

MINUTES
FACULTY SENATE MEETING
THURSDAY, MARCH 1, 2007
Gowen Hall, Room 301, 2:30 p.m.

1. Call to Order and Approval of Agenda.

Professor Gail Stygall, Chair of the Faculty Senate, called the meeting to order at 2:37 p.m. The agenda was approved. Professor Stygall reminded the senators to identify themselves by name and departmental affiliation when speaking.

2. Introductory Comments – Professor Gail Stygall, Chair, Faculty Senate.

“Good afternoon. Welcome to the second Faculty Senate meeting of the winter quarter. Today, after we hear our regular reports as well as a report from our Executive Vice President, Weldon Ihrig on the status of Sound Transit construction, we will continue with our legislative work. Last time we had a first reading on legislation related to TriCampus. After a first reading, legislation goes to the Advisory Committee on Faculty Code and Regulations. As you may note under Item 6 on the agenda, the “code cops” brought a substantive substitute amendment, making the legislation consistent with the rest of the chapter. Consequently, because comparisons between the two proposals are still under way, we have delayed the second reading of the TriCampus legislation until the next Senate meeting in April. Our Class A legislation for today comes to us from the Faculty Council on Faculty Affairs and this legislation changes the system for selecting a Secretary of the Faculty. The particular proposal brought by Faculty Affairs is quite similar to the selection process in the Cal system. Jan Sjøvik will present information on this legislation. Our Class B legislation for the day comes to us from the Faculty Council on Educational Outreach and this legislation removes the distance learning marker on student transcripts for students who are enrolled in courses in which 50% or more of the instruction takes place on line. Bill Erdly will present information on this legislation.

“Before we turn to our reports and our business, I want to make a few remarks on the issue of faculty salaries. As you know, I have sent out two messages to the voting faculty, one outlining the current budget proposal from the Governor, the other outlining different components of our long-term salary problems. The responses, as you might imagine, have been something like turning over a rock. We have heard from faculty who worry that the A/B salary plan confirms and makes permanent the inadequate state support for departments and programs that are able to secure grants and contracts. We have heard from lecturers who believe that some effort should be made for equitable salary treatment for long term lecturers. We have heard from research faculty who want to continue teaching in their programs and working with graduate students in spite of the recent federal efforts to bar all activity for research faculty but work on their federal grants and contracts. We have even heard from chairs who bemoan the fact that the chair’s stipend in at least one college hasn’t increased in more than a decade. But the primary concerns of faculty involve compression, units, and merit. One of my surprises in these responses was that south campus was also experiencing below market pay, even when faculty were recruited in, and experienced compression after they arrive. The morale problems associated with all three of these factors—compression, units and market, and merit—are considerable. Most of these problems can be said to have been created by prior administrations that simply declined to pursue long-term planning to correct the salary inequities, worsening the overall problems. One year, we would address merit, the next year unit adjustments, and the next year across-the-board, none connected with the other or with a long term plan. Currently, we have a salary policy in Executive Order 64 in the Faculty Code that sets the order and process by which salary is distributed, starting with ordinary merit and promotions, salary floors, additional merit, unit adjustments, recruitment and retention and system-wide adjustments. The ordering is sensible, but once past the first three—ordinary merit, promotions, and salary floors, it has been difficult to actually fund the others, leaving us with continuing problems in significant parts of the university. In order to assess the faculty’s concerns about salary issues, we continue to invite your responses to the original emails. We are also planning an open meeting on faculty salaries on April 3, 2007, at 3:30 pm in Johnson 102 and we invite you and your colleagues to attend and engage in this discussion.

“Past administrations seem to have taken their cue from the Washington state legislature’s insistence that they cannot commit a future legislature to funding obligations made by the prior legislatures and simply not planned out beyond a single biennium. But the university is not the legislature and is capable of planning better than the legislature. With this administration, this president and this provost, and this Board of Regents, it may be possible to plan beyond the moment. We invite you to participate in setting the issues, encouraging your colleagues to participate, through email or through attending the planned meeting on April 3rd .

“At the Faculty Senate’s next meeting, we will discuss the salary issues and we will also consider legislation that will substantially amend the Student Code of Conduct.”

3. Report of the President / Opportunity for Questions – President Mark A. Emmert.

The President affirmed the Chair’s remarks on faculty salaries, mentioning that there are similar problems with staff salaries – driven by many of the same dynamics driving faculty salaries. All this is related to the vagaries of legislative support and tuition-setting authority. He reported that they are working hard to change the framework of the legislature’s approach to funding the UW – setting funding levels commensurate with peer institutions on a per student basis as a target. Eighty-five percent of the UW’s budget is devoted to payroll. If the funding gap can be closed, the President feels the UW would be in a much better position to address shortfalls.

The Governor’s proposed budget comes much closer to meeting UW needs than has been the case for a number of years. Her plan for this biennium is seen as the first step of a plan that extends over three biennia to close the funding gap. Although the proposed House budget differs in some of the allocations, the bottom line is very close to the Governor’s.

The President feels that progress is being made in getting legislators to understand the relationship between tuition increases and state support. There seems to be a consensus that extending financial targets over a six-year period is a good way to do business – and there seems to be little resistance to the idea of long-term planning with regard to the funding of higher education.

The focus of UW’s legislative attention is now on the House appropriations and higher education committees and after that the focus will turn to the Senate.

The President also apprised Senators about plans being considered for establishing two more universities north of Seattle. The Senate is currently considering the possibility of establishing a seventh, free-standing university in Snohomish County. The second would be a branch campus, probably a branch of the UW, that would be built somewhere in Island or Skagit counties. No formal decision has been made on either, but the President feels that the worst solution would be establishing a seventh under-funded institution. Whatever is established, it must be something that will serve the purposes of the state and not detract from existing institutions, particularly UW Bothell. He promises to keep faculty posted as plans evolve.

He reported that he has spent the last few days in DC with the congressional delegation. Democrats are now in charge, but funding is scarce – including a half billion dollar cut in NIH funding. Patty Murray is hopeful that the current budget will not hold, but funds need to be found. The mood in DC is very serious and there’s no escaping talk of the Iraq war – the dominant issue of the day. But the delegation is very supportive of the UW. The President feels the UW will be fine – “not healthy, but fine.”

Other issues under discussion in Olympia include the 520 bridge plans and wrangling about the viaduct. More debate is anticipated.

The President asked if there were any questions. Stephen Hauschka, Biochemistry, referred to the possibility of Gates foundation contribution to the proposed Global Health Institute. When these huge donations materialize, when is it appropriate for administration to consult with faculty? Given the fact that many faculty learned about this contribution from the press, he wondered how faculty could be informed and consulted at an earlier stage of deliberations.

