

UNIVERSITY OF WASHINGTON
FACULTY COUNCIL ON ACADEMIC STANDARDS
FRIDAY, APRIL 1, 2011
142 GERBERDING HALL
1:30-3:00 PM

Meeting Synopsis:

1. Chair's Report
 2. Approval of the minutes of February 18, 2011
 3. SCAP Report (Brad Holt)
 - A. Consent agenda (routine actions)
 - B. Non-routine actions
 4. Credit Bank for AP and IB Credits (Deborah Wiegand)
 5. New Course Proposals that Duplicate Existing Courses (Deborah Wiegand and Matt Winslow)
 6. Adjournment
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Call to Order

The meeting was called to order at 1:30 p.m.

Reports & Business Items

1. Chair's Report (John Schaufelberger)

Chair Schaufelberger reported on a number of items:

- Schaufelberger noted that he had attended a meeting at SeaTac with the community colleges about a proposal for a new pathway for students to satisfy math requirements using statistics courses with integrated algebra topics. This is an issue for the university, as transcripts of transfer students are reviewed for compliance with current UW admission requirements, which require 3 years of high school mathematics; algebra, geometry, and intermediate algebra. It has been proposed that the students completing this series of statistics courses with integrated algebra as their math requirement at a community college be admitted on a trial basis. The actual issue affects only about 1% of the community college students who apply for admission to UW. The community colleges are going this way as they are having difficulty getting some students to satisfactorily complete intermediate algebra. The other public baccalaureates have a mathematics graduation requirement, so they do not see this pathway as an issue.
- The Provost has convened a committee to explore expanding freshman admissions, and a report is due in May. There are a few departments that already admit freshman directly, and one of the questions is what effect more departments going this way will have on the university.
- A policy about students admitted to self-sustaining programs having access to state funded programs still needs to be developed and placed in the catalog.

- Satisfactory progress policies may need to be revised so that they are appropriate for the average student. This topic will be addressed future FCAS meetings later this quarter.

2. Approval of Minutes

The minutes from the February 18, 2011 meeting were approved as written.

3. SCAP Report (Brad Holt)

A. Consent agenda (routine actions)

1. **Law, Societies, and Justice - (LSJ-20101215)** Revised admission and program requirements for the Bachelor of Arts degree in Law, Societies, and Justice.

Background: The department is making changes and no longer requires research/statistics course for admission and graduation so they need to remove it from the catalog. Also they would like to specify a minimum cumulative 2.0 GPA for admission (however this may not be necessary because admission is already competitive and the catalog already states that students who are admitted typically have over a 2.50 GPA?). Additional changes for the major requirements they are suggesting combining the three current LSJ major subfields into two, removing the 3 or 4 credit course requirement

SCAP Action Taken: 03/11/2011 - Approve and forward to FCAS.

Approved

2. **Health Informatics and Health Information Management - (HIHIM-20110311)** Revised admission requirements for the Bachelor of Science degree in Health Informatics and Health Information Management.

Background: The program is requesting to require an English Language proficiency requirement for students applying to the major. They would accept English Composition courses or a satisfactory score on an English proficiency test. (HIHIM-20110111 revised program changes on hold until this is also ready go to FCAS).

SCAP Action Taken: 03/11/2011 - Approve pending confirmation from department that they are using the same English Language Proficiency as UW admissions, and that the English department cautions against using transfer courses composition courses as a measure of English competency. Forward to FCAS pending.

Approved

B. Non-routine actions

1. **Materials Science and Engineering - (MSE-20101208)** New option in Nanoscience and Molecular Engineering within the Bachelor of Science in Materials Sciences and Engineering degree and revised admissions requirements for the Bachelor of Science in Materials Engineering degree

Background: The Materials Science and Engineering program would like to establish a NME option, modeled after the Chemical Engineering NME option, and add a section to the

admissions requirements explaining the requirements to declare the NME option (not competitive - open to all admitted students)

SCAP Action Taken: 01/28/2011 - Approve via E-vote non-routine. Forward to FCAS.
SCAP Action Taken: 03/11/2011 - Post Tri-Campus Review. Approve and forward to FCAS.

Approved

2. **Aeronautics and Astronautics - (AA-20110301)** New Bachelor of Science in Aerospace Engineering degree.

Background: The department of Aeronautics and Astronautics is requesting to create a new degree program to be offered in the United Arab Emirates (UAE).

SCAP Action Taken: 03/11/2011 - Forward to FCAS without recommendation. SCAP also developed a list of questions that were sent to AA department for response.

