

University Of Washington
Faculty Council on Academic Standards
May 17, 2013, 1:30 p.m. – 3:00 p.m.
Gerberding 142

Meeting Synopsis:

1. Call to Order
 2. Review of the Minutes from May 3, 2013
 3. SCAP Report
 - a. Consent Agenda (routine actions)
 - b. Non-routine Actions
 - c. Approval of ECFS Online Degree Program
 4. Chair's Report
 5. MOOCs – Certifying Completion of Online Coursera Courses
 6. Concern about Proliferation of Competitive Requirements for Admission to Majors
 7. Adjourn
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1) Call to Order

The meeting was called to order by Chair Dillon at 1:30 p.m.

2) Review of Minutes from May 3, 2013

Minutes from April 19, 2013 were approved as amended.

3) SCAP Report [Exhibit A]

Consent Agenda

Linguistics proposed revised program requirements for the Bachelor of Arts degree in Romance Linguistics. Mathematics proposed a new continuation policy for all options within the Bachelor of Science degree in Applied and Computational Mathematical Sciences. French and Italian Studies proposed revised program requirements for the minor in Italian.

The proposals received unanimous approval.

Non-routine Actions

The Statistics department proposed revised admission requirements for the Bachelor of Science degree in Statistics. It is requesting to move to competitive admissions as it continues to grow beyond the level it can serve in its core courses. The department argues that moving to competitive admissions will also allow them to better screen for students with both the interest and the ability to succeed in the major. Payne stated that there was some editing required and SCAP needed to check in with the Math department. Math gave them the go-ahead to put it forward for approval.

The proposal received unanimous approval.

Approval of ECFS Online Degree Program

During the last SCAP meeting it was decided that changes to the Early Childhood and Family Studies (ECFS) online program was not a degree change but simply a change in admissions requirements.

Additionally, since the changes relate only to admissions it does not have to go through tri-campus review. Janssen asked to review the 1503 to ensure the changes were actually included. The paperwork was presented to FCAS for final review.

Taggart moved to approve the online ECFS degree program. The motion received unanimous approval.

4) Chair's Report

Chair Dillon reported that he sent ECFS the letter requesting changes to their online admissions requirements which they ultimately agreed to.

5) MOOCs - Certifying Completion of Online Coursera Courses

Dan Grossman, Associate Professor in Computer Science, has been partnering with Coursera and the students have been asking for a "Statement of Accomplishment" when they complete his class. Grossman has drafted a variety of forms which he is asking FCAS to review and provide feedback.

Grossman taught his course during the Winter Quarter which corresponded to a similar 300-level course that he has taught in the past. As an on-campus offering, Grossman has taught the class six times which was attended by over 300 students. Over 1,700 students completed the class in just one quarter when it was taught as a Coursera course. Grossman stated that teaching a Coursera course was a better way to make an impact in his field of study instead of speaking at conferences and writing textbooks. Prior to this project Grossman read about MOOCs and the issues and problems they could create, but by participating in the process he has been able to observe first-hand both the advantages and disadvantages. One major benefit is that UW can leverage the reputation of the institution and attract potential students to the university.

Creating the course is like writing a textbook; there is a beginning and an end, and it is graded. However, the major difference is that it is open to everyone. And unlike a textbook, where students study it and throw it away, when students complete the course they feel like they completed something significant. Along with that feeling of accomplishment students are now asking for some form of acknowledgement of finishing the course. In response Grossman drafted a "Statement of Accomplishment" (rather than a certificate) which could be provided to students when they finish the course. Grossman is interested in FCAS' feedback. On one hand the program is not a UW course and students cannot receive credit for completing it. However, it is a public service that benefits the UW through branding.

Grossman passed out examples of the statement. One was an example from the University of Pennsylvania which included disclaimers at the bottom. also provided a statement from John Hopkins University and two draft versions he created for UW. Version 4 was more conservative than most because it did not list the University of Washington as the institution offering the online course. Grossman wanted to know if the statement should list the course as a "UW online offering" or just "online offering". Grossman explained that he created the course during his work hours with UW resources, there was no outside activity. Additionally, Grossman did not receive any compensation for his work. He also stated that the only additional resources he would need in the future to create a similar course are a webcam and video software. The same homework assignments were used for the program, but the exams had to be altered. Grossman clarified that this class is not offered online through the UW.

A question was raised regarding intellectual property issues. Coursera and UW signed a contract in which Coursera claims no ownership of this material and UW has a license to use the material on their

platform for 3 years. However, it does not address whether the material belongs to the instructor or the UW. Janssen asked if this was a video of him teaching same course during a normal class. The video is not from a classroom presentation but done by himself.

A question was raised if Coursera could run the same program through another institution for credit. Other universities cannot use it without consent by Coursera and UW. Janssen asked if the course could be taught without his involvement. Grossman stated that it could be done without him, but he hopes to rerun the course in the fall and he plans on being involved. Janssen asked if he could run the course since he has UW affiliation. For example, if the course is all set up could Janssen himself administer it? Grossman explained that it should work without the professor. Janssen suggested it could be conceivable that he could distribute course material with just the push of a button. In a hypothetical scenario Janssen could be the instructor. Grossman explained that when he designs the material it still has his name on it.

