

University Of Washington
Faculty Council on Academic Standards
1:30 p.m. to 3:00 pm, February 8, 2013
142 Gerberding Hall

Meeting Synopsis

- 1) Call to Order
 - 2) Review of the Minutes from January 25, 2013
 - 3) SCAP Report
 - a. Consent agenda (routine actions)
 - b. Non-routine actions
 - 4) Chair's Report
 - 5) Old Business
 - a. Foster School writing proficiency test – Vikki Day
 - 6) New Business
 - a. Discussion of need for Class B legislation to define status of students in online degree programs
 - 7) Adjourn
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1) Call to Order

The meeting was called to order by Chair George Dillon at 1:32 pm.

2) Approval of minutes from January 25, 2013 meeting

The minutes of the January 25, 2013, were approved.

3) SCAP Report

a. Consent agenda (routine actions)

1. **Foster School of Business - (BUS-20121120)** Revised program requirements for the Bachelor of Arts in degree in Business.

Background: The School had two Business Communications courses, one for accounting students and one for everyone else. They want to consolidate B CMU 301 and 302 and just have all students take B CMU 301.

b. Non-routine Business

Proposed FCAS Guidelines for Proposals for New and Online Major and Degree* Proposals

Holt introduced the draft FCAS Guidelines for new proposals (see Attachment 1) by noting that they were meant to take the place of criteria required by the state Higher Education Coordinating Board (HECB) for new proposals in their review of them. Since the HECB no longer exists, there need to be guidelines for programs submitting proposals for new majors and degrees, as some of the information gathered did inform reviews by SCAP.

Corbett said that the criteria were based on those that the HECB had required. SCAP had reviewed them twice. He noted that on the second page were additional criteria for proposing to offer both a new major online or to offer an existing one online. According to the scholastic regulations, these are required for a unit to waive the residency requirement that 45 out of 60 credits be taken on campus.

Ballinger asked if there were significant differences between the three campuses related to the proposing online degrees. Edwards said she would meet with Bothell and Tacoma the following week to discuss issues they had with proposing online degrees.

There was some discussion concerning one of the criteria, which asked, under the criteria of “Demand for the Program”, “If applicable, describe how program graduates will meet a workforce need.” The question was whether this should be phrased so as to be optional. Corbett said he could revise it so that the request was stated more directly. Kiel recommended that the prefatory paragraph remain part of the guidelines, as long as it was revised slightly. Corbett agreed with this idea.

The Council approved the guidelines on the condition that suggested revisions were made.

4) Chair’s Report

Chair George Dillon announced that the Diversity Report would be discussed at the next meeting of FCAS on February 22nd, and that representatives of the Council on Multicultural Affairs would be invited. Dillon distributed the draft of the diversity proposal that he had received Thursday night, and asked that the Council read it and ask for further documentation if they needed it. He said the list of the courses that have been identified as meeting the proposed requirement would be presented when they became available as well.

5) Old Business

6)

Foster School writing proficiency test – Vikki Day

Dillon noted that the Council had previously asked that representatives from Business and Economics attend—Business as they currently include a writing assessment as part of their admissions process while Economics has proposed one for theirs. He said that Vikki Day, Assistant Dean of the Business School would brief the Council today, while Jacques Lawarrée, chair of Economics, would attend the next meeting.

Day provided a brochure on the writing assessment for the Council, some of which information is provided on the school’s [website](#). The grading procedure for the assessment is carried out as a double blind, and each of the two questions is graded separately. The Foster School hires English doctoral students and ESL teachers to assess the responses, and each question gets read by two people. Tom Colonnese of American Indian Studies has worked with the Foster School to make them aware of multicultural issues in assessing writing.