Approved Pending Revisions (See Discussion)

Discussion:

Subcommittee on Admissions and Programs (SCAP) Chair Brad Holt noted that the committee had moved the proposal forward without recommendation and had sent a number of questions to the chair of the Department for answers and possible revisions. (See attached list.) The program would be the first nonresidential undergraduate that university has offered and so it comes under the provisions of the code concerning the waiver of residency requirements.

Holt said that one concern of SCAP was that the department had requested a separate prefix for courses offered in UAE, which they are also saying are the same as those offered in Seattle. Matthew Winslow noted that one function of prefixes is that they enable a department to track students more efficiently, but that in principle course prefixes should remain the same if the course is the same. Rick Keil asked whether there was anything in a student's registration that blocks them from taking other Seattle classes if in a self-sustaining program, saying that it was more likely a student would come to Seattle for a quarter. Winslow said that there is no check for that status. (In the case of the Evening Degree Program, the students are not considered matriculated, and they can only enroll in state-funded courses through UWEO on a space-available basis.)

Schaufelberger said that by policy students admitted to the AA UAE program would no different than those admitted to Seattle. While AA could prevent students from taking their major, open majors could be available. Debbie Wiegand said that to take another major, students would have to get a form from an advisor. Schaufelberger said that the problem ultimately was not one for AA to solve, but rather that FCAS needs to craft a policy for the catalog.

FCAS moved that the proposal can be approved, with the proviso that the Department accept that the proposal will be reviewed again six years after its approval (2017); and that it use the AA prefix for courses that are same as those taught in Seattle.

4. Policy for AP and IB Credits (Deborah Wiegand)

Debbie Wiegand provided two handouts. One was a resolution from the ASUW in support of the concept of a policy for students bringing AP and IB credit with them into the university. [Available at <http://senate.asuw.org/senate-asuw/legislation/17/R/R-17-21.html>.] The other detailed two ideas for policies on IB and AP credit [Attached, see Appendix B]. The first suggested policy would place a limit on the amount of AP and IB credit that would be accepted as fulfilling the graduation requirement of 180 credits, as well for policies on class standing, financial aid, and satisfactory progress. The second would separate AP/IB from the credits that count towards satisfactory progress and graduation requirements.

The handout also included remarks about the proposals, noting that the Engineering and Business find the hold applied to the registration of students who have reached 105 credits but not declared a major is useful for advising their pre-Engineering and pre-Business students. An advisor questioned whether treating AP/IB credits as distinct from college credit earned in Running Start was equitable, as sometimes this was the only form of advanced credit available to students in some parts of the state.

Jed Bradley suggested that a limit could be placed on Running Start credit, but Wiegand notes that by state policy, these courses must be treated as college credit. Holt said that in effect there would be a different policy for students admitted as freshman and those admitted as transfer students. Wiegand said that part of the admission process for transfer requires that they indicate a major, so they are treated differently already. Keil said that he preferred the first proposed policy, as it puts the onus upon students in making decisions about high school courses. Wiegand noted that a limit would impact students who do want to complete a degree sooner.

5. New Course Proposals that Duplicate Existing Courses (Deborah Wiegand and Matt Winslow)

Wiegand said that the Curriculum Committee was looking for guidance for what to do when a course is proposed by unit that seems to duplicate unnecessarily a course offered by another unit. She noted that current form requires the sign off from an affected department, but under ABB, if students were taken away from a course, revenue would also be taken away from the particular school or college. Wiegand said that committee was imagining revising the form so that there was a sign off for a Dean if a courses appeared to have resource implications. If no agreement could be reached, the proposal would be sent to the Provost's Office to be mediated

Some on the Council wondered if any process needed fixing, as courses that seem to duplicate existing offerings require the signature of the chair of the department offering the equivalent course. Wiegand noted that many units offer courses in statistics, presumably adapted to their discipline, so there is existing duplication. On the other hand, Holt said that with the current form, a department chair could decide that the course was not duplicative without notifying their Dean. Winslow that was the reason to revise the form or add a supplement as is done with proposed distance courses in order to assure that the Dean had been notified. Schaufelberger noted that it had been agreed with the Provost's Office that FCAS would provide guidance on the issue, but that ultimately mediating any conflicts would be left up to the Provost's Office. It was then agreed that the Curriculum Committee should go ahead with revising the new course approval form to add an additional Dean sign-off for courses that duplicate existing ones.

6. Adjournment

The meeting was adjourned at 3:15 p.m.