The President responded that there are interesting and delicate issues when dealing with donors. One has to be sensitive to inappropriate suggestions and gifts coming from individuals with whom the UW should not be affiliated. On the other hand, one wants to respect requests for privacy in negotiating large prospective contributions. If a gift were ever considered that would move the University in a significantly different direction, there clearly would be a need for debate within the faculty.

The Gates gift (still a proposal) seems to be consistent with the vision of the Department of Global Health, and associated deans, department chairs and faculty related to Global Health are involved in current discussions.

4. Report from the Senate Committee on Planning and Budgeting – Professor Ashley Emery, Committee Chair.

Emery began his remarks by reviewing the mandate and constitution of the Senate Committee on Planning and Budgeting and the University Budget Committee.

The SCPB advises the administration and informs the Faculty Senate on long-range planning, preparation of budgets, and distribution of funds, with a particular focus on faculty concerns. The Committee consults with the Executive Committee and the Senate on matters of policy.

There are twelve faculty members, including:

Ashley Emery,	Committee Chair & Immediate Past Chair, Faculty Senate
Gail Stygall,	Faculty Senate Chair
Daniel Luchtel,	Faculty Senate Vice Chair
David Lovell,	Faculty Legislative Representative
James W. Harrington,	Deputy Legislative Representative
Gerry F. Philipsen,	Secretary of the Faculty
John Bramhall,	Faculty at Large (Anesthesiology)
David Burgstahler,	Faculty at Large (Accounting)
James Gregory,	Faculty at Large (History)
Bradley Holt,	Faculty at Large (Chemical Engineering)
Marcia Killien,	Faculty at Large (Family & Child Nursing)
Sue Woods,	Faculty at Large (Nursing);

The Provost, the Vice Provost for Planning and Budgeting, and a representative of the Board of Deans:

Phyllis M. Wise,	Provost and Vice President for Academic Affairs
Gary Quarfoth,	Interim Vice Provost for Planning and Budgeting
Patricia W. Wahl,	Board of Deans Representative

One student member nominated jointly by the ASUW and GPSS:

Mike Leichner,	jointly appointed student representative
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And the Presidents of the ASUW and GPSS, who shall serve *ex officio* without vote:

Cullen White,	ASUW President
Kimberly Friese,	GPSS President

The University Budget Committee is established by the President of the University as an advisory group in preparing the University's biennial operating budget and capital budget requests for submission to the Board of Regents and then for subsequent submission to the Governor.

The Committee also advises the President concerning changes to the budget during the biennium, campus-wide capital planning, and related matters.

The Committee consists of:

- Provost, as chair of the Committee
- Vice Provost for Planning and Budgeting
- Dean of the Graduate School
- Dean of Undergraduate Education
- Executive Vice President
- Vice President for Medical Affairs and Dean of the School of Medicine
- Executive Director of Health Sciences Administration
- Dean of the College of Arts and Sciences
- Chancellors of UW Bothell and UW Tacoma
- Chair of the Board of Deans
- Chair of the Faculty Senate
- Vice Chair of the Faculty Senate
- Immediate Past Chair of the Faculty Senate
- Presidents of ASUW and GPSS

Emery then turned to Governor Gregoire's 2007-09 Budget and referred Senators to a website for the budget:

<http://www.washington.edu/about/staterel/budget.html>

Specifically, new general fund appropriations of \$77 million combined with \$33 million from the Education Legacy Trust Account and an estimated \$71 million in total net tuition revenue (assumes 7% per year) provides a total of **\$181 million** in increased operating budget resources for the UW in the 2007-09 biennium.

Operating Budget Highlights

Compensation: \$53.9 million in new state appropriations is provided for increased compensation. This amount includes funding to implement all negotiated collective bargaining agreements. In addition, funds are provided to insure at least at 3.2% and 2.0% cost of living adjustment over the next two years for faculty and other non-represented professional staff.

Enrollments: \$23.6 million is provided for 1,630 new enrollments during the next two academic years. This includes 500 new undergraduate enrollments on the Seattle campus (250 per year) for math, science, engineering and other high demand fields; 210 new graduate enrollments on the Seattle campus (105 per year); 480 new enrollments for the UW Tacoma campus (240 per year); and 440 new enrollments for the UW Bothell campus (220 per year).

Research: \$10.1 million is provided in new funding for research initiatives. This includes \$6.3 million for Department of Global Health; \$3.3 million to support operations and maintenance of the new Benjamin Hall Interdisciplinary Research Building; and \$500,000 to enhance the University technology transfer "gap fund" used to help commercialize research discoveries.

Current Operating Budget Status (Dollars in thousands)

	2005-2007	2007-2009	change
UW	701,578	874,916	24.7%
Governor	701,578	811,624	15.7%
House	701,578	818,628	16.7%

Instruction (2007-2009)

State Funds	Other	Total
469,148	513,392	982,540

5. Legislative Report – Professor David Lovell, Faculty Legislative Representative.

Professor Lovell reported that there is little to add to President Emmert's description of budget discussions. There is every reason to believe that the welcome level of funding requested in the Governor's budget will survive the legislative process, although some house democrats are pushing back against the "global challenge" framework as a way of setting benchmarks. Since the UW has spent the last year figuring out how to adapt this framework to its values, Lovell hopes that the UW won't have to start all over again and that this framework will be used to encourage the legislature to stick to a long-term plan for adequate higher education funding.

With respect to faculty representation in policy, which has occupied much of the UW's efforts, the fact that faculty at four out of the six public universities are unionized has changed the discussion. The unions put forward a bill to establish procedures for equitable pay and job security for part-time and contingent faculty; it contained many specific provisions that were unworkable at the UW and other B.A. institutions, and the UW expressed those concerns, but didn't oppose it outright since the principles behind it were endorsed. It has been amended to remove the UW from those provisions (and subsequently, was allowed to die), but the process raised questions

that need to be thought about collectively: what interests are being represented, and what is the relationship between faculty's status as employees and faculty's status as participants in academic governance?

Concerns about unions were among the objections that some legislators had to proposed legislation (SB6070), applying to all six public universities, to include a representative of the faculty senate as a full-fledged voting member of the Board of Regents. The Council of Presidents was not able to support this bill, but its opposition was open-minded and mild-mannered. JW Harrington, our deputy representative, has done a lot of work on this bill and will continue to lead this effort over the next year: listening to concerns, crafting amendments as needed, and working with various stakeholders to get as much support as possible before the next session, when the bill can be revived.

