

University Of Washington
Faculty Council on Academic Standards
1:00 PM to 2:30 PM, March 8, 2013
142 Gerberding Hall

Meeting Synopsis:

1. Call to Order
 2. Review of the Minutes from February 22, 2013
 3. SCAP Report
 - a. Consent agenda (routine actions)
 - b. Non-routine actions
 4. Chair's Report
 5. Old Business
 - a. Economics Dept. request for English skills assessment requirement for admissions—Jacques Lawarrée;
 - b. Class B legislation: Diversity requirement—Susanna Cunningham;
 - c. Class B legislation: Definitions of student status for online program students—Marcia Killien
 6. New Business
 7. Adjourn
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1) Call to Order

Chair George Dillon called the meeting to order at 1:02.

2) Review of the Minutes from February 22, 2013

The minutes for the February 22, 2013 meeting were approved with amendments.

3) SCAP Report

a. Consent agenda (routine actions)

The following items were approved on a consent agenda:

1. **School of Drama** - ([DRAMA-20130205B-D](#)) Revised program requirements for the Bachelor of Arts degree in Drama; change the name of the option in Production to Design; revise programs requirements for the options in Design and Performance.

Background: The School of Drama wants to re-emphasize their core while still allowing students to focus on either Design or Performance. In changing the name of the Production option - Design is a better known in the field.

Action Taken: 03/01/2013 - Approve and forward to FCAS.

2. **School of Music** - ([MUSIC-20121120](#)) Revised program requirements for the Bachelor of Music degree in Music Education.

Background: The School of Music is removing two courses that have been dropped and updating the catalog to reflect the new MUSICP prefix.

Action Taken: 03/01/2013 - Approve and forward to FCAS.

3. **Statistics** - (STAT-20121218) Revised program requirements for the minor in Statistics

Background: The Statistics department needs to revise the requirements for the minor to remove the STAT 340-1-2 series as it is consistently full with majors. The pathways discussed in the 1503 have been condensed to an approved list of electives.

Action Taken: 03/01/2013 - Approve and forward to FCAS.

b. Non-routine actions

SCAP member Patricia Kramer said the following two non-routine items that had been forwarded to the Council for its approval. In the case of item 1, the School of Drama's elimination of an option in History/Theory/Criticism within their major in Drama, would require the School to work Arts & Sciences on requesting an action under RCEP (the university's policy on the reorganization, consolidation or elimination of academic programs). Both proposals were approved by the Council.

1. **School of Drama** - (DRAMA-20130205A) Eliminate option in History/Theory/Criticism within the Bachelor of Arts degree in Drama.

Background: Only two students have chosen this option since it was created 3 years ago so there is not demand and the School would like to eliminate it.

Action Taken: 03/01/2013 - School informed to proceed with RCEP

2. **School of Music** - (MUSIC-20121025) New option in Music Theory within the Bachelor of Arts degree in Music.

Background: The School would like to include an option in Music Theory to go along with the existing options in Music History, Voice, and Early Music.

Action Taken: 03/01/2013 - Approve and forward to FCAS.

Kramer also reported on the status of the College of Education's petition to offer their BA in Early Childhood and Family Studies online. Previously, the Council had requested that College work with SCAP on revising their proposed catalog language for the major before it was forwarded to Tricampus Review for comment. Kramer said that the copy received by the Committee did not reflect the discussion that FCAS had had, and so the proposal was sent back to the College to clarify their intent with the revisions.

4) Chair's Report

Dillon said that the meeting had been moved up to accommodate Jacques Lawarrée and a discussion of Economics proposal for a writing assessment. In addition, there were two pieces of legislation which the Council needed to hear and act upon if possible, so they could be forwarded to the Faculty Senate.

5) Old Business

a. Economics Dept. request for English skills assessment requirement for admissions—Jacques Lawarrée

Dillon introduced the proposal from Economics to require an English skills assessment as part of their admission process. He noted that proposal had mentioned the Business School's assessment as a model, which had been the reason that Vikki Haag Day had presented on their assessment process. Now Jacques Lawarrée, chair of Economics was meeting with the Council to discuss the proposal and the reasons for it.