Minutes by Robert Corbett

Coordinator of New Programs, UAA & The Graduate School

rcorbett@uw.edu

Present: **Faculty:** Schaufelberger (Chair), Cunningham, Holt, Keil, Kramer, Pengra, Taggart

Ex-Officio Reps: Bradley, Canter, Williams

Guests: Corbett, Wiegand, Winslow

Absent: **Faculty:** Almgren, Holman, Janssen, Stroup

Ex-Officio: Fugate, Wensel

President's Designee: Ballinger

SCAP questions to Aeronautics and Astronautics regarding Proposed BS in Aerospace Engineering degree

1. Why do you need a separate prefix for identical courses?
 - i. Why not offer 2 sections of the courses, one for AA majors and one for ASE majors?
 - ii. It is unlikely that FCAS will approve the ASE degree if you insist on having the ASE courses listed under a separate prefix, unless there is a substantial academic reason for doing so.

2. Will ASE students have UW Net Ids, access to online UW resources (such as Libraries, email, etc)? If not why not?

3. Will ASE students be eligible for departmental honors?

4. The paperwork states AUT/2013, is that when students will start as freshman or is that when the UW will start with the juniors?

5. Could ASE students take other distance learning courses offered by the UW?
 - i. If so, like in the case of English composition will they have their own Extension section?

6. Could ASE students come to the UW Seattle campus and if so change their major like traditional UW students?
 - i. If no, what is the barrier to prevent it?
 - ii. Could they take spots in non ASE courses away from other UW students?
 - iii. SCAP is just trying to figure out where the rules are that would prevent ASE students from coming to UW Seattle.

7. How will course evaluations take place as required for every course every quarter? It is the understanding of SCAP at the College of Engineering requires it.

8. The Faculty code requires that this type of program must be reviewed in the 6th year. SCAP wants it written into the proposal that this program would be reviewed for continuation in Autumn 2017 after the 2nd graduating class should finish the program.

not included in notification of satisfactory progress milestones for declaring a major and applying to graduate.”

The internal credit total would be used for satisfactory progress measures that are internal to UW. These measures include

- Requiring students to meet with an adviser for major planning if they have not declared a major by the time they've earned 105 credits, and
- Requiring students to meet with an adviser for graduation planning if they have not applied to graduate by the time they've earned 180 credits.

The official total that includes AP/IB credits would be used for financial aid, to determine class standing and registration priority, and as the total number of credits at graduation. The internal credit total would be used to determine when a student is required to meet with an adviser for planning purposes.

The advising offices from the College of Engineering and Foster School of Business are concerned about this policy heading in the wrong direction in taking the focus off of planning for and declaring a major. Engineering adds

We monitor progress of pre-engineering students and do our best to connect with students not making good progress, but the tools and resources we have to do this are limited. The 105 credit hold is an additional mechanism for us to connect with students to evaluate their progress, and our preference is that the limit includes AP/IB credits. There is also a general fairness issue at play as well. Given the space limitations in so many courses, having sophomore versus freshman registration priority or junior versus sophomore priority makes a huge difference in a student's ability to get their desired schedule. Therefore, freshman who enter with Running Start or AP/IB credit have a significant registration advantage. We realize the change wouldn't remove the advantage, but it would be creating a special category of student who have the benefits of their AP/IB credit without ever having to account for how that credit plays into their academic plans. The 105 credit hold helps us ensure that students who have the registration advantage are indeed making good progress towards an engineering degree.

A social justice has been raised that applies to any policy that limits the amount of AP/IB credit we accept while not also limiting the amount of Running Start credit accepted.

I am highly opposed to the new proposed policy that would allow students to "bank" their AP and IB credits--but not their Running Start credits--so that they would not count towards the 180 credit total.

1. *Not all Washington state high school students have access to Advanced Placement (AP) and International Baccalaureate (IB) programs. Typically, high schools located in middle to high income neighborhoods offer these courses. Those high schools in low income areas often only give students one way to earn college credits--Running Start.*
 2. *For those schools that do offer AP, IB and Running Start programs, many students choose the Running Start program because the tuition is free. Unable to afford to take expensive AP placement tests, students and parents find Running Start to be a more financially viable option.*
 3. *Although the Running Start program has high school students participate in college classes at local community colleges and AP/IB programs are run in high school classrooms, students often do not distinguish them from one another. If this new policy were put into place those students with little to no social capital would not know that, if they wanted to go to the University of Washington, it would be more advantageous for them to take AP/IB courses.*
- I believe all high school dual credit programs should be treated the same. If AP/IB credits do not count towards the 180 credit graduation requirement then Running Start credits should not*

either. Through this policy, the University of Washington will favor the "haves" over the "have-nots". At a university which claims diversity is one of its main goals, it is ironic that it is considering giving affluent, primarily white, students more opportunities to succeed than students from lower socio-economic backgrounds who are often students of color.

- *Adviser from Undergraduate
Academic Affairs*