6. Summary of Executive Committee Actions and Upcoming Issues and Actions of February 12, 2007.
 - a. The minutes of the January 8, 2007 SEC meeting and the January 25, 2007 Faculty Senate meeting were approved.
 - b. A Review Committee is being created for the proposed reorganization and elimination of the Department of Pathobiology.
 - c. Elizabeth Cherry, Executive Director, Risk Management, presented a report on the issue of seatbelts in UW shuttle vehicles (information attached as **{Exhibit A}**).
 - d. Final consideration of the Class A Legislation proposing changes to clarify the definition of a campus and distinguish campuses from schools and colleges was tabled until the April 9 SEC meeting. Because there was a substantive substitute amendment proposed by the Advisory Committee on *Faculty Code* and Regulations, the group felt more time was needed to review the change.

7. Announcements.

There were no announcements.

8. Requests for Information.

Sound Transit Update: Weldon E. Ihrig, Executive Vice President.

EVP Weldon Ihrig referred Senators to the handouts they had been given at the check-in desk. He began with a status report on negotiations with Sound Transit. Link Light Rail presents an even greater opportunity to connect the greater Seattle community without single occupancy vehicles. Since the mid 1980s the University has had a policy of not allowing for additional parking spaces, and that has been the guiding idea behind the UW's participation in negotiations with Sound Transit.

Referring to the Guiding Principles (presented to the Board of Regents, February 20, 2002) he highlighted the key UW concern as being the second principle – “Sound Transit's commitment and funding to extend the northern portal beyond the University District is necessary to minimize further congestion in the area.” The University of Washington does not have the space to become a transit hub, which it would become if the line were to end at the stadium.

The UW has been in alignment negotiations since 1998 – and these negotiations are on-going while adequate mitigation is determined for all functions at the University of Washington that will be affected by the construction and operation of Sound Transit. In 1998 an alignment going north of 15th Ave NE – 20 stories underground – was abandoned because it was prohibitively expensive. The next alignment studied crossed under the Montlake Bridge and headed north underneath Rainier Vista. This alignment was the focus of much faculty discussion about the impact of electromagnetic interference and vibration on teaching and research at the UW, particularly along the “research corridor” that includes Bagley Hall and the EE/CSE Building. Faculty worked together to determine thresholds for levels of both EMI and vibration. Due to the isolation of the research corridor, it is unusually free of both EMI and vibration, being relatively far away from sources of traffic and other factors leading to increased levels of EMI and vibration. The current alignment under consideration also crosses under the Montlake Bridge, but takes a route to the east of the research corridor.

Ihrig reported that negotiations are about 90% complete, with issues such as who is responsible for hazardous materials removal and possible archeological finds – as well as a figure for overall mitigation – yet to be worked out. Once construction begins (possibly as early as August 2008) it will go on for six years and will be very disruptive during that time. The surface of the Triangle Parking Garage will probably be used for parking during construction.

The Memorandum of Agreement states that Sound Transit cannot begin operating trains until they demonstrate that the trains have met thresholds for EMI and vibration.

Other elements of current negotiations include setting a price on damages on Sound Transit's part if they do not maintain trains so that they continue meeting thresholds – using monitoring equipment that continuously records vibration and EMI levels. Sound Transit needs to have significant monetary incentive to keep their equipment running as designed. If Sound Transit cannot keep EMI and vibration levels within the established thresholds, they will need to relocate faculty and researchers into facilities where those thresholds are met.

In response to a question from Bruce Balick, Astronomy, concerning the vibration caused by trucks hauling spoils from the tunnel (one every five minutes, around the clock for six years) Ihrig responded that all aspects of construction-caused vibration and EMI had been studied along with operational causes. In addition to controlling those aspects of construction, Sound Transit will need to find ways to preserve appropriate access to the Medical Center and to the stadium on game days and for events such as commencement.

9. Nominations and Appointments.

There were no nominations.

10. Memorial Resolution – Professor Dan Luchtel, Vice Chair of the Senate

BE IT RESOLVED that the minutes of this meeting record the sorrow of the entire faculty upon its loss by death of these friends and colleagues:

Research Associate Professor William C. Acker of Electrical Engineering who died on February 8, 2007 after having served the University since 1979.

Professor Emeritus Robert A. Anderson of Education who died on February 11, 2007 after having served the University since 1965.

Lecturer Irwin Samuel Caplan of Art who died on February 22, 2007 after having served the University since 1958.

Clinical Professor John Hamilton Dawson of Surgery who died on February 7, 2007 after having served the University since 1985.

Professor Bruce Collins Gilliland of Medicine and Laboratory Medicine who died on February 17, 2007 after having served the University since 1975.

Professor Emeritus Robert W. Seabloom of Civil Engineering who died on February 12, 2007 after having served the University since 1954.

Professor Emeritus David R. Stadler of Genetics who died on February 9, 2007 after having served the University since 1956.

Assistant Professor Scott Swaner of Asian Languages and Literature who died on December 20, 2006 after having served the University since 2003.

Clinical Professor Charles Carroll Swoope of Dentistry who died on February 13, 2007 after having served the University since 1967.

Professor Emeritus Gary J Tucker of Psychiatry and Behavioral Sciences who died on December 6, 2006 after having served the University since 1985.

Professor Emeritus Albert Lincoln Washburn of Geological Sciences who died on January 30, 2007 after having served the University since 1966.

BE IT FURTHER RESOLVED, that the senate chair be directed to communicate to the immediate survivors the action taken, together with the condolences and sympathy of the faculty.

The Senate was invited to approve the resolution by a standing vote.

11. Unfinished Business.

There was no unfinished business

12. New Business.

a. Class A Legislation – First Consideration. {Exhibit B}

Jan Sjåvik, Chair, Faculty Council on Faculty Affairs.

Title: Proposed Changes concerning the system for designating the Secretary of the Faculty.

Action: Conduct first review of proposal to submit this legislation amending the *Faculty Code* to the Faculty for approval or rejection.

Chair Gail Stygall explained that the Faculty Senate considers Class A legislation twice. Legislation may be amended only during this first consideration. At the second consideration the Senate is limited to an "up or down" vote on legislation -- which may have been amended by the Senate Executive Committee between Senate considerations in response to requests made by either the President and/or the Advisory Committee on *Faculty Code* and Regulations. Before making amendments, she asked that Senators remember that all legislation comes before the Senate after considerable thought and review by their colleagues on Senate Councils and Committees.

Faculty Senate Vice Chair Dan Luchtel presented the motion: On behalf of the Senate Executive Committee, I move that the Faculty Senate submit to the faculty for vote Class A legislation amending the *University Handbook*, Volume Two, Part 2, Chapter 22, Section 22-56 attached as Exhibit B to the agenda.

