

University of Washington
Faculty Council on Academic Standards
May 25, 2012
1:30 - 3:00 p.m.
Gerberding Hall 142

Meeting Synopsis:

1. Call to Order
 2. Chair's Report
 3. Approval of the Minutes of May 11, 2012
 4. SCAP Report (Brad Holt)
 - Consent agenda (routine actions)
 - Non-routine actions
 5. Revised Satisfactory Progress Policy
 6. Revised Course Approval Forms
 7. Adjournment
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1) Call to Order

Meeting was called to order at 1:32 p.m. by Chair John Schaufelberger.

2) Chair's Report

Schaufelberger commented on reconsiderations regarding TOEFL scores for international students. Two standards currently exist: a higher score of 92 and a lower score of 76 where a student can still be admitted, but is required to take additional English courses. Concerns are that students on the lower score do not take their English courses seriously and a proposal has been made to create a singular score to address this. The Admissions and Graduation Subcommittee will decide whether FCAS should consider this change, which would just require FCAS approval as these are not in the scholastic regulations. Caution was emphasized not to handicap any group of students, or create policy that doesn't fit peer institution standards. Any change during the academic year would come into effect in fall of 2014.

Schaufelberger and UW Registrar Virjean Edwards met with FCTCP, to review the roles of FCAS, the UW Curricula Committee (UWCC), and the other campuses. Schaufelberger considered it a productive meeting for clarifying of the role of the UWCC, and that a major concern expressed was course reviews, the UWCC's membership and purpose. He believes that the UWCC should change its name, as it is a course review committee, and does not perform curricular reviews. Schaufelberger will discuss the proceedings with the Provost Ana Mari Cauce. Edwards noted that after she spoke with the Dean of the Graduate School Gerry Baldasty and FCTCP Chair Bill Erdly, she has ideas on how to improve communication, including changing language on the website and the name of the committee. The UWCC is an administrative committee, but this does not preclude the inclusion of faculty. Patricia Kramer commended the Registrar's efforts. Schaufelberger noted conflicting designation of authority over curriculum at UW: delegated both to the faculty and Chancellors.

Schaufelberger thanked members for this participation. He noted that there will be no FCAS meeting on June 8th and an electronic vote would be taken on any remaining SCAP items for the year. These minutes will be approved electronically rather than wait until the beginning of next year.

3) Approval of the Minutes of May 11, 2012

The minutes from the May 11th, FCAS meeting were approved as revised.

4) SCAP Report (Brad Holt)

Brad Holt introduced the Consent Agenda, consisting of three items.

Consent agenda:

1. **Atmospheric Sciences-** ([ATMS-20120412](#)) Revised program requirements for the Bachelor of Science degree in Atmospheric Chemistry.

Background: The department is making changes to their Atmospheric Chemistry and Air Quality track that requires changes to core requirements for their major (revised catalog copy coming, they didn't complete the paperwork correctly and I asked for revision and ok from College)

SCAP Action Taken: 05/18/2012 – Approve and forward to FCAS. Jennifer to inquire about existing grade requirements and moving to options. (Update: The department is interested in moving the track to options and updating their grade requirements but do not have time to complete the review process before the end of this year. They will submit another 1503 with additional changes during Fall quarter.

2. **Environmental and Occupational Health-** ([ENVH-20120312](#)) Revised program requirements for the Bachelor of Science degree in Environmental and Occupational Health.

Background: The School of Public Health is creating GER's which require the Environmental Health major to add 3 additional writing credits to their requirements.

SCAP Action Taken: 05/18/2012 – Approve and forward to FCAS (with edit to 84 credits of General Education).

3. **Health Informatics and Health Information Management-** ([HIHIM-20120320](#)) Revised admission and program requirements for the Bachelor of Science degree in Health Informatics and Health Information Management.

Background: The School of Public Health is creating GER's which require the HIHIM major to adopt the new requirements. They are also taking the opportunity to update new course lists and credit levels, and update the credit amounts in their admissions requirements.

SCAP Action Taken: 05/18/2012 – Approve and forward to FCAS (with edit to 84 credits of General Education).

There was a motion for approval. The Consent Agenda Carried.

Non-routine Items:

School of Public Health- ([SPH-20120312A](#)) New School General Education Requirements.

Background: The School of Public Health does not have school-wide General Education Requirements (GERs) and with the Public Health major moving back under their review they felt it was appropriate to put them in place.

SCAP Action Taken: 05/18/2012 – Approve and forward to FCAS pending confirmation of 85 or 84 credits. (Update: SPH will go with 84 credits)

There was a motion for approval. The Motion Carried.

Atmospheric Sciences- (ATMS-20120412) Revised program requirements for the Bachelor of Science degree in Atmospheric Chemistry.

