

University of Washington
Faculty Council on Academic Standards
January 25, 2013, 1:30-3:00 p.m.
Gerberding 142

Meeting Synopsis:

1. Call to Order
2. Review of the Minutes from January 11, 2012
3. SCAP Report
 - a. Consent agenda (routine actions)
 - b. Non-routine actions
4. Chair's Report
5. Old Business:
 - a. Student Diversity Requirement
 - b. Economics Proposal for Writing Skills Assessment requirement for admission to major – John Webster
6. Adjourn

1) Call to Order

Meeting was called to order at 1:33 p.m. by Chair George Dillon.

2) Review of the Minutes from January 11, 2013

Minutes from the January 11th 2013 FCAS meeting were approved as written.

3) SCAP Report

a. Consent agenda (routine actions)

1. **Health Informatics and Health Information Management-([HIHIM-201201205](#))** Revised program requirements for the Bachelor of Science degree in Health Informatics and Health Information Management.

Background: The department requested changes they included only in an appendix in their last approval, but failed to designate in the changes in the catalog copy or mention in the justification. They would like to implement those changes now list the correct requirements.

SCAP Action Taken: Approve and forward to FCAS.

Moved to be approved. The motion passed unanimously.

b. Non-routine actions

1. **Integrated Sciences -([INTSCI-20110401R](#))** New Bachelor of Science Arts degree in Integrated Sciences.
Background: The Integrated Sciences program has been working out the program details and administrative responsibility between the College of Arts and Sciences and the College of the Environment for the past year. They have finalized their discussions and are ready to move forward with the program approval.

SCAP Action Taken: 10/19/2012 -Approve and forward to FCAS pending change grade requirements from a minimum grade of 2.0 in each course to 1) a cumulative 2.0 GPA in each basic math and science sequence and 2) a cumulative 2.0 GPA in all courses applied to the disciplinary track. (INTSCI may ask for a cumulative 2.0 GPA in the INTSCI foundation courses, to go along with the above grade requirements). Ron Irving says that the INTSCI committee is meeting this week in anticipation of questions and will reply by Thursday at the latest.

Information questions to ask not tied to moving proposal forward at this time:

- 1) When will students choose a disciplinary track?
- 2) Has INTSCI committee discussed registration priority in courses required in the disciplinary tracks with the departments offering the courses?

SCAP Action Taken: 11/16/2012 -Please read response at end of 1503 document. Approve and forward to FCAS as a Bachelor of Arts degree.

SCAP Action Taken: 12/07/2012 -Pending review of proposed external program assessment plan. Approve and post to Tri-Campus. FCAS wants a copy of the proposed 5 year review once it is complete.

SCAP Action Taken: 01/18/2013 -Post Tri-Campus Review (Responses to be emailed Wed. PM or Thurs. AM). Approve responses and forward to FCAS.

Most comments at the Tri-Campus review were regarding the BA/BS distinction. SCAP has proposed this to be approved as a Bachelor of Arts. Concern was expressed that a degree is being approved with less than one year of upper-division courses.

Motion to Approve Integrated Sciences as a Bachelor of Arts. The motion was approved, with two “nay” votes.

2. **Jackson School** -([JSIS-20120323](#)) New minor in Middle East Studies. Background: The Jackson School is proposing to offer a minor in Middle East Studies to offset the impending elimination of the Middle East track within major offered by the school. There is strong student interest in this field and resources to sustain an minor but not to continue offering the track within the International Studies major.

SCAP Action Taken: 11/02/2012 -Approve and forward to FCAS.

SCAP Action Taken: 01/18/2013 -Post Tri-Campus Review Approve responses and forward to FCAS.

Motion to Approve. The motion was approved unanimously.

3. **School of Music** -([MUSIC-20120426](#)) Convert Bachelor of Arts degree in Individualized Studies to a Bachelor of Arts degree in Ethnomusicology; new admissions requirements. Background: The School of Music would like to move the Ethnomusicology program under their administrative control so the students can benefit from the School's climate, culture, and resources.

SCAP Action Taken: 10/05/2012 -PENDING. Need justification and clarification on the following:

- a. Why a 2.5 cumulative and a 2.0 in each course?
- b. If admissions are competitive, when can students apply? Anytime, by a specific date, 2x a year?
- c. Remove A&S general educations requirements per approved catalog editing.

Action Taken: 11/16/2012 -Please read response at end of 1503 document. Pending. SCAP will not approve 2.5 cumulative GPA and wants a justification for the 2.0 in each music course -needs a continuation policy.

11/21/2012 Update: The Ethnomusicology faculty have voted to use a minimum cumulative 2.00 GPA for graduation requirements rather than a 2.0 in each course.