Jan Sjåvik, Chair of the Faculty Council on Faculty Affairs told the Senate that the Council had been asked to re-consider the Faculty Code process for selecting the best person available to serve as Secretary of the Faculty. The Code currently mandates that President appoint the Secretary of the Faculty, but it now seems opportune for the Faculty to elect the Secretary of the Faculty, as is the case in most other Universities. The legislation drafted by the Faculty Council on Faculty Affairs and appended to the agenda recommends that this election take place within the Senate Executive Committee, with confirmation required by the Senate. Hearing no questions from the floor, the chair asked for the vote, and the motion was approved.

b. Class B Legislation. {Exhibit C}

Bill Erdly, member, Faculty Council on Educational Outreach.

Title: Proposed changes related to the DL course designator.

Action: Conduct a review of a proposal to submit this legislation amending the *University Handbook* to the faculty in a Class B Bulletin.

Senate Chair Stygall explained that Class B legislation changes non- *Faculty Code* sections of the *University Handbook*. After review by the Senate Executive Committee, the Faculty Senate considers Class B legislation once and then sends it to the university president for review. Within ten days of approval of the action by the president, the Class B legislation is duplicated in a *Class B Bulletin* and sent by the Secretary to each member of the faculty. The legislation becomes effective if there are no objections within 21 days of its publication. To be effective, the objections must constitute five percent or more of the voting members of the faculty, or by two-thirds of the eligible voting faculty at either UW Bothell or UW Tacoma.

Vice Chair Dan Luchtel introduced the motion: On behalf of the Senate Executive Committee, I move that the Faculty Senate submit to the faculty in a Class B Bulletin, the Class B Legislation amending the *University Handbook* attached as Exhibit C to the agenda.

Bill Erdly, Chair Pro-Tem of the Faculty Council on Education Outreach (FCEO) told Senators that this is a proposal to remove distance learning (DL) course designators from official undergraduate transcripts. A DL designated course is one that has been identified by a unit or faculty member as a DL course because it entails more than 50% of instruction through remote/electronic means. A DL Course undergoes the same curricular review as any course on campus, plus an extra level of review for approval as a DL course.

DL courses are evaluated by the same processes (e.g., student reviews, internal program reviews) as on-site courses. In addition, DL courses undergo an additional evaluation about the effectiveness of distance delivery method(s).

Any member of the faculty can teach a DL course. Over 60% of instructors teaching a DL course are full-time faculty, and any individual who teaches a DL or classroom-based course has to be approved by the unit.

The issue being addressed by FCEO is that DL courses are currently designated on official UW transcripts, yet the DL designator may cause unnecessary concern and/or confusion. Transcribing the DL designator has little, if no, external purpose. The Council proposes removing the DL designator for the following reasons:

- Most other peer institutions do not make a distinction between classroom-based and DL courses (based on a survey of 60+ comparable universities).
- Studies indicate that there are no significant differences in student learning and student satisfaction between classroom-based and DL courses.
- It is now very difficult to distinguish between classroom courses and mediated instruction (web pages, blackboard, discussion boards) as faculty incorporate many different technologies and teaching strategies.
- A DL course format may be preferable for many topics; thus, the method of instruction should be selected based on pedagogical factors rather than concern about how external entities might judge a DL course.

Proposed changes to Volume Four, Part II of the University Handbook are:

- DL courses will no longer be specially designated on official UW undergraduate transcripts – remove the “DL” designator
- The requirement for the start and completion dates to appear on transcripts was never implemented and thus this stipulation should be eliminated (chapter 15, section 9f).

Everything else remains the same:

- DL courses will continue to require two levels of curricular review.
- DL courses will continue to be coded in the student database for State and UW reporting purposes.
- There will be no change to the residency requirements
- Cumulative GPA will continue to include DL courses.

In response to questions raised by Laurie George, English Department, Erdly replied using the following points:

- Students would always know when registering that they are taking a DL course.
- Success rates of DL courses compared to regular courses are widely varied and there is no consistent pattern.
- Sixty percent of full-time faculty may have taught a course (included in the faculty member's total work load).
- Erdly will convey George's concern that student could benefit from practicing more public speaking skills in class (which may not happen in DL courses).

In response to a question from Dan Luchtel, Environmental & Occupational Health Sciences, Erdly replied that of those teaching DL courses, 60% are full-time faculty.

The motion was approved by Faculty Senators present.

13. A motion to adjourn was seconded and approved at 3:52 p.m. by the Senators present.

PREPARED BY: Gerry Philipsen, Secretary of the Faculty

APPROVED BY: Gail Stygall, Chair, Faculty Senate

INFORMATION ITEM REGARDING SEATBELTS IN UW SHUTTLE VEHICLES
Presentation to the Executive Committee of the Faculty Senate, February 12, 2007

Office of Risk Management

Becky Bullock, Director, Risk Financing

Summary: There is little research evidence to support improved safety from installation of seatbelts in the UW Health Sciences shuttles. Installation of seatbelts would be outside the community norm for public transportation in Washington State and is not required by state or national regulations or guidelines. Installation/retrofitting and enforcement of seatbelts would be the UW's sole responsibility, and the UW could incur additional liability with little or unproven safety benefit.

Additional Information on Installation of Seat Belts in UW Shuttles

A. Safety Standards Regarding Seat Belts in Buses and Public Transportation

1. Bus construction provides more protection without seat belts than passenger vehicles:
 - Larger- high ground clearance
 - Heavier — lower vehicle-to-vehicle crash forces
 - Structure — different crash force distribution.
 - Bus compartments maximize passive crash protection through use of energy - absorbing seat back structure, padded seat backs and strong, closely spaced seats.
2. National Transportation Safety Board — 1999¹ study of total motorcoach crashes over a 29 year period:
 - The NTSB concluded that seatbelts would have prevented injury in only 22% of the 36 accidents in that 29 year period.
 - 71 % of fatalities were associated with rollover accidents. Rollover accidents typically occur when buses are traveling at high speeds, an unlikely scenario for Health Sciences buses.
 - Study concludes that there is no consensus internationally on best practices:
 - Equivocal results shown for lap belts and shoulder harnesses. Some studies show more harm from belts, particularly lap belts, given certain crash scenarios.
 - Australian restraint system mandated by law has not been tested to American crash standards.
 - European restraint standards are based on buses manufactured under different standards (less protection in compartment) than American buses.
3. Local standards:
 - Risk manager for the Washington State Transportation Insurance Pool (WSTIP - insures many public transit authorities in the state) confirms no state or federal regulatory requirements to provide belts in coaches or public transportation:
 - Recommends that retrofitting be considered a second choice to acquiring new buses with built-in restraint systems.
 - She sees more risk in her client pool from pedestrian-bus accidents and recommends UW focus efforts in this area.
 - Children's Hospital Shuttles
 - CHMC uses a bus built on a truck chassis, which is constructed more like a passenger vehicle, thus not as much protection as bus compartment construction.

