite course at the UW (or strongly address this in a personal statement), as well as a personal statement and an interview not requested of the “transcript-based” admission applicants. The A&S Curriculum Committee approved the proposal, but recommends that Physics consider a “holistic” process instead.

Action taken 02/26/16: Hold. SCAP likes the transcript-based proposal as minimum requirement admission and suggests a strong continuation policy to ensure admitted students are committed to the major. SCAP is concerned with the prerequisite of UW only classes and has asked department to work with Registrar’s office and Undergraduate Academic Affairs on the proposal.

Update 03/08/16: Department is not interested in a compliance policy at this time; however, they have removed the prerequisite of UW only classes and instead would require students to be enrolled in a List 1 course at UW during the quarter in which their application is submitted. See Department’s reply included in the scan, as well as additional documents.

Action Taken 3/11/16: SCAP requested that the Office of the Registrar speak with the Department in order to help clarify SCAP’s concerns and suggestions.

Information School - ([INFO-20151117](#)) Option in Data Science within Bachelor of Science degree in Informatics.

Background: The Information School is asking to add an option in Data Science to their transcribed options within the Informatics major. Data Science is an emerging interdisciplinary field that works to extract knowledge or insight from data. Follows the same 4 course format of their existing options.

Action Taken: 11/20/2015 – Hold. SCAP is concerned this option is too restrictive and wants to know if the School plans on adding new courses and moving to an approved list, 4 of the following 6, etc model. Would students who only complete 3 of the 4 classes be allowed to graduate under the general “customized” option? Also they are revising catalog copy which need to be updated on the form.

Update: 11/30/2015 – The I School has asked to have the 1503 set aside until so all of the Data Science 1503’s across the campus can be submitted at the same time.

Update: 12/10/2015 – The I School has asked to move forward on the 1503.

Action Taken: 01/15/16 – Hold. SCAP would like further clarification on how and when the courses will be offered due to the restrictive nature of the option. Also requesting sign-off on the 1503 from ACMS.

Update: 01/26/16 – ACMS sign off received. Department has included information about when the courses will be offered, and a list of substitute courses students could have approved should there be difficulties with option completion. Catalog information layout has also been updated by department.

Action Taken: 01/29/16 – Approve and forward to FCAS.

Update: 03/09/16 – Posted for Tri- Campus Review, one comment.

Action Taken 3/11/16: SCAP requested department respond to the issue raised during Tri-Campus Review regarding STAT 293.

Update: 3/15/16: The Department confirmed that STAT 293 should be removed.

Applied and Computational Mathematical Sciences- ([ACMS-20151207](#)) Revised requirements for the Data Science and Statistics option within the Bachelor of Science degree in Applied and Computational Mathematical Sciences.

Background: The department is proposing to change the current option in Statistics to an option in Data Science and Statistics, with updated requirements. See attached rationale.

Action Taken 01/15/2016: Hold. Clarification needed regarding whether this is an expansion of the Statistics option into a Data Science and Statistics option, or whether they will be ending the Statistics minor (RCEP needed). If the former SCAP also requests information about how the “old” option fits with the new. Also requesting sign-off on the 1503 from Informatics.

Update: 01/26/16: Informatics sign off received. Department has clarified that this is an expansion of the Statistics option, not a replacement, and provided information about how a student interested in the “old” option could follow that path under the “new” option. Tina reformatted old and new catalog descriptions for easier comparison.

Action Taken: 01/29/16: Approve and forward to FCAS.

Update: 03/09/16: Posted for Tri- Campus Review, no comments.

Action Taken: 3/11/16: Approve and forward to FCAS.

New Non-Routine Business:

Materials Science and Engineering- ([MSE-20160126](#)) New continuation policy for the Bachelor of Science in Materials Science and Engineering degree (including the Nanoscience and Molecular Engineering option) and the minor in Materials Science and Engineering.

Background: The Material Science and Engineering Department proposes a new continuation policy. See proposal and rationale.

Action Taken 3/11/16: SCAP requested Office of the Registrar follow up with the Department regarding their intent to include minor in continuation policy. FCAS policy pertaining to minors will be referenced.

Music- ([MUSIC-20151215](#)) New program in Music Technology leading into Bachelor of Arts in Music degree.

Background: The School of Music proposes a new program in Music Technology intended for students who wish to gain general proficiency in music within the context of a liberal arts education. Students would be admitted under a competitive admission model, based on grades and an online survey.

Action Taken 2/24/16: UW Registrar's Office contacted the Department to discuss moving into minimum requirement model; however, competitive admission was preferred. See response attached.

Action Taken 3/11/16: SCAP voted to not approve this proposal since this major, unlike other Music majors, is not performance based and thus should not be approved for competitive admission.

Early Childhood & Family Studies- ([ECFS-20151214](#)) Updated general education requirements for the Bachelor of Arts degree in Early Childhood and Family Studies (onsite and online).

Background: The Early Childhood & Family Studies Department is requesting to remove foreign language from the general education requirements for the Bachelor of Arts degree in Early Childhood and Family Studies. Students are already required to have foreign language study as part of UW admission requirements, and the department believes the additional language requirement results in a barrier for students to complete degree. See proposal and rationale.

Action Taken 3/11/16: SCAP voted to not approve this proposal. A committee member noted that the problem in requiring foreign language might likely be due to the lack of availability of online foreign language course offering for online degree seeking students. Patricia Kramer (FCAS chair) mentioned she would contact appropriate parties to discuss strategies to increase online foreign language course offering.