Background: The department is making changes to their Atmospheric Chemistry and Air Quality track that requires changes to core requirements for their major (revised catalog copy coming, they didn't complete the paperwork correctly and I asked for revision and ok from College)

SCAP Action Taken: 05/18/2012 – Approve and forward to FCAS. Jennifer to inquire about existing grade requirements and moving to options. (Update: The department is interested in moving the track to options and updating their grade requirements but do not have time to complete the review process before the end of this year. They will submit another 1503 with additional changes during Fall quarter.

Two concerns were expressed to Atmospheric Sciences. The 2.5 GPA minimum is higher than in the past. Additionally, Tracks are not-transcripted, despite the availability of Options which are transcripted. Atmospheric sciences recommended that this be approved and they would return to these concerns in the future.

There was a motion for approval. The Motion Carried.

5) Revised Satisfactory Progress Policy

Deborah Wiegand provided an update on the Implementation Committee's work on the Revised Satisfactory Progress Policy. Changes were made as follows:

- a) Clear language to illustrate the intent of giving freshmen a full four years at the University
- b) Specific numbers of credits required for degrees was removed to clarify that students will have "30 credits beyond the number of credits required for their degrees"
- c) Direct language informing that exceptions are rare;

Schaufelberger requested to approve the revised version and already have such policy in place for freshman arriving in September and Holt made a motion to approve.

Language was removed regarding exclusion of additional credits to prepare for graduate and professional school as Post-Baccalaureate rules will be developed during fall quarter. Brad Holt expressed concern that this would serve as big loophole which would be exploited by students, and suggested that this not be permitted. Discussion followed on the requirements for Post-Baccalaureate studies, and examples of students who would take advantage of this loophole were provided, such as graduates of Chemical Engineering who desire to attend Medical School. Wiegand offered to research how many students would be affected by this addition.

Discussion continued on this revision regarding student responsibilities, and whether there is need for flexibility once students are further into their programs. The goal of this policy is to provide students with a full, four year university experience, and assist them in planning their academic career. The re-

addition of language excluding the credits towards graduate or professional programs was suggested to be important to set expectations on academic planning for freshmen and sophomores. Specific language would also be helpful for advisors in their decision-making, as this purpose was noted to be one of the most frequent rationales invoked by students seeking additional credits. Further considerations were made whether to broaden language, but Council members were in favor of clear, directive language to inform advisors, which was recommended by the Implementation Committee.

Brad Holt made a motion to reinstate this this language again, with the provision that this would be revisited in October when a discussion will take place on Post-Baccalaureate policy takes place. The additional wording would be: "Completing a minor, completing requirements for graduate or professional programs or enrollment in an additional major is not grounds for an exception."¹

There was a motion to amend the Satisfactory Progress Policy with additional language suggested by Brad Holt. This motion carried.

There was a motion to approve the Satisfactory Progress Policy as amended. The motion carried.

A suggestion was made to involve the Graduate School when discussion of Post-Baccalaureate studies occurs. Wiegand noted some difficulties in system processes would occur if this implementation is staggered between current and new students. Due to this, the consideration is to make this new policy applicable for all students in autumn 2012. She asked if the Council if they thought this would be a problem. As this policy is actually more flexible for students, this was not seen to be an issue. UW Bothell will be utilizing this policy, but Wiegand has yet to hear from UW Tacoma.

6) Revised Course Approval Forms

New Course Form

Wiegand reintroduced the subject of the revised New Course form, should the Distance Learning Supplement be removed. She provided Councilmembers with a draft of the New Course form with the following new questions regarding Distance Learning as Section 7, as follows:

- a) Inclusion of "Contact and Outside Hours," distinguishing between face to face and distance learning time
- b) The content delivery mechanisms for this course, which has an open answer section
- c) Whether the course is synchronous or asynchronous
- d) Explanation differentiation between the Distance Learning and classroom versions of the course
- e) Question regarding security of examinations and safeguards for academic integrity
- f) Describe how students will receive feedback through the course and how they will be assessed
- g) How students will interact with the professor and other students, whether there will be face-to-face meetings with the instructor and other students;

A question was raised if additional D, F and G questions would already be covered in Course syllabi, however the opinion was expressed that these questions were necessary, and notes could be provided if this information is in the syllabus. Schaufelberger suggested that "how they will be assessed" to be

¹ Attached as "Appendix A: FCAS Policy on Satisfactory Standards"

changed to “how student learning objectives will be assessed.” Patricia Kramer expressed content with these improvements, but concern on how faculty members would answer such questions. An example was provided whether if a movie shown during class or watched online would be counted as a distance learning course. Other questions arose whether the terms used should be “distance learning” or “online.” Further question were posed if courses with reading materials being streamed to them, but still having class time would be considered distance learning. Both of these instances would be considered Distance Learning. A larger question was posed whether such definitions should be avoided as definitions are changing too quickly. The different categorizations were described of Distance Learning which UW is required to report to Washington State.