¹ National Transportation Safety Board. 1999. Bus Crashworthiness Issue. Highway Special Investigation Report NTSB/SIR -99/04. Washington, D.C.

- These buses carry children routinely and need belts to secure child seats. They only use lap belts — cannot install shoulder harnesses.

B. Administrative Considerations

1. Driver enforcement:

- UW Police and WSTIP confirm that if a seat belt is installed, state law requires the passenger to wear it. The driver can be personally cited and receive a \$101 fine for passengers' failure to wear seatbelts.
- Drivers' authority to enforce rules would need to be strengthened to ensure seatbelts are used.

2. Bus capacity – *Information provided by UW Facilities Management:*

- Seat belts are designed to be most effective in forward-facing seats. Reconfiguring the buses to eliminate side seats, while maintaining wheelchair accessibility, would decrease the number of seats available to approximately 18 - 20 (versus 30 seats now, plus standing room for 10 people).
- Standing passengers would probably not be allowed, given seatbelt regulations.

3. Retrofitting - Information provided by UW Facilities Management:

- Current bus seating could only be retrofitted with lap belts. Installing shoulder harnesses would require replacing all seating, due to lack of anchoring areas on bus walls.
- Bus manufacturers would not install or extend warranty to seatbelt installations; therefore UW would retain all liability for installation risk.

Proposed Handbook Changes for Designating the Secretary of the Faculty

Changes to Volume Two, Part 2, Chapter 22, Section 22-56

Section 22-56. The Secretary of the Faculty

- A. ~~The Secretary of the Faculty shall be a member of the faculty with tenure. The term of service shall normally be five years. He or she shall be appointed by the President from a list of not less than three nominees submitted by the elected members of the Executive Committee. The secretary shall serve at the pleasure of the President.~~
- B. The Secretary of the Faculty shall be elected by a majority vote of the Senate Executive Committee and confirmed by a majority vote of the Senate. The Chair of the Senate shall publish the name of the individual elected by the Senate Executive Committee in the agenda of the Senate meeting in which confirmation is sought.
- C. If the position of the Secretary of the Faculty falls vacant, a committee consisting of the Senate Chair, Vice-Chair, and immediate past Senate Chair shall appoint a temporary Secretary of the Faculty, pending a prompt election and confirmation process for a permanent successor.
- D. ~~B.~~ The Secretary of the Faculty shall keep the minutes and the records of the Senate.
- E. ~~C.~~ The Secretary of the Faculty shall administer the Office of University Committees. He or she shall also maintain a file of council and committee rosters and provide the Executive Committee with lists of nominees for council and committee appointments.
- F. ~~D.~~ The Secretary of the Faculty shall perform the additional duties prescribed in ~~this Chapter~~ the Faculty Code.

S-A 29, June 8, 1964: with Presidential approval.

Rationale: In the current system for designating the Secretary of the Faculty, a faculty committee provides a list of three nominees from which the President chooses one. It is desirable to replace this procedure with one in which the Secretary is chosen by representatives of the faculty.

While the Secretary could, in principle, be chosen in several different ways, the Senate Executive Committee seems to be the most appropriate body in which to vest this power. Comprised of the President of the University, the officers of the Senate, the group representatives, the council chairs, and representatives of the Bothell and Tacoma campuses, its members have a broad understanding of the role of the Secretary of the Faculty and are well prepared to make an appropriate choice. As the Faculty Senate is given the power to confirm this choice, it retains ultimate control of the process.

**Proposed Handbook Changes Related to the DL Course Designator
Volume Four, General Information and Selected Rules and Policies
Part III, Scholastic Regulations**

Chapter 2, Sections 1 & 7;
Chapter 7, Section 1;
Chapter 9, Section 3;
Chapter 11, Section 1;
Chapter 13, Section 3;
Chapter 14, Sections 1, 2, 4;
Chapter 15, Section 1

History:

In Spring 2000, the Faculty Councils on Academic Standards and Educational Outreach agreed to form a joint task force to consider changes in UW policy toward distance-learning courses offered at the University of Washington. The effort followed the refusal of both councils to endorse recommendations of an ad hoc committee that would have ended all undergraduate residence requirements, ended transcript distinctions between distance and classroom courses, and included all distance-learning courses in undergraduate grade point averages.

The Task Force recommendations result from meetings that began in October, review of policies at peer institutions, and numerous responses from faculty offered in writing and in a public hearing. These proposals were further refined in discussion with administration and Faculty Senate leadership in spring and summer 2001. The changes were reviewed and approved according to Class B legislation processes. Changes were made in the University Handbook.

In 2004 and 2005, FCEO was asked to review these changes as distance learning is becoming more pervasive and accepted as standard practice within UWEO and academic units in general.

Proposed New Legislation:

The proposed Class B legislation is to exclude the "DL" (distance learning) designator from official student transcripts. Justifications for this include:

1. DL designated courses may be evaluated differently by external organizations/universities who may question why UW distinguishes these courses from our regular courses;
2. Other universities do not make a distinction between their classroom-based and DL courses;
3. It is the responsibility for each program, department and/or school to ensure that academic quality standards are met regardless of the form of delivery of their courses; and
4. The distinction between DL courses and classroom-based courses is becoming very blurred as faculty use many different technologies and teaching strategies within their individual courses.

Additional Notes and Future Considerations:

Students wish to have some indicator in the time schedule that indicates the amount of in-class versus DL activities they should expect for ANY course. Detailed reviews of the University Handbook and sections related to the use of DL designators and policies were completed. Recommended changes have been identified and will be prepared for review in 2006/2007.

A series of meetings with representatives from the Registrar's office resulted in the charge to evaluate student data and overall outcomes for courses already identified as DL Courses. FCEO recommends that the DL designator continue to be used for internal use so that we may receive outcomes data for student performance. A series of specific outcomes indicators were discussed and summarized for future reporting from the Registrar's Office.

Chapter 2: Registration

Section 1; Registration for Residence Courses.

- A. Registration Required: No person, other than faculty members participating informally with the approval of the instructor, may take part in a University course in which she or he has not been registered.

Section 7. Registration for Independent Study by Correspondence Courses

- A. ~~A matriculated student who wishes to take DL-suffix courses through UW Educational Outreach should consult with his or her academic advisor before registering. DL courses will be tracked in the internal UW records, but not specially designated on official UW transcripts.~~
- B. UW Educational Outreach provides advising for nonmatriculated students desiring guidance in selection of courses. A matriculated student who wishes to take DL courses should consult with his or her academic advisor before registering.

Chapter 7: Academic Probation and Dismissal for Low Scholarship.

Section 1. Cumulative Grade Point Average.

