

UNIVERSITY OF WASHINGTON
FACULTY COUNCIL ON ACADEMIC STANDARDS
FRIDAY, APRIL 29, 2011
142 GERBERDING HALL
1:30-3:00 PM

Meeting Synopsis:

1. Chair's Report
 2. Approval of the minutes of April 15, 2011
 3. SCAP Report (Brad Holt)
 - A. Consent agenda (routine actions)
 - B. Non-routine actions
 4. Admissions and Graduation Subcommittee Report (Susanna Cunningham)
 5. Policy for AP and IB Credits (Deborah Wiegand)
 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

Schaufelberger reported that the Provost appointed a team to look at the logistical aspects of increasing the number of direct freshman admissions to majors. The report has been submitted and will be distributed to FCAS prior to the next meeting.

Schaufelberger also brought up the issue of satisfactory progress, saying that Kevin Mihata, Assistant Dean for Educational Programs, College of Arts and Sciences, will come to the next FCAS meeting to provide a perspective on what college advisors are really looking for. Then, the council will try to craft a policy. Currently, students must declare a major with 105 credits, and at 180 credits, have their registration blocked without an academic plan for graduation. Potential alternates would be looking at quarters at the university in addition to or rather than credits, as the number of credits taken in a quarter can vary widely.

2. Approval of Minutes

The minutes from the April 15, 2011 meeting were approved as written.

3. Admissions and Graduation Subcommittee Report (Susanna Cunningham)

Susanna Cunningham, chair of the Admissions and Graduation Subcommittee, said that they met the previous week and heard a request from community colleges to consider a limited waiver for transfer students completing Statway-based curricula. She noted that a proposed policy passed the subcommittee with 5 yes votes, 2 no votes, and one abstention.

The policy passed by the subcommittee was distributed to the council.

Ballinger said that UW has a very particular math admissions requirement for transfer students who haven't met the math requirement in high school studies. It has been an unpopular policy with many at the state board for community and technical colleges. They recently spoke about a challenge they have fulfilling their mission in moving students at community colleges sufficiently through mathematics so they can make their certification. The UW policy was acting as a deterrent to their creativity, and they wanted UW to be supportive on an experimental basis.

Schaufelberger said they discussed admission requirements, especially with intermediate algebra. Community colleges have been experimenting with alternative paths, particularly Statway, which is an integration of mathematics and statistics. In some cases they lead to college level statistics courses, in others, business calculus. The community colleges have asked for a three-year test to see if they can get students to take these classes and get through the system. It's all about trying to get students to satisfy college level math requirements so they can get an A.A. or A.S. degree. The discussion on the subcommittee was that it could be tried as a limited exception to policy for Washington community college students, but they will have to take three quarters of math, one of which would be at the 100 level. There will not be many students that fit in this category and transfer to UW, but the community colleges are reluctant to push the program if it's unacceptable to UW.

In the council discussion that followed, it was pointed out that all other Washington 4-year institutions already accept Statway credits. UW, unlike the others, does not have a math graduation requirement. Instead, it has a math admission requirement. It was also clarified that the intent of the policy would be to give community colleges enough of a motivation to develop the program. After three years, the policy may not be needed anymore and the intent is for it to not be renewed. Right now, the limited waiver policy is to help get the program going and remove the impediment from UW admissions policy.

The limited waiver policy, as brought to the council by the subcommittee, was put to a vote.

The policy was approved. [Attached – Appendix A].

3. SCAP Report (Brad Holt)

A. Consent agenda (routine actions)

1. **Mathematics** - ([ACMS-20110316](#)) Revised admission requirements for the Bachelor of Science degree in Applied and Computational Mathematical Sciences.

Background: The Mathematics, Applied Mathematics, Statistics, and Computer Science departments have all agreed to reinstate competitive admissions on this major as students admitted who only meet the current minimum requirements tend to struggle.

SCAP Action Taken: 04/22/2011 - Approve routine. Forward to FCAS.

Approved.

B. Non-routine actions

1. **Linguistics - (ASL-20110216)** New minor in American Sign Language
Background: The Linguistics department is proposing a new minor in American Sign Language due to high student demand.