Lawarrée introduced Patrick Pineda, Economics undergraduate advisor. Lawarrée said the intention was to get a more balanced body of students. Economics had gone from about 30 faculty with 250 majors to about 20 with 1000 majors three years ago. To address this, the department created a competitive major based on criteria in grades in math, statistics and two economics classes. While students admitted had an average GPA in math of 3.7, they were not good at thinking analytically—they understood models, but they could not say what they meant. The Admissions Committee felt the current process gave them no help in changing the balance of the majors. Lawarrée said the assessment test was a way of providing a tool to balance the student body.

Lawarrée said that Economics had looked at the test offered at the Business School, but the department thought that a test using economics materials. Dillon said the surge in quantitative ability was paralleled to rise in international students. Lawarrée said that Economics had worked with John Webster to have a TA in writing center who worked with students with English proficiency issues. Deborah Wiegand asked if there had been a parallel rise in students opting for the BS. Pineda said that it was the case that students pursuing the BS had more difficulties with English. Michael Kutz asked if the department had thought of weighting English 200 and 201. Lawarrée said that adding more writing would be difficult because the classes were taught more than a thousand students a year. He discussed meeting with representatives from the accounting firm KPMG where they said they could no longer hire undergraduates from the department due to their report writing skills.

Dillon said, remarking that it is difficult to teach writing when disciplinary knowledge is also necessary, asked a previous requirement of English 131. Lawarrée said it was required before the major was competitive, and colleagues felt that performance in 131 did not correlate with success in the major. Pineda said one of the reasons the department felt the need for a writing assessment was because of the quality of personal statements submitted. Lawarrée said that the department wasn't only interested in English proficiency, but also the ability to communicate economic ideas.

Lawarrée said the plan was to increase the number of the majors, so the department would not necessarily decrease the number of skilled math students. Philip Ballinger asked why the department felt this kind of assessment was the appropriate one, rather than test scores or courses in the humanities. Lawarrée said the department was looking to see how students articulate in economic ideas. He welcomed suggestions of courses from those departments for students to prepare for the test.

Don Janssen asked about correlating grades in English 131 for students currently in the major, and returning it to an admission requirement. Janssen said he had an ethical issue with testing student on something that they had not been taught to do. Lawarrée said he did not disagree, but there was no way to test students comprehensively in the large lower division classes.

b. Class B legislation: Diversity requirement—Susanna Cunningham [Exhibit A]

Dillon introduced the discussion of legislation for a diversity requirement that had been drafted by the Admissions & Graduation Subcommittee. Susanna Cunningham reminded the committee that Emile Pitre had said that Diversity was the second value of the university. She said that she ended up three different versions of the legislation, but sent only one.

Sarah Stroup said she had another version of the legislation and enumerated several suggestions about the wording of the legislation. Dillon said that it would be better to make a motion to adopt Cunningham's version (referred to as version A) first, and then consider changes. Cunningham said the proposal was add a section d to section B.2

Janssen said he preferred to keep the definition of diversity out of the legislation, in keeping with the other requirements in the code, and move the requirement to B.1.a. The definition then could be moved to same place as those for Areas of Knowledge (Aok) as a working definition. The reason for moving the section was because it was an additional AoK requirement. Cunningham said that was also a version considered. Dillon said then that there was a motion to amend the proposal to take into account Janssen's suggestions.

Kramer said that then the diversity requirement would be a "subdesignation". Janssen said that was appropriate because FCAS had been told that it would be a designation of an AoK course. Kutz said that after the students had considered the proposal, it seemed appropriate to move the definition to a guideline for approving the classes. Marcia Killien asked whether the general education requirements were distinct from major requirements, since she worried that a major requirement would not count. Janssen said he didn't think so. Stroup said that major courses can count as AoK. Schmitz said that in survey courses from 100 to 400 fulfilled VLPA and I&S requirements, and none that submitted on the list had prerequisite.

