

UNIVERSITY OF WASHINGTON
FACULTY COUNCIL ON ACADEMIC STANDARDS
FRIDAY, MAY 27, 2011
142 GERBERDING HALL
1:30-3:00 PM

Meeting Synopsis:

1. Chair's Report
 2. Approval of the minutes of May 13, 2011
 3. SCAP Report (Brad Holt)
 - A. Routine actions
 - B. Non-routine actions
 - C. Chair's report
 4. Policy for AP and IB Credits (Deborah Wiegand)
 5. Satisfactory Progress Policy (Deborah Wiegand and Kevin Mihata)
 6. Adjournment
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Call to Order

Council Chair John Schaufelberger called the meeting to order at 1:30 p.m.

Reports & Business Items

1. Chair's Report

Schaufelberger said that on May 23rd, a report on direct admission was made to the Senate Committee on Planning and Budgeting. The recommendation of the team was that the decision to offer admissions to freshmen should be made by the academic unit of that program, and the provost seemed to agree. On June 1, the same report was to be given to the Board of Deans.

Schaufelberger said that right now, a student indicates preferred majors on the UW application, which triggers a review by the relevant academic program. The admissions procedure wouldn't need to be changed. If a unit was interested in pursuing direct admissions for Fall 2012, the process could be implemented in a month. There could be additional activity in the Fall from some other colleges who might be interested in the program. This would primarily be used by professional schools with competitive admissions.

2. Approval of Minutes

The minutes from the May 13, 2011 meeting were approved as written.

3. SCAP Report (Brad Holt)

A. Routine Actions

1. **Asian Languages and Literature** - (CHIN-20110401A) Revised program requirements for the Bachelor of Arts degree in Chinese

Background: The department is making some changes to the major that they feel will provides a more structured, coherent program of study that will give students a better foundation in modern and classical Chinese and reduce the number of credits students need to take from outside of the department. The changes will also provide pathways for students with limited and advanced language skills coming into the major.

SCAP Action Taken: 05/20/2011 - Approve and forward to FCAS.

Approved

2. **Asian Languages and Literature** - (CHIN-20110401B) Revised program requirements for the minor in Chinese

Background: The department is changing the minor to include additional approved language courses, requiring a Chinese linguistics course they feel is important to the students in the minor, and reducing the number of humanities electives to keep the minor at 30 credits.

SCAP Action Taken: 05/20/2011 - Approve and forward to FCAS.

Approved

3. **History** - (HIST-20110428) Revised program requirements for the minor in the History of Science

Background: The department noticed that a course listed in the minor when it was created HIST 490 was a typo and didn't actually exist at the time. It should be HIST 493.

SCAP Action Taken: 05/20/2011 - Approve and forward to FCAS.

Approved

4. **Aquatic and Fisheries Science** - (FISH-20110412) Revised program requirements for the Bachelor of Science degree in Aquatic and Fisheries Science.

Background: The department is make a major revision of their curriculum to provide students with a broad foundation in all areas of major while gaining sufficient depth and advanced skills to prepare them for an increasingly interdisciplinary group work in the workforce and graduate study.

SCAP Action Taken: 05/20/2011 - Approve and forward to FCAS pending clarification of two issues with the continuation policy.

- 1) How do students get off of warning and probation status?
- 2) What is the intent of the 50% completion requirement?

Discussion

Holt said that SCAP had asked for minor details to be adjusted, and had no problem with approving the proposal subject to the completion of those items.

Approved, subject to conditions

5. **Landscape Architecture** - (LARCH-20110512) Revised program requirements and changing the name of the minor in Landscape Studies to Urban Ecological Design.

Background: The department is changing the name of the minor to reinforce its focus on urban ecological design and moving from specified courses to approved lists to provide more flexibility.

SCAP Action Taken: 05/20/2011 - Approve and forward to FCAS pending edits to catalog copy that the minor requires a signature from the major and minor advisor.

Discussion

Holt said that SCAP had asked for minor details to be adjusted, and had no problem with approving the proposal subject to the completion of those items.

Approved, subject to conditions

B. Non-routine actions

1. **Aeronautics and Astronautics** - (AA-20110111) 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 UAE. See proposal for additional details.

SCAP Action Taken:

03/11/2011 - Forward to FCAS without recommendation.

04/08/2011 - Response received 4/11 and will be forwarded to FCAS for review.

05/20/2011 - Post Tri-Campus Review. Approve and forward to FCAS.

Discussion

Holt said the proposal had gone through tri-campus review and received no significant comments. The council confirmed that the courses would be offered, that the students would attend two years of UAE University, then apply through UW admissions to take UW courses after the first two years. The students will be treated as transfer students, with their previous courses analyzed as usual. The students will have to take English composition by distance learning through UW.

Approved

2. **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.

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

05/20/2011 - Post Tri-Campus Review (Early review, officially ends 5/26). Approve pending any additional comments during the final Tri-Campus Review period.

Discussion

Holt said the proposal had not received any significant comments on tri-campus review.

Approved

C. SCAP Chair report

Holt said there continues to be discussion on integrated science degree. There is still not consensus about the degree, and the discussion will be continuing in the Fall. Holt also thanked the members of SCAP for their work over the year.