SCAP Action Taken: 01/18/2013 -Post Tri-Campus Review. Approve responses and forward to FCAS.

With this proposal, issues initially existed with the GPA requirements, which were changed.

Motion to Approve. The motion was approved unanimously.

4. **Economics** -(ECON-20121128) Revised program requirements for the Bachelor of Arts degree in Economics. Background: The Economics department would like to add ECON 382 to the list of required ECON courses for the Bachelor of Arts degree increasing the major by 5 credits.

SCAP Action Taken: 12/07/2012 -Pending. SCAP had some questions about the programs changes requested for the BA and the new writing assessment. They want to know the following:

- a. Do you have a continuation policy in place for your major (specifically to address the minimum grade of a 2.0 in ECON 300 and 301)?
- b. Is there a specific sequence for courses in the major? If not, how do you ensure that students would take ECON 382 early on as it isn't a prerequisite for any other course?
- c. Why do they need a minimum grade of 2.0 in ECON 382 – the minimum grade in 300 and 301 is grandfathered and as 382 isn't a prerequisite for any other course they feel it should be listed with the required courses in item 1 of the major requirements.
- d. They would also like to see 382 either be a prerequisite for 482 or make the major requirement 382 or 482.

SCAP Action Taken: 01/18/2013 -See comments via email chain at end of 1503. Approve and forward to FCAS pending submission of an official continuation policy.

SCAP requested for the unofficial continuation policy to be formalized, which Economics has done.

Motion to approve. The motion was approved unanimously.

5. **Economics** - (ECON-20121127A and ECON-20121127B) Revised admission requirements for the Bachelor of Arts degree and the Bachelor of Science degree in Economics. Background: The Economics department would like to add a reading comprehension, critical thinking and writing assessment essay to their competitive admissions process.

SCAP Action Taken: 12/07/2012 - SCAP would like a report of how the new writing assessment works out. SCAP Action Taken: 01/18/2013 - Continue discussions at FCAS.

This topic would be later visited in the meeting.

Other items

SCAP also approved changes to the 1503 Program Proposal form, adding a category for: "Change in delivery mechanism, or change in location," to allow for changing courses to distance learning courses. Jennifer Payne, University Curriculum Procedures Analyst, suggested addition of a section to indicate a change in continuation policy or add honors. A motion was made to approve this, passing unanimously.

The Higher Education Coordinating Board, which reviewed new majors or degrees, has ceased to exist. Some elements of this review [what review? --check this with Robt] may be valuable to UW. Robert Corbett, Coordinator of New Programs, has drafted a list of guidelines to continue a portion of this evaluation. This [form?] will be reviewed by SCAP and presented for approval to FCAS, to be posted on the FCAS official policy website. Questions were raised whether this will be applicable to UW Bothell and Tacoma campuses.

4) Chair's Report

George Dillon spoke with Jan Carline, Chair of FCTL, about developing evaluation parameters for "homeless programs," which are not evaluated as part of departments. Carline expressed interest on being involved, and was provided with the suggested evaluation policy for Integrated Science. Pertinent handouts on evaluation policies should be reviewed, which were presented to the former Faculty Council on Instructional Quality during the 2007-08 academic year.

Dillon met with FCTCP, to identify concerns and potential revisions to the Tri-Campus review. He noted that the main issue expressed was the lack of time to change proposals after feedback is obtained. Providing quicker feedback may improve the process, which is sent out on proposed degrees, minors, and options. The Council considered FCTCP's role in this process and the objectives, noting that the process is intended to be informational. A working group had been formed to consider this; Corbett suggested a member of FCAS serve in this group. Skepticism was expressed about the value compared to the additional burden of earlier reviews. Ideas were provided to either remove the Tri-Campus review from the Code if comments are not helpful to speed up approval, or to save time by allowing the review to occur simultaneously to the SCAP/FCAS review. Corbett can convey these messages.

Debate had also occurred regarding the role of FCAS to make policy on academic standards for UW Bothell and Tacoma.

5) Old Business:

a. Student Diversity Requirement

The proposal for a Diversity Graduation Requirement was still being refined at FCMA and not ready for discussion at FCAS. To speed up the process, discussion could be held at FCAS rather than at a subcommittee level. Recommendations on the language had been given and it was hoped that this proposal would address all the major concerns. Should FCAS approve the proposal, legislation would have to pass the SEC meeting, followed by a vote at the Faculty Senate, and then would be submitted to the faculty. Caution was noted on timing, a similar proposal in the past was proposed at the end of the academic year, which raised concerns due to the lack of faculty on campus after finals. Thus it would be best for this proposal to come to the faculty before early Spring Quarter.

b. Economics Proposal for Writing Skills Assessment requirement for admission to major

John Webster, Director of Writing for the College of Arts and Sciences, is working on a college response to Economics' request for a Writing Skills Assessment (WSA) admission requirement. He attended this meeting to discuss this proposal writing skills assessment. Prior to his arrival, the Council compared SAT scores between resident students, all, out of state and international students provided by Assistant Vice President for Enrollment Phil Ballinger for freshmen entering during Autumn 2012.