Day explained that what is offered is not a test, but an assessment, saying that “We want to see how they write.” She said that there was handout specifically for international students because they sometimes will not have taken a composition course at the UW before taking the exam. The exam is given on all three campuses, and students may retake it. Ballinger asked if they had noticed that international or transfers students performed less well on the test. Day said that the Foster school continues to have about 30% transfer admissions; for international students, the jump in admissions to the university has yet to hit. Dillon asked whether there were correlations with success in the program and success on the assessment. Day said that they have done reports, and anecdotally, Business writing teachers report satisfaction.

Dillon asked whether she had seen the proposed test from Economics, as there appear to be differences. Day said she had not, but that the Foster school could not provide their test in any case, as they already assess 1000 students a year. Donald Janssen asked whether it was possible to separate out scores for domestic and international students, both for students admitted as freshman (known also as “native”) and as transfers. Dean Day responded that they did not have the necessary information to separate out domestic and international students. Registrar Edwards mentioned that her office could provide the data, and could work with the Foster School to separate students into the four groups. Day added that the writing assessment was developed because of the school’s wariness of composition classes taken outside the UW.

7) New Business

Discussion of need for Class B legislation to define status of students in online degree programs

Dillon said that there had been a discussion in SCAP, in conjunction with discussions about proposed online programs, about whether students can be limited to enrolling only in the online programs as the proposals had suggested. He said that Holt had said at SCAP that work on the code had to be done to clarify what the rights of the students are.

Holt said that since the proposed Early Childhood completion degree was small, it provided an opportunity to revise the code in anticipation of the much larger proposed Social Sciences program. According to the existing scholastic regulations and the Washington Administrative Code, Holt noted, there are two kinds of students defined: matriculated, degree seeking students and non-matriculated students. In the case of a previous proposal to extend a degree to Abu Dhabi, the Council determined that no restrictions could be placed on students—they could switch majors, participate in athletics, etc. However, Holt said, the intent of these online programs is to admit students only to that particular major, and not allow them rights that regularly admitted students are allowed. Holt said that if that was the case, then a policy framework had to be provided to make the standing of the students clear. Evening Degree students are currently in this limbo; they are told that to be admitted to another program, they must reapply to the university, but it’s not clear what would happen if this restriction was challenged.

Dillon said that in the case of the English major in the Evening Degree program (EDP), if a gateway course is not available in the evening, an exemption allowing the student to take the course during the day may be granted. Wensel said that in some cases, EDP students can be granted an exemption to take the course in the “day” program, but if not, then the advisor attempts to match the course with another course. These exemptions are made on the general rule that departments may grant exemptions from their own requirements. Wensel said that a significant issue, however, is that students in the EDP are separately registered and don’t have access to MyUW, so they have to seek permission from EDP advisors. She added that there was an understanding that they could take no more than three day courses in their major.

Holt asked about Honors. Wensel said that EDP students could graduate with honors or baccalaureate honors, as long as they fulfill the requirements. Edwards said the difference is students had to get an advisor to register, whereas regular students can use MyUW; the other difference is the tuition, since EDP courses are paid for by credit. Kramer said that this meant there is some code that bars the students from registering normally. Edwards said that at some schools, the way students in distance or alternate programs are enrolled is in a different college. She said the ambiguity of how PCE relates to

the rest of the university causes difficulties for students and ultimately more work for staff that help them. The fact that relationship is not clearer causes frustration.

Holt said that the students would meet UW minimum admissions standards, but the difference would be that regular admission process would probably be more selective than that for the online degree. Ballinger said that the problem would not be how they are admitted based on GPA as much as admission requirements the students may lack and that will have to be remediated. Janssen asked if the proposed program would cost more than the regular program. Holt said that they would pay less. Janssen said then that there might be a motivation to have students take other courses. Ballinger said the intention was to offer the courses at a price where the program generates revenue. Edwards said, as in the EDP, there will be no indication on the diploma that these programs are any different than another UW degree program, so the program needs to be something that the faculty supports.