Faculty Council on Multicultural Affairs Chair Angela Ginorio said the proposed version would acceptable to her Council, as long as the definition would be used to approve courses. Cunningham said it would go in the same place as the definitions for AoK courses, the Advisors' Information File. Ballinger asked if the paragraph that needed polishing would go to other places as well. Janssen said FCAS should polish the paragraph, and send it to the Curriculum Committee and other bodies for approval, and that it was FCAS' responsibility to develop the guidelines.

Wensel said she still had concerns about there being no quarterly ad-hoc process for declaring a course a diversity course on a one-time basis. Wiegand said that it was possible to do this for I&S and VLPA courses. Ginorio said it was important that faculty submit the goals of the course. Rick Keil said it was important to specific about what kind of diversity was required by the definition, since his department offered courses in the diversity of proteins. There was a discussion about how to qualify the term diversity in the definition provided as a guideline for developing courses.

Dillon said that it was probably time to call the question. Cunningham said she accepted the changes to her proposal as a friendly amendment. Dillon said that then there was a motion to approve the amended proposal for Class B legislation. Killien asked if the language “carry the subdesignation” was appropriate, suggesting that there would need to be an explanation for the legislation to go out to the entire faculty. Ballinger said that it was clear to him, but he understood that it would be needed to be explained to the faculty. Pengra suggested capitalizing the “D” in Diversity. The motion to amend section 2.B.1.A of the Scholastic Regulations to include a Diversity requirement of 3 credits was unanimously approved.

Killien noted that the proposal put before the SEC and the Senate would need a definition. There was discussion about whether a definition of diversity was included in the previous year’s passage of the diversity requirement. Ballinger asked about how the language would be revised. Janssen said he had proposed wording for the AIF. Dillon said that if the Council if met in two weeks, then the language could be approved. Stroup said she would work together with Janssen, and they would share the language with the appropriate people.

- c. **Class B legislation: Definitions of student status for online program students—Marcia Killien**
The discussion of proposed Class B legislation to define student status for online program students was postponed for discussion at the March 22nd meeting.

6) Adjourn

The meeting was adjourned at 1:40 p.m.

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, Kollet, Sahr, Wiegand
 Invited Guests: Enrico Abadesco, Helen Fillmore, Jennifer Gibbons, Jacques Lawarrée, Angela Ginorio, Patrick Pineda, Emil Pitre, Shange Purnell, Betty Schmitz and Evan Smith

Absent: **Faculty:** Almgren

**Student Governance and Policies
Scholastic Regulations
Chapter 114
Degrees, Graduation, and Commencement**

2. Requirements for the Bachelor's Degree

A. Required Grade Point

To be eligible for the bachelor's degree, an undergraduate student must achieve a minimum cumulative grade-point average of 2.00. Only resident credits and credits from DL courses will be used to compute the graduation grade-point average.

B. Required Credits

To be eligible for graduation from the University with the Bachelor's degree, a student shall satisfy all other specific requirements and shall offer a minimum of 180 academic credits.

1) The requirements for graduation shall include:

- a)** No fewer than 40 credits of general education courses approved by the appropriate school or college, including no fewer than 10 credits in each of three areas of study: The Natural World, Individuals and Societies, and The Visual, Literary, and Performing Arts. At least 3 of these credits must carry the sub designation Diversity;
- b)** No fewer than 12 credits of writing consisting of 5 credits of English Composition and two additional writing-intensive courses (the latter may be satisfied through several options: "W" courses, senior seminars, senior thesis, or courses for which students and faculty contract for a substantial amount of writing);
- c)** No fewer than 5 credits of courses devoted to reasoning skills (courses to fulfill this requirement include quantitative, symbolic, or formal reasoning which may be satisfied within the discipline).

2) Courses taken to fulfill the writing, reasoning, and major requirements may apply as appropriate to the general education requirements.

C. College Requirements

Any college may make additional requirements for graduation.