Council members asked whether these changes actually were less of a burden than the Distance Learning Supplement. Some of the questions have been removed from the Supplement. The origin of the form was discussed, as data had been required to be reported to Washington State and to maintain academic rigor internally. The current Supplement form lacks the option of hybrid courses, with both distance learning and in-class components. Thus, many faculty members who would have not had to fill out such information in the past would have an additional burden. This form is focusing on whether instruction is delivered online. More questions were asked regarding “grey areas,” such as: whether discussion boards served similar functions as emails to professors or as class sections; and the difference between watching videos online (considered distance learning) and reading books (not considered distance learning). It was noted that filling out this form would serve to allow which courses required a review after three years, as Distance Learning courses require.

Further debate followed on the definition of “distance learning” and how credits are calculated in regards to contact hours. Different departments vary in how credits are calculated. Determination was made if the bulk of instructional activity of the student takes place in the classroom; if no face-to-face contact between student and teacher, this would be considered Distance Learning. The key issue is whether a definition for Distance Learning can be drafted.

Concern was expressed of the need to ensure same level of academic rigor within courses taught in class and Distance Learning courses. Council members agreed with using this new form rather than the Distance Learning supplement should there be a good definition of Distance Learning.

Course Review form:

Each Distance Learning course must be reviewed after three years, however there is no mechanism for such a review. Wiegand drafted a form to be used for such a review. Such a form would be sent by the College to the UWCC. Wiegand requested to know if the Council had any suggestions on the form, and the following suggestions were made:

- Change the “College Curriculum Committee” in the header to “Curriculum Review Committee”
- Include the date that the original course was approved, or first offered

A course would be flagged as a Distance Learning course when a New Course form submitted has a filled out “Distance Learning” section. Scholastic regulations require a one-time, three-year review for Distance Learning courses, but no subsequent reviews. This is beginning to be enforced, and departments have been notified when courses need to be reviewed, or otherwise will be unable to be

offered in the future. UWCC has already sent out requests to the Colleges, who are responsible for these reviews. No other suggestions were given for this form.

7) Adjournment

The meeting was adjourned at 2:49 p.m. by Chair Schaufelberger.

Minutes by Jay Freistadt, Faculty Council Support Analyst. jayf@u.washington.edu

Present: **Faculty:** Schaufelberger (Chair), Holt, Cunningham, Keil, Kramer, Taggart
 Ex-Officio Reps: Williams, Wensel, Sahr
 Guests: Deborah Wiegand, Robert Corbett

Absent: **Faculty:** Holman, Stroup, Almgren, Pengra, Janssen,
 President's Designee: Ballinger
 Ex-Officio Reps: Smith, Fugate

Faculty Council on Academic Standards (FCAS) Policy on Satisfactory Progress

The University of Washington seeks to allow fair access to as many eligible applicants as possible each year while enabling students, who so choose, to have a four-year college experience beyond high school. Consequently, the University has set limits on the number of quarters and credits allocated for each student. A student may continue to enroll at the University of Washington until reaching both the quarter and credit limits.

Students admitted as freshmen, including those who have earned credit as part of the Running Start Program, may accrue as many credits as they wish, as long as they graduate within 12 quarters of college work while registered at the University. Transfer students are allowed 6 quarters of college work while registered at the University if they have completed two or more years of college work. Transfer students who enter the University after completing one year of college work will be allowed 9 quarters of college work while registered at the University of Washington. Summer quarters do not count in these limits.

Students who do not complete their degree requirements within the time frames specified above may continue to enroll through the quarter in which they reach 30 credits beyond the number of credits required for their degree. Students pursuing more than one degree may enroll through the quarter in which they reach 30 credits beyond the number of credits required for their concurrent degrees. After reaching these limits, students will no longer be permitted to register as continuing University of Washington students in the regular academic year (Autumn-Winter-Spring).

Administration and Logistics

- Exceptions to the satisfactory progress policy that allow students to continue to enroll at the University of Washington beyond the satisfactory progress limits are rarely granted. Completing a minor, completing requirements for graduate or professional programs, or enrolling in an additional major or degree program is not grounds for an exception. However, circumstances beyond a student's control will be considered in granting exceptions.
- The timing and process of holds, registration restrictions, current "exception" practices (such as hardship withdrawals) will be evaluated and adjusted as needed by the Registrar and advisors, including revision of the current hold/graduation plan at 180 credits.
- To ensure that students can complete requirements on time, administrative and academic units will adjust advising and policy as appropriate to ensure timely completion of requirements, including admission to majors.
- Students will be informed of these policies and implications at the beginning of their UW career so they can plan accordingly.

Revised by the Faculty Council on Academic Standards on May 25, 2012.