SCAP Action Taken: 04/08/2011 - Pending approval and forwarding to FCAS if department removes 2.0 in each course requirement.

FCAS Action Taken: 04/15/2011 – Not approved due to concerns with ability to offer minor.

SCAP Action Taken: 04/22/2011 - Curriculum and funding issues solved. Approved non-routine. Forward to FCAS.

Discussion

FCAS was previously concerned with curriculum and funding issues. Those have been sorted out and Linguistics is prepared to offer the minor.

Approved

2. **Course Cloning Policy** - Discuss moving from a course cloning policy to a course equivalency policy.

Background: The Office of the Registrar is discussing the transition from an informal course cloning policy to a formal Tri-Campus course equivalency process.

SCAP Action Taken: 04/22/2011 - Approve and forward to FCAS for review.

Discussion

Matthew Winslow, representing the University Curriculum Committee (UCC), explained that when UW Tacoma and UW Bothell were created, UCC began a procedure of allowing those campuses to request course cloning, a practice that increased when they became 4-year campuses. For example, to clone a course like Math 124, the campus would send a memo to the UCC and the course was created. What that means as far as a student's record is concerned was never closely defined. There have been issues where courses were cloned, but not considered equivalent. UCC came up with a policy to try to deal with these issues. They had two competing issues: a policy that allows the faculty of each department to maintain autonomy for what they teach, and a policy that allows students to take courses across campuses and have them apply where applicable. Winslow presented the proposed policy the written by the curriculum committee and approved by SCAP.

Jose Rios, Professor of Education and chair of the UW Tacoma curriculum committee, explained the process for cloned courses at UWT. He said that when he started as chair, memos for course cloning were all over the place. He met with program administrators and directors and set a policy so every memo to the UWT curriculum committee had a description of the course to be cloned and course number, the renamed course prefix, the relationship to the existing curriculum and how it fits in, and the justification for cloning rather than developing a new course (often times, this has something to do with either a new hire that doesn't have time to develop a full new course or a lecturer from one of the other two campuses that wishes to teach their usual course; occasionally, a request appears

to come out of not wanting to develop a new course – those proposals require a lot of probing and usually don't get anywhere). The memo doesn't come unless it's been approved by the chair of the home department, and the assumption is that all of the information has been sent to the home department and reviewed and approved by the faculty. They require copies of communication, review, and approval by the home department, though not evidence that faculty in addition to the chair reviews it. Rios said he is somewhat concerned about equivalency analysis and how they'll go about it.

Winslow said that Jennifer Payne, University Curriculum Coordinator, would go to all three programs (e.g., the math department at each campus), gather syllabi for the would-be equivalent courses, and distribute them to the other two units. Currently, the curriculum form only requires the chair's signature, but the chair will have to decide whether to refer it to the department curriculum committee. Wiegand pointed out that a piece that is sometimes not understood is that equivalency means it's equivalent for majors, prerequisites, etc.

The council briefly discussed one pertinent example, the Seattle Electrical Engineering department's refusal to accept Bothell Electrical Engineering courses as equivalent. It was pointed out that the Bothell EE department is not accredited, and with engineering accreditation a school is expected to have some degree of control of the classes it allows to count towards a degree. If a course is deemed equivalent, the transfer of credits would happen automatically; otherwise, the department would have to look at the course and decide.

The council then briefly discussed the virtues of listing or not listing all course equivalencies as prerequisites in the course catalog. Various points were made that it would be helpful to have all possible prerequisites listed, that it would be unwieldy and difficult to understand, and that listing no prerequisites at all would be the least confusing. A suggestion was made that an explanation of prerequisites and course equivalencies could be put in the cross campus enrollment policy. At the conclusion of the discussion, the original language remained. The policy was approved.

Approved [Attached – Appendix B].

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

Wiegand summarized that at the last FCAS meeting, the council talked about three versions of a possible AP/IB credit policy. In that discussion, there was some interest in a different policy where a decision point would be reached, but one concern was financial aid. Since the last FCAS meeting, a conversation has been taking place to determine whether it is possible to set a limit on credits coming in and apply more when the graduation plan is done, or to start out with zero credits applied and add credits in at the time of the graduation plan. The response from financial aid was that it would work if credits were date-stamped at the time they were added, if the addition of credits wouldn't increase total credits above 225, and if a student's class standing didn't change retroactively (which would be problematic because different kinds of financial aid are based on class standing).