Scores	All	Residents	Non Residents	Intl
HS GPA Avg	3.75	3.77	3.67	3.75
HS Middle 50%	3.63-3.92	3.67-3.93	3.54-3.84	3.62-3.94
SAT CR Avg	586	594	613	515
SAT CR Mid 50%	520-650	530-660	560-670	470-560
SAT M Avg	642	623	653	725
SAT M Mid 50%	580-710	570-680	600-710	690-770
SAT W Avg	594	590	620	586
SAT W Mid 50%	540-650	530-650	570-670	550-630
ACT Avg	26.9	26.5	27.9	26
ACT Mid 50%	24-30	24-30	26-30	25-27
ACT E Avg	26.6	26.2	28.1	24.3
ACT E Mid 50%	23-30	23-30	25-31	22-26
ACT M Avg	27.5	26.9	28.1	32.5
ACT M Mid 50%	25-31	24-30	26-31	31-35

It was noted that international students do not score differently on writing on the SAT, when compared to Washington State residents or domestic non-residents. International students are required to take the TOEFL test, and most students admitted have TOEFL scores high enough to exempt them from taking additional Academic English Program (AEP).¹ Questions were raised about helping to assure that either: a) students have better abilities upon entry to UW, or b) that they can be allowed the resources to improve this when they are already here. The WSA at the Foster School was characterized as a form of standardized test, conducted online, and similar to high school tests, such as the WASL.

It was cautioned that the international student group was one of high variability. A case was described where an international student's success at a high school in Washington was better than their TOEFL score would lead one to expect. Ballinger noted that interviews with applicants or discussion with high schools were not currently viable as screening devices for over 7000 applicants.

Background was given on the Foster School's WSA, which was added around 1990-93. FCAS was curious if there was any shift in impact on shifting demographics of the body of Business majors attributable to the test. This would be complicated to measure, considering that growth in international students has mostly occurred over the last three or four years. Debate followed on whether this policy is directed towards international students, and how to ascertain that such a test is fair. English composition courses were may not serve as good indicators of student prowess in the language within economics. Questions about basic ability to write in English should be addressed prior to entrance at the University, rather than when students apply for majors.

John Webster was introduced to the Council, and he commented that he was grateful that Economics had proposed addressing this issue. The increase in international students at UW raises concerns on how to support and integrate these students, and some departments do not have the resources to deal with these students. Webster noted that he teaches a summer course, "Writing Ready," with mostly international students. He noted that many students from China attend to the UW with the intent to study Business; however, they are not able to get into the school, and the Economic department has become their second

¹ Available at: <http://www.outreach.washington.edu/aep/>

choice of study. Other concerns arose on the impacts of first-year English courses\ and on training teaching assistants to effectively support these students.

Worries were expressed about other academic units implement such policies across campus. Possibilities were discussed to improve student experience and English aptitude. One option would be to increase language score requirements. Another idea was to have a placement exam to determine students' capabilities in English, similarly to what the University practices with math. This would reduce the stress on such students when taking classes beyond their vocabularies. Another alternative could be offering the AEP courses to occur during the day and reduce or remove the cost to students, but doubt was expressed on the Washington State Legislature's support of such expenses.

Representatives from Economics and the Foster School will be invited to the next FCAS meeting to provide a greater context of these tests. Concerns were expressed that such tests may not serve the overall goal of the University. Another point of discussion was the autonomy of competitive majors.

Questions for next meeting were suggested:

- Are there any concerns regarding these assessments?
- How has this requirement worked, and how are assessments used?
- Examples of experiences within the Foster School
- Were any good candidates excluded?
- What is the percent of domestic/international students applying versus being admitted?
- Are applying international students transferring in or, arrived at UW as freshmen?

6) Adjourn

The meeting was adjourned at 3:11 p.m. by Chair Dillon.

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

Present: **Faculty:** Dillon (Chair), Cunningham, Janssen, Holt, Kramer, Taggart, Keil, Stroup
President's Designee: Ballinger **Ex-Officio Reps:** Wensel, Fugate, Kutz, Anderson
Guests: Jennifer Payne, Deborah Wiegand, Robert Corbett

Absent: **Faculty:** Pengra, Almgren, Melin **Ex-Officio Reps:** Randall