Cumulative grade-point average includes only credits granted for courses taken in residence at the University of Washington and DL-suffix courses. This specifically excludes transfer and extension credits, and credits earned by examination.

Chapter 9: Continuing Education.

Section 3. Credit Programs.

- A. University credit courses are offered by UW Extension through the Evening Credit Program.
 - 1. Evening Credit Program students are not matriculated in the University.
 - 2. Credits earned through the Evening Credit Program are applicable toward a degree when a student matriculates.
 - 3. Admission/registration in the Evening Credit Program is conducted by UW Extension.
 - 4. Student records are included in the central student database of the UW.
 - 5. Student grades are included on an official University of Washington transcript.
 - 6. Academic Student Services in UW Extension provides general advising for Evening Credit Program students.
 - 7. Quarterly listings of Evening Credit courses appear in the UW Extension Catalog.
- B. The Executive Master of Business Administration, the Master of Public Health, and the Master of Electrical Engineering offered through Televised Instruction in Engineering are discrete degree programs offered by the respective schools. There are separate entrance and graduation requirements.
- C. Students may gain access to courses at the University of Washington on a space-available basis under special provisions.
 - 1. Graduate Nonmatriculated Status

- a. Graduate School Memoranda (Numbers 36, 37 and 38) issued January 9, 1984 established policy and procedures for graduate nonmatriculated (GNM) students to enroll in University courses.
 - b. Individuals submit application to the academic unit to which they seek admission as a graduate nonmatriculated registrant. Official transcripts of college work must be submitted directly to that academic unit (home department).
 - c. The Graduate Program coordinator in the home department has the final authority for the approval or denial of admission. Registration occurs at UW Extension.
 - d. Eligible students are classified as graduate nonmatriculated (GNM) and may apply a maximum of 18 graduate credits toward an advanced degree.
 - e. Minimum Graduate School standards for scholarship apply to GNM students. Grades are entered on official University of Washington transcripts.
 - f. Information and application materials are available at home departments, the Graduate School, and UW Extension.
2. Nonmatriculated Student Status
- a. Individuals may also enroll in University courses as nonmatriculated (NM) students, on a space-available basis.
 - b. Credits earned by nonmatriculated students cannot be applied toward a graduate degree.
 - c. No more than 20 percent of the total enrollment of a course may be nonmatriculated.
- D. UW Educational Outreach (UWEO), through its Distance Learning Program, also offers DL-suffix University credit courses to matriculated and nonmatriculated students, ~~without regard to their relative proportions. After June 2005, UWEO may only offer University credit courses in distance-learning format that have been designated as DL-suffix courses. The provisions of subsections D.1. through D.6. shall continue to apply to non-DL-suffix distance-learning courses offered through June 2005 by UWEO, but are superseded by other Code provisions in application to DL-suffix courses.~~
1. Distance Learning courses are available to matriculated and nonmatriculated students.
 - ~~2. Distance Learning offers credit courses which are a part of the University of Washington's current curriculum. The courses are listed in the Distance Learning Catalog.~~
 - ~~2.~~ 3. Students may apply a maximum of 90 credits of UW ~~D~~distance ~~L~~learning coursework towards the credit requirements for graduation.
 - ~~3.~~ 4. ~~Grades for Distance Learning courses appear on Official University of Washington transcripts will not differentiate between distance learning and classroom courses. but are not included in the calculations of grade point averages.~~
 - ~~5. Matriculated students should consult academic advisors before enrolling in a Distance Learning course.~~
 - ~~4.~~ 6. Students may enroll in ~~D~~distance ~~L~~learning courses throughout the year and generally have up to ~~42~~ three (3) months from the date of registration to complete the coursework.

E. ACCESS Program for the Older Adult

The University of Washington waives tuition for Washington residents 60 years of age and older who wish to attend classes as auditors. UW Extension registers the participants on behalf of the University.

1. Registration is on a space-available basis.
2. Students are limited to a maximum of two courses per quarter.
3. As auditors, ACCESS students do not participate in laboratory work or examinations, nor do they receive grades.
4. ACCESS students pay a registration fee.
5. ACCESS students enroll for courses on the last day of registration.

Chapter 11. Grades, Honors, and Scholarship.

Section 1. The Grading System.

A. The following shall be the system of grades, subject to the exceptions noted in Subsections B, C, D, and E of this section.

1. Numeric grades shall be entered as numbers, the possible values being 4.0, 3.9, . . . and so on decreasing by 0.1 until 0.7 is reached. The numbers 0.6, 0.5, 0.4, 0.3, 0.2, 0.1 shall not be assigned as grades. The number 0.0 can be assigned as a grade.

Correspondence between numeric grades and letter grades is as follows:

Letter Grade	Numerical Grade-Point Equivalent	Explanation
A	4.0-3.9	Honor
A-	3.8-3.5	
B+	3.4-3.2	
B	3.1-2.9	Good
B-	2.8-2.5	
C+	2.4-2.2	
C	2.1-1.9	Medium
C-	1.8-1.5	
D+	1.4-1.2	
D	1.1-0.9	Poor (low pass)
D-	0.8-0.7	
E (or F)	0.6-0.0	Failure or other than official withdrawal

2. the following letter grades also may be used.

Letter Grade -- Meaning

- I -- Incomplete
- N -- Satisfactory without grade
- W -- Official Withdrawal
- S/NS -- Satisfactory/Non-Satisfactory
- CR/NC -- Credit/No Credit
- HW -- Hardship Withdrawal

Complete descriptions of the above letter grades follow.

3. The grade I.

- a. An Incomplete shall be given only when the student has been in attendance and has done satisfactory work to within two weeks of the end of the quarter and has furnished proof satisfactory to the instructor that the work cannot be completed because of illness or other circumstances beyond the student's control. A written statement of the reason for the giving of the Incomplete, listing the work which the student will need to do to remove it, must be filed by the instructor with the head of the department or the dean of the college in which the course is given.
- b. In order to obtain credit for the course, a student must convert an Incomplete into a passing grade by the last day of the following quarter. An Incomplete grade not made up by the end of the next quarter shall be converted to the grade of 0.0 (E) by the Registrar unless the instructor has indicated when assigning the Incomplete grade that a grade other than 0.0 (E) should be recorded if the incomplete work is not completed. For Spring Quarter, the following quarter is considered to be Fall Quarter.

A student may petition the Registrar to retain the Incomplete grade on his or her record for a maximum of three additional quarters. Petitions will be granted by the Registrar if approved by the instructor of the course involved. Petitions must be received by the Registrar's Office prior to the end of the quarter in which the I grade will convert to a failure.