The council proceeded to discuss various possible iterations of policy. An idea that gained traction was developing some guidelines for advisors to work with, so that no formal policy was created, but clear recommendations were given to apply AP/IB credits fairly and consistently across units, taking into

account the accumulated credits and academic profile of the student. At the end of the discussion, there was consensus on the council to look further into this option, consulting with advisors.

5. Adjournment

The meeting was adjourned at 3:05 p.m.

Minutes by Craig Bosman, Faculty Council Support Analyst. cbosman@uw.edu

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

Ex-Officio Reps: Bradley, Canter, Fugate, Wensel

President's Designee: Ballinger

Guests: Edwards, Corbett, Wiegand, Jose Rios

Absent: **Faculty:** Almgren, Stroup

Ex-Officio: Williams

Faculty Council on Academic Standards (FCAS) Policy Regarding a Limited Waiver for Admission of Transfer Students Completing Statway-Based Curricula

In support of Washington State community colleges' desire to experiment with mathematics preparation courses, the University of Washington agrees to a limited exception to its mathematics admission requirement of three years of mathematics study including at least algebra, geometry, and intermediate algebra.

For a three-year period, autumn quarter 2012 to autumn quarter 2015, the University agrees to waive this admission requirement for Washington State community college students who successfully complete a full-year of community college mathematics study. This year of study must include at least one five-credit college-level mathematics course that will transfer to the University of Washington with a course prefix of MATH or STAT at the 100-level or above. The transfer course may either be a traditional mathematics course or a statistics course taken through a Statway-based program. Washington State community colleges participating in a Statway-based program should provide the University of Washington's Office of Admissions with a list of qualifying program courses.

Students admitted under this exception must have completed at least two-years of high school mathematics study including algebra and geometry and the one year of mathematics study at a Washington State community college as described above. Students seeking to take advantage of this waiver must have been admitted to the University of Washington by September 2015.

Adopted by the Faculty Council on Academic Standards on April 29, 2011.

Faculty Council on Academic Standards (FCAS) Policy on Equivalent Courses

Background: As a way to help the Tacoma and Bothell campuses quickly develop courses when they were originally established and again later when they were transitioning from 2-year to 4-year campuses, the University Curriculum Committee allowed UWB and UWT to submit memos that requested a course (or courses) that was a 'clone' of an existing Seattle course. This was meant solely as a means of getting courses quickly approved; the 'cloning' process was not intended to carry any further meaning. However, this has raised a number of questions that must now be addressed. The following policy is submitted by the University Curriculum Committee to the Faculty Council of Academic Standards as a means of addressing those questions.

- Henceforth, "cloning" will not be allowed except for programs with shared accreditation, as those programs already have a process in place for managing approvals/changes/etc.
- All other new courses will need to submit a complete new-course or course-change application. (Note: the Curriculum Committee will accept a copy of an existing equivalent course's syllabus.)
- The new-course and course-change applications will be modified to include a space to indicate equivalency in the "other departments affected" section.
- Those courses considered equivalent by both offering units must be considered equivalent by all university units.
- Equivalent courses are considered the same course for determining a student's ability to repeat a course, as well as GPA calculation, etc.
- Equivalent courses must have the same title and description. (Slight differences in the description can be approved on an ad hoc basis by the Curriculum Committee.) It is strongly encouraged that equivalent courses have the same course number.
- If an existing equivalent course undergoes a course change, all courses which are equivalent to it must undergo the same change (except for prefix/number changes) in order to maintain equivalency. If not, equivalency is terminated and the unchanged course retains the number/title.
- Existing "clones" will undergo an equivalency analysis. Lack of agreement on equivalency will be adjudicated by the Curriculum Committee.
- Statements about equivalency will be added to the catalog as appropriate. Equivalent prerequisites will not be listed in the course description, but will be coded in the SDB prerequisite checking system.
- Some existing "clones" may need special handling to resolve issues. For example, B EE courses will have "cannot be used to meet Seattle EE degree requirements" added to their descriptions.

Adopted by the Faculty Council on Academic Standards on April 29, 2011.