New Routine Business:

Early Childhood & Family Studies- ([ECFS-20160209](#)) Updated requirements for the Bachelor of Arts degree in Early Childhood and Family Studies.

Background: The Early Childhood & Family Studies Department is requesting a course prefix change from EDSPE 419 to ECFS 419 to reflect revised course content and purpose, and is requesting to update the catalog language to match. See proposal and rationale.

Note: Request to change course prefix has been made and will be reviewed by UWCR on 03/15/2016.

Action Taken 3/11/16: Approved pending UWCC course change approval.

Update 3/15/2016: UWCC requested syllabus, course change pending.

Held Business:

Construction Management - ([CM-20150901](#)) Minor in Construction Management

Background: The Construction Management department wants to establish a minor in that would be available to a very limited population of students. See email from chair of department.

Action Taken: 11/20/2015 – Hold. SCAP likes the minor but it is too restrictive. They need to find a way to open it up to other majors besides CEE or make it an option.

Update: CM is in discussions with CEE and will reply to SCAP's comments in January.

Update: 01/13/16, 01/26/16, 02/09/16, 2/23/16, 3/11/16: no response yet

School of Environmental and Forest Sciences - ([ESRM-20160127](#)) Option name change from Landscape Ecology and Conservation (LEC) to Natural Resource and Environmental Management (NREM).

Background: The School of Environmental and Forest Sciences forgot to request this option name change on their last option revision. Change is requested to reflect the recent curricular changes in the option (Aut 2015), and to allow the School to seek NREM option accreditation from the Society of American Foresters.

Action Taken 02/12/16: Held. SCAP would like the program to outline the referenced curricular changes for the committee as part of the request.

Update 02/23/16, 03/08/16, 3/11/16 : department response enroute.

Department of English- ([ENGL-20160107](#)) Minor in Writing.

Background: The English department wants to establish a minor in Writing, designed to provide a concentrated study of and practice in writing.

Action Taken 02/12/16: Held. SCAP has concerns that there is an overall lack of cohesion in the proposed requirements in regard to a focus on writing (as opposed to non-writing courses). There are also questions regarding the frequency at which some of the listed courses are offered, and the demand for the minor.

Update 02/23/16, 3/11/16: departmental response enroute.

Department of English- ([ENGL-20160115](#)) Revised admission and program requirements for the Bachelor of Arts degree in English.

Background: The English department would like to eliminate the writing link course (ENGL 297) currently required to be taken with the gateway lecture course (ENGL 202) for admission. There are accompanying changes in the number of elective credits required for the degree (to keep the total

required credits at 60), and a reduction in the number of 200-level courses allowed toward the degree (to keep the number of 200-level electives permitted constant with the current version).

Action Taken 02/12/16: Held. SCAP would like more information regarding how the writing experience/assessment currently offered by 297 would be accounted for if the course is eliminated as a prerequisite.

Update 02/23/16, 03/08/16, 3/11/16 : departmental response enroute.

Asian Languages and Literature - ([ASIAN-20151119](#)) 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.

Background: The department is renumbering its first-, second-, and third-year language courses to be consistent with current practices, and needs to update the requirements listed accordingly. They are also increasing the required language credits for the major by 6, and reducing the South Asian Humanities and Social Sciences credits required by 5, increasing the total credits required for the major from 69 to 70.

Action Taken 02/12/16: Held. SCAP requests that the department include a rationale for the proposed decrease in required South Asian Humanities and Social Sciences credits, and increase in required Language credits.

Update 02/23/16, 03/08/16, 3/11/16 : no response.

College of Education - ([EDUC-20151103](#)) Bachelor of Arts degree in Education, Communities, and Organizations

Background: The College of Education is proposing a new undergraduate degree similar to ECFS in that it is not a certificated teacher preparation program, but focused on educating students interested in working with K-16 populations in traditional classrooms (para-educators), afterschool programs, youth-serving organizations, health clinics, and a range of professional environments serving adult learners.

Action Taken: 11/20/2015 – Hold. SCAP wants to avoid another competitive major – wants the College to set minimum admission requirements and try to request additional resources if they surpass 65 students per year in the major. What higher education careers would this prepare students for? Look at admission requirements for native students vs transfer students.

Update: The College is discussing SCAP's comments and will reply in January.

Update: 01/12/16 -- See College's reply included in the scan, as well as additional documents.

Action Taken: 01/15/16 – Hold. SCAP still wants to avoid another competitive major. Request College re-consider minimum requirements admission.

Update: 01/26/16 -- College is requesting to launch the major with minimum admission, rather than competitive admission. See memo and updated requirements.

Action Taken: 01/29/16 – Approve and forward to FCAS.

Action taken 02/05/16: Returned to SCAP from FCAS. FCAS noted that while the minimum admission requirements stated the student must have completed or be enrolled in EDUC 280, nowhere is it listed that the student must complete the course (e.g., it is not included in the major requirements). There was also concern regarding whether the subject area of the proposed major overlapped with the School of Social Work's Bachelor of Arts degree in Social Welfare. Department was emailed regarding these questions 2/8/16.

Update 2/9/16: No response yet from department.

Update 02/23/16: Department has updated requirements to account for completion of EDUC 280 and listed it in the major requirements per catalog custom, and has reached out to the School of Social Work. See updated material and memo dated 2/23/16.

Action Taken 2/26/16: Approve and forward to FCAS, contingent upon an official response from the School of Social Work indicating that they have no concerns.

Update 3/8/16, 3/11/16 : Waiting for Social Work official response.