- c. In no case shall an Incomplete on the record at the time a degree is granted be subsequently changed to any other grade.
- d. The grade I shall count neither for registered hours nor in computation of grade-point averages.
- e. For DL-suffix courses that do not follow the quarter schedule, an Incomplete shall be given only when the student has done satisfactory work to within two weeks of the maximum term for completion of the course, as specified at the time of registration. In order to obtain credit for the course, a student must convert an Incomplete into a passing grade by the end of the quarter following the one in which the Incomplete was given. All other provisions and deadlines of subsections a. – d. shall also apply.

4. The grade N.

The grade N may be given in thesis, research, and hyphenated courses in which the grade is dependent upon the work of a final quarter. When the grade of N is given in a course it may indicate that the work has been completed to the end of the quarter in which the N is given. It

shall carry with it no credit or grade until a regular grade is assigned. The use of the N grade shall be optional. (See also Subsection B.3.)

5. The grade W will be assigned to any course dropped after the fourteenth calendar day of the quarter through the seventh week, to be followed by a number representing the week in which the course was dropped.
 - a. The Office of the Registrar will assign a grade of W to any course in which a student is enrolled when a University withdrawal is filed after the fourteenth calendar day of the quarter.
 - b. Proportional schedules will be published in the *Time Schedule* for Summer Quarter a and b terms.
 - c. The grades of W and HW are not computed in the grade-point average.
 - d. Students unofficially dropping a course will receive a grade of 0.0.
 - e. For DL-suffix courses that do not follow the quarter schedule, the grade W shall be assigned to any course dropped after the fourteenth calendar day after the start of the course and ~~more~~ no later than two weeks before the end of the maximum term for completion of the course, as specified at the time of registration. The date of withdrawal shall be noted on the transcript. The provisions of subsections c. and d. shall also apply.

Chapter 13. Withdrawals.

Section 3. Dropping a Course

- A. A drop from a course is voluntary severance by the student of his or her connection with the course. To be official it must be made under the following conditions:
 1. Courses may be dropped for any reason through the 14th calendar day after the start of the quarter. In some cases, departmental ~~clearance~~ approval will be required. There will be no transcript entry for courses dropped by the 14th calendar day of the quarter.
 2. A student may drop a maximum of one course each academic year (defined as September through August) after the 14th calendar day of the quarter. This drop is available through the seventh week of the quarter. A grade of W followed by a number indicating the week in which the drop occurred will be recorded for the dropped course. Unused drops do not accumulate from year to year.
 3. Hardship Withdrawal. After the 14th calendar day, a student may petition the Registrar's Office in writing to drop a course. The Registrar will grant such a petition if in his or her judgment the student is unable to complete the course in question because of physical and/or mental debilitation or unusual and extenuating circumstances, beyond the student's control, which have arisen after the 14th calendar day of the quarter. Petitions must be filed with the Registrar's office promptly after the occurrence of the event that gave rise to the need for dropping. Approved drops will be entered on the transcript with a grade of HW.
 4. A student may drop all courses through the last day of classes by withdrawing from the University for that quarter.
- B. Drops from a course not officially transacted with the Registrar's Office are not official, and result in a grade of 0.0 (E) for the course.

- C. Proportional drop schedules will be publicized in the *Time Schedule* for Summer Quarter a and b terms.
- D. Drops from a course accomplished by any other method are not official, and result in the grade of 0.0 (E) for the course.
- E. For ~~DL-suffix~~ courses that do not follow the quarter schedule, the drop deadline is the 14th day after the official start of the course. A ~~DL-suffix~~ course may be used for the once-yearly drop described in part A, but not within two weeks of the end of the maximum term for completion of the course, as specified at the time of registration. All other provisions of parts A. ~~through~~ — D. apply.

Chapter 14. Degrees, Graduation and Commencement.

Section 1. Depth Requirements.

- A. Minimum Depth Requirements: The various schools and colleges of the University will be responsible for establishing criteria to ensure adequate depth in the program of studies of each student seeking a degree.
- B. Residence Requirement: To be recommended for a first or subsequent Bachelor's degree, a student must complete 45 of his or her final 60 credits as a matriculated student in residence at the University of Washington campus where the degree is to be earned. Exceptions to this rule are as follows:
 - 1. Of the 45 ~~non-DL-suffix~~ resident credits required for a UW undergraduate degree, no more than 10 credits may be waived by the dean of the college or school awarding the degree and only ~~for an individual student on a case-by-case basis.~~
 - 2. A unit desiring to develop a provisional undergraduate distance-learning degree may petition the college, or school and the Faculty Council on Academic Standards, ~~and university curriculum committees~~ for a waiver of the 45-credit resident requirement and/or the 90-credit ~~DL-suffix~~ course limit. Such petitions should identify the reasons why the offering needs to waive the requirement, based on audience, access, or unit academic mission, describe the relationship of the new program to existing degrees, justify the methods of content delivery, and describe the goals and oversight needed to meet institutional standards. If the petition is approved, the degree may be implemented with a repetition of the abovementioned review required in the sixth year for continuance.

Section 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-suffix~~ courses will be used to compute the graduation grade-point average.
- B. Required Credits: To be eligible for graduation from the University with the Bachelor's degree, a student shall satisfy all other specific requirements and shall offer a minimum of 180 academic credits.
 - 1. Effective Autumn Quarter 1994, the requirements for graduation shall include:
 - a. no fewer than 40 credits of general education courses approved by the appropriate school or college, including no fewer than 10 credits in each of three areas of study: The Natural World, Individuals and Societies, and The Visual, Literary and Performing Arts;