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

Wiegand read through a proposed guideline from the previous meeting, noting that there was a feeling on the council that the guideline was too directive. She presented a new version, with some changed language and the addition of three criteria.

The council discussed the proposal. In response to a question of whether the guidelines would give enough flexibility to advisors, Wiegand noted that she'd talked to advisors in areas with these issues, and they favored the proposal. Having well defined educational objectives was key. Wensel added that the guidelines make it clear that AP and IB credits are a factor that may be legitimately be considered when putting together extensions. It's basically institutional go-ahead to provide some leniency to those students with large numbers of AP/IB credits, and is extremely helpful.

The council voted to approve the Guidelines Pertaining to Satisfactory Progress: Courses and Credits from Advanced Placement (AP) and International Baccalaureate (IB) Tests. [Attached, Appendix A]

In addition to the guidelines being inserted to the catalog and FCAS policy website, Ballinger suggested proactive communication of the guidelines to advisors, particularly Honors and admissions counselors. The council agreed to look at policies related to Running Start credits in the upcoming year.

5. Satisfactory Progress Policy (Deborah Wiegand and Kevin Mihata)

Schaufelberger presented a proposed draft policy on satisfactory progress, written with the intent of expressing why we as an institution are interested in graduating students in an expeditious manner, but also acknowledging that students come here likely having an expectation of a four-year college experience.

The draft statement explained that the university is compelled to ensure that students complete their degrees in a timely fashion in order to preserve access to as many students as possible due to limited resources, while stating that first year undergraduates should have an expectation of a four-year experience, if desired, and that transfer students would count their time at other institutions toward these four years. The statement also laid out proposed satisfactory progress policies such that students would graduate within two quarters after the quarter they accrue 180 credits or complete four years,

whichever is longer, or within two quarters of accruing 225 credits if they are pursuing two baccalaureate degrees.

The council held a long discussion about the topics of satisfactory progress, expectations and rights of students, the provision of a rationale for satisfactory progress policies, implications on Running Start students, and more. A number of suggestions for rewording the proposed policy were made. No consensus on a satisfactory progress policy was reached, and the council agreed to continue the discussion in the future.

During the discussion, points raised and clarifications made included:

- The intent of a statement is to not include Running Start students as transfer students, however, these students would bring in credits that would apply to suggested limits; further discussion is needed.
- The idea of a four-year institution is deliberate; it's not set up as a 180-credit institution. Students taking up time or "wasting space" are seen as the problem, not students who are completely immersing themselves in their studies.
- One goal of writing a policy is to create an expectation for the average student of being at UW four years and then moving on.
- Another goal in writing a policy is to provide a rationale for satisfactory progress actions, which are currently inconsistent across departments.
- Satisfactory progress policies based on credit numbers could be separated from the discussion on general expectations of time spent at the university.
- The capacity problem is a university level problem, and not generally a departmental problem. Some consistency needs to be provided, and it is not ideal to have different expectations in different colleges. The hardest part about turning down extension requests currently is that a student can legitimately complain about having received mixed messages from different departments.
- Broader conversations are needed on business practices – returning to the issue of whether students are utilizing resources beyond what's allowed and not paying for them. There is talk and planning of looking at tuition surcharges beyond certain credit levels, the Running Start issue, etc., all of which are connected to this issue.
- The AP/IB discussion didn't talk about what is expected for the undergraduate experience. That is a subject FCAS could discuss: what kind of guidance does FCAS want to provide for approval or disapproval of policy exceptions.

5. Adjournment

The meeting was adjourned at 2:57 p.m.

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

Minutes approved via electronic vote, June 2011.

Present: **Faculty:** Schaufelberger (Chair), Almgren, Holman, Holt, Janssen, Keil, Kramer, Taggart
Ex-Officio Reps: Bradley, Fugate, Wensel, Canter, Williams
President's Designee: Ballinger
Guests: Edwards, Corbett, Wiegand, Sahr, Kevin Mihata

Absent: **Faculty:** Cunningham, Pengra, Stroup

Faculty Council on Academic Standards (FCAS) Guidelines Pertaining to Satisfactory Progress: Courses and Credits from Advanced Placement (AP) and International Baccalaureate (IB) Tests

UW-Seattle awards credit for Advanced Placement (AP) and International Baccalaureate (IB) courses based on test scores as outlined on <http://admit.washington.edu/Requirements/Freshman/AP> and <http://admit.washington.edu/Requirements/Freshman/IB>. The AP and IB credits are added to a student's total number of credits.

In satisfactory progress decisions, including those related to pre-major extensions, admission to majors, and graduation plans, the courses from AP and IB may be used to meet pre-requisites and requirements. Based on the fact that AP and IB credits are not from college courses, consideration should be given to how these credits impact satisfactory progress decisions as outlined below.

- Granting pre-major extensions for students with significant AP/IB credits to ensure students have sufficient time for exploration and the decision-making process.
- Admitting to majors even though the credit total may be high as a result of significant AP/IB credits in that the time for the student with AP/IB credits to reach a decision about a major is comparable to students without AP/IB credits.
- Approving graduation plans that extend beyond the 210 credit limit if a significant number of the credits are from AP/IB test scores to ensure students have the opportunity to achieve well defined educational objectives.

Adopted by Faculty Council on Academic Standards on May 27, 2011.