Dillon said that the question is whether there needs to be Class B legislation to determine the status of these students. Janssen said that if these students had to reapply to the university to take another major, there needs to be legislation spelling that out. Otherwise, they would be denied the ability to switch to a non-competitive major as any other student would have. Killien said that it would be Class B legislation, as that is what is required to change anything that is not in the Faculty Code, and this is the case with registration, which is covered in the university's scholastic regulations. Killien said the need for legislation comes about if proposals are coming that either contradict existing regulations or introduce something that needs to be added. It's clear, she said, that the programs need to disclose to the students what their rights are, but whether it needed to be covered by policy was something she couldn't answer.

Janssen asked whether there was anything that limited the rights of students to change majors. Holt said the regulations only concern matriculated and non-matriculated students, and that no such restriction applies to the former. Janssen said that then this was the part of the regulations that needs to take account of students in online degree programs. Kramer said the part of the problem is that units coming to SCAP with these proposals saw this issue as university problem, but that SCAP didn't feel that it could approve the programs without policy concerning these students. Holt said that FCAS is charged with determining admission regulations, but the problem is that determining the rights of the students must take into account what restrictions the units themselves are proposing. Killien said that the regulations seem to be written for a certain student body. Stroup said it was for the sake of the students that a new category should be developed, because they would have access to everything that an on campus student would have. Dillon noted that also in the Early Childhood major there are 20 hours of electives that students will have to take outside of Education that must be taken with no provision as to how.

Killien said she agreed that the regulations as written did not seem to apply to these students, as in other parts of the code that were written before so much was done electronically. Holt said that SCAP's thinking was that they would review the proposal based on academic standards and let it go forward, but that they would expect the issue to be dealt with before it received final approval from FCAS. This would allow them to work on the Class B legislation. Janssen said that then the only thing that would be approved would be the academic part of the proposal, but otherwise it would be held for the development of legislation. Janssen said he would be bothered about it going to Tricampus before the status had been resolved. Melin said that a caveat about SCAP's concern should be a part of the proposal.

Killien said that there seemed to be a question of how residence is defined in the regulations that require further approval of FCAS. Holt said that at the time that regulation was passed, residence was defined as on campus, and considerable discussion had taken place. She said that it was issues like this that should be considered as the proposals come up for review.

Dillon said that the Council should recommend legislation if they thought it was needed, as the Provost's Office indicated it would work on it. Melin said that he would make a motion that the Council say that there is legislation needed as policy for these students. Killien said that the legislation should be developed in conjunction with the proposal, to make sure Class B legislation is required. Stroup said that it isn't clear how these students would be restricted which is the reason that the proposal cannot simply be approved. She said that what has arisen with the EDP should not be repeated. Janssen said that FCAS should not approve any degree program that denies full rights to a matriculated student, such as inability to switch major or double major, and the response would be to define a new category of student. Melin said that SCAP clearly think that the rights and responsibilities of these students need to be defined. Ballinger said that both Dean Stritikus and Vice Provost Szatmary could be invited, as PCE is dealing more with the budget.

Fugate said it would issues of the status of students would be raised more pointedly by the proposed online Social Sciences degree since that will be a more open program. Killien said that she could see students in the Early Childhood program consider switching to Psychology or Nursing, and so the issue of whether they had to reapply to the university would come up.

Dillon said that the proposal for the online Early Childhood major is still up for review by SCAP, so the issue could be considered further. A closer scrutiny of the actual details of the proposal for an online ECFS major was deemed necessary before formal consideration of a policy resolution like that suggested by Melin.

The meeting was adjourned at 3:10 pm.

Minutes by Robert Corbett, Coordinator of New Programs rcorbett@uw.edu

Present: **Faculty:** Dillon (Chair), Cunningham, Holt, Janssen, Keil, Kramer, Melin, Pengra, Stroup, Taggart

President's Designee: Ballinger

Ex-Officio Reps: Anderson, Ballinger, Fugate, Kutz, Wensel

Regularly Invited Guests: Corbett, Edwards

Absent: **Faculty:** Almgren