- b. no fewer than 12 credits of writing consisting of 5 credits of English Composition and 2 additional writing-intensive courses (the latter may be satisfied through several options: "W" courses, senior seminars, senior thesis, or courses for which students and faculty contract for a substantial amount of writing);
 - c. no fewer than 5 credits of courses devoted to reasoning skills (courses to fulfill this requirement include quantitative, symbolic, or formal reasoning which may be satisfied within the discipline).
 2. Courses taken to fulfill the writing, reasoning and major requirements may apply as appropriate to the general education requirements.
- C. Any college may make additional requirements for graduation.
- D. Extension Credits: No more than 90 extension credits may be counted toward the bachelor's degree. No more than 45 credits gained in extension courses offered by other institutions may be counted toward the bachelor's degree.
- E. Effective date for graduation requirements:
 1. If fewer than ten years have elapsed since a student's admission into her or his major program, she or he may choose to graduate under the major-program requirements in effect at the time of admission, or under any subsequent requirements. The choice shall be subject to approval of the student's departmental chair and dean, according to the procedures established in [Section 23-48](#) of the *Faculty Code*.
 2. If a student wishes to obtain a degree after a lapse of more than ten years from the date of admission to the major program, she or he must meet the requirements in effect at the time of graduation unless permission to use an earlier catalog is granted, either as a general policy or expressly for the individual student, by the academic unit (department, school or college) whose requirements are in question.
 3. These provisions do not apply to the requirements for teaching certificates, which are prescribed by the College of Education at the time the certificate is to be granted.
- F. Time Limit for exceptions to Graduate Requirements: An exception from an all-University graduation requirement which is granted by the Board of Admissions, Scholastic Standards, and Graduation shall be void at the end of two calendar years from the date such exception is granted if all degree requirements have not been completed within that period.
- G. Applications for Degrees: A student should file with the Registrar a written application for his or her degree, in triplicate, four quarters before his or her expected date of graduation. Notice shall be sent to the student by the Registrar of the acceptance or rejection of his or her application. Each quarter the Registrar shall transmit the accepted list of candidates for degrees and certificates to be conferred at the end of that quarter to the dean of the appropriate college or school for his or her faculty's approval and recommendation to the Board of Regents. The list as approved by his or her faculty shall then be forwarded by such dean to the Registrar with a recommendation to the Board of Regents that all who fulfill their outstanding requirements for graduation will be awarded their respective degrees or certificates. No student shall receive a bachelor's degree, teaching certificate, or other certificate unless his or her name appears upon the list approved by the faculty of the appropriate school or college during the quarter in which the degree or certificate is to be granted.
- H. Financial Obligations: All financial obligations to the University must be paid before the student is allowed to graduate.
- I. Degrees with Minor: departments, schools and colleges are authorized to provide a course of study leading to an undergraduate academic minor. Requirements are within the purview of the department, school or college.

1. The minor shall consist of not less than 25 credits. 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. Distance-learning minors (whether entirely new, or a distance-learning version of an existing minor) must be approved by the same process as non-distance-learning minors ~~or programs~~. Modes of content delivery must be described and approved at all levels, including unit, college, and Faculty Council on Academic Standards, and university.
- J. Degrees with Double Major: Some colleges offer a bachelor's degree with double majors. The student's application for such a degree must show both majors and be approved by the major professors of both departments. Both majors will appear on the permanent record.
- K. ~~DL-suffix~~ course credits: Students may apply a maximum of 90 credits of ~~DL-suffix~~ coursework towards the credit requirements for graduation.

Section 4. A Second Bachelor's Degree.

- A. A second bachelor's degree may be granted, but there shall be required for this degree a minimum of 45 additional credits in residence, ~~and the minimum number of additional grade points shall be 90.~~
- B. Students who wish to obtain a second bachelor's degree register in the college from which they expect to obtain the degree, not in the Graduate School.

Chapter 15. Courses

Section 1. Course Numbering System.

University courses shall be numbered as follows:

1. Lower-division courses: 100 to 299, inclusive, normally for students in their freshman and sophomore years, or for those commencing a course of study that will culminate in advanced work.
2. Upper-division courses: 300 to 499, inclusive, representing more advanced work in any field, or special courses normally taken by juniors and seniors. Open to graduate students for credit in approved programs toward advanced degrees.
3. Graduate courses: 500 to 599 inclusive, for courses open to graduates only.
4. Precollege and make-up courses: 1 to 99 inclusive.
5. Undergraduate research: All undergraduate research courses shall be numbered 499, with the maximum amount of credit specified.
6. Graduate study or research: All graduate courses bearing the unqualified title "Independent Study or Research" shall be numbered 600.
7. *a* (suffix): For courses offered during the first half of a Summer Quarter.
8. *b* (suffix): For courses offered during the last half of a Summer Quarter.
9. ~~DL (suffix): For distance learning courses, except those numbered 500 and above that are under the purview of the Graduate Faculty, offered either by UW Educational Outreach or UW academic~~

units that meet the following conditions: DL courses will be tracked in the internal UW records, but not specifically designated on official UW transcripts.

- a. ~~The course has been~~ must be reviewed by the faculty of the proposing unit, the curriculum committee and by the regular administration and Faculty Senate processes.
 - b. The reviews must include consideration of specific means of content delivery and time allowed for completion.
 - c. The course must have the same prerequisites and the same educational outcomes as the same-numbered regular course.
 - d. All students (matriculated and non-matriculated) must meet all course prerequisites with exceptions requiring approval by the instructor.
 - e. Instructors must be approved by faculty of the proposing unit and must be given UW instructional titles.
 - f. ~~Starting and completion dates will be shown on the transcript for DL-suffix courses that do not conform to a quarter schedule.~~ DL courses will be transcribed following the grading practices for classroom credit courses specified in Volume Four, Part III, Chapter 11, Section 1 of the *University Handbook*.
 - g. ~~Otherwise DL-suffix courses will be transcribed following the grading practices for classroom credit courses specified in Volume Four, Part III, Chapter 11, Section 1 of the *University Handbook*.~~ Academic units must accept all versions of the same-numbered courses as equivalent for fulfillment of specific program requirements. However, a unit may set a minimum number of credits taken in residence and a maximum number of DL credits that may be applied towards the unit's degree.
 - h. ~~Academic units must accept all versions of the same-numbered courses as equivalent for fulfillment of specific program requirements. However, a unit may set a minimum number of regular credits taken in residence and a maximum number of DL credits that may be applied towards the unit's degree.~~ In addition to the initial review, DL courses must be reviewed in the third year by the appropriate curriculum review committees of the school or college.
 - i. ~~In addition to the initial review, DL-suffix courses must be reviewed in the third year by the appropriate curriculum review committees of the school or college.~~ The Registrar's Office will provide colleges and offering units grade distributions, student evaluations, and characteristics of enrolled students on a regular basis for DL courses offered through UWEO.
 - j. ~~UW Educational Outreach will provide colleges and offering units grade distributions, student evaluations, and characteristics of enrolled students on a regular basis for DL-suffix courses offered through UWEO.~~ DL courses not offered on the quarter calendar must specify a maximum term (not to exceed 6 months) for the student to complete the coursework.
 - k. ~~DL-suffix courses not offered on the quarter calendar must specify a maximum term (not to exceed 6 months) for the student to complete the coursework.~~
10. *j* (suffix): Joint courses: Courses given by two or more departments. When possible, the same number shall be used by all participating departments. When duplicate numbers are not available, different numbers may be used. In all cases the sponsoring department shall assume the responsibility for the publication of details, such as room assignment, Time Schedule, etc.

11. X (prefix): For some courses given by the Division of Evening and Extension Classes which carry only extension credit.
12. CS plus college code (prefix): For courses carrying Continuing Studies credit. Example: CSENG 400 Linear Systems Analysis (5).
13. *Hyphenated courses*: Two or three course numbers connected by hyphens shall indicate a series of courses in which credit is given only upon completion of the final course of the series, unless special written permission of the instructor is obtained.