Holt stated that he supports the "Statement of Completion" in principle but has concerns about the language. Baldasty explained that the UW does not keep records of these course completions. If a student comes back, the UW does not keep record that this has been taken. The disclaimer purposely says that this is not a UW course. Discussion ensued regarding the disclaimer and UW offerings.

A question was raised asking what the potential benefits are of having UW's name on the statement. Grossman explained the primary benefit is branding. The feedback from this program is very positive. Grossman cited a previous comment from a student that if he/she decided to go back to graduate school, they will go to UW. Baldasty explained that Coursera does not make money and the benefit is extending the UW brand. Additionally, there is UW branding on the Coursera webpage when the student takes the class. Kramer asked if it is necessary to brand UW on the statement when UW is already branded on the website. Discussion ensued.

Pengra asked how the students are assessed. There is a computer program which conducts automatic assessments for tests and homework is graded by peers. Janssen asked about the level of plagiarism that exists but Grossman did not have a quantitative answer. There are 12 course offerings at this time between CSE and UW Educational Outreach.

Discussion ensued about academic freedom and UW branding. In terms of marketing, Grossman just wants UW to get credit for the hard work that he has done. Janssen asked how many students that took his class are CSE students. Grossman hopes there are zero since he made it clear they are not getting UW credit for this. Discussion ensued. A concern was raised that a student who took this course during their junior year of high school might be confused about how this affects their degree requirements when they enroll in the UW.

Discussion ensued regarding the disclaimer. Coursera courses are not just lectures, they are truly full courses. Wensel mentioned that these offerings could be popular amongst UW students to take beforehand prior to enrolling in the course. Grossman does not expect this because if a student is concerned about their GPA they could sit in on large lectures, but that does not happen. This works the same way as the video. However, Grossman could see graduate students using these courses if they need to take a remedial classes taught by the same professor. Kutz mentioned this might be popular with prerequisites. For example, he took a MIT version of a computer science course and it was very helpful before he took CSE 142. Discussion ensued regarding the use of the UW brand and oversight as

programs expand. Grossman stated that instructors, Coursera, and the UW all have incentives to support this program.

Keil moved to allow the UW name to be used on the Coursera "Statement of Accomplishment". Kutz seconded.

Holt asked if the statement will require a disclaimer. Keil stated that this is an additional discussion point and FCAS should move past this for the moment. Baldasy stated that he welcomes the disclaimer. Stroup stated she was not comfortable if the disclaimer is not approved prior to the FCAS vote and wants to ensure there is oversight of the program. Stroup was also concerned that a student could take the course and then ask to test out of the class once they completed it. Holt and Janssen shared the same concern. Discussion ensued. Melin stated that there does not seem to be much difference between the online Coursera courses versus UW certificates. Stroup mentioned the problem is due to offering the course on the website. Stroup provided an example of three lectures she recently gave to community groups. She did not present her lectures as a UW professor, but if she was cited as a UW professor it would have been disingenuous to label herself as such because she was not representing the UW. It is better to develop proper oversight now when there are only 12 UW Coursera courses versus 50-70 in the future. Baldasty explained that there are no plans for 50-70 Coursera offerings. Stroup restated that she wants it done responsibly. Keil asked for the discussion to move forward.

A member requested a call to the question which Chair Dillon recognized as a privileged motion requiring immediate action. Holt objected and the council voted on whether to call the question or continue discussion. The call failed with 50% of voting members approving (the council requires two-thirds approval to call the question when a member objects). Discussion ensued.

Holt stated that he is not supporting the motion. FCAS needs more time to think about it then draft a proposal. Anderson asked if the Attorney General's (AG) office needs to approve the disclaimer. The AG has been involved already.

Pengra asked a hypothetical question: If a student just read a textbook for a course, could they then request a "Statement of Completion" when they finish? Grossman explained that the students are taking online courses where they are turning in homework, so he does not know how that scenario would apply to Coursera.

Holt stated that he wants to discuss the proposal and speak with stakeholders who will be affected. Discussion ensued about who at UW could work on developing draft wording and the approval process for the offerings.

Kramer move to table the motion for the next FCAS meeting. The motion received majority approval, Keil and Anderson opposed.

Discussion ensued to determine what type of group will consider the draft language. Edwards explained that the group must think about the people who will be challenging UW to get credit for these offerings. Edwards suggested sending draft examples the AG's office for review. It was agreed that a committee will develop new language by the next FCAS meeting.

6) Concern about Proliferation of Competitive Requirements for Admission to Majors

Dillion discussed concerns during the recent SCAP meeting regarding the pressure from various departments to move to competitive degrees. This change squeezes options and separates the student body. Dillion asked if FCAS should propose a policy or statement regarding the matter. Holt mentioned that this affects admissions policy which FCAS is responsible for. Third-year students are applying and not getting into programs they want, so they are forced to enter into non-competitive programs that they do not want to be in. Discussion ensued regarding transfer requirements and pathways to majors. Cunningham discussed her experience in the School of Nursing. While it would be nice for degrees to be non-competitive, they simply do not have the space and resources to educate more students. Her school needs to be competitive because there is no way to meet the demand. Discussion continued regarding admissions decisions, international and residential students, and limitations. It was decided to address this topic during the next FCAS meeting.

7) Adjourn

The meeting was adjourned by Chair Dillon at 2:55 p.m.

Minutes by Grayson Court, Faculty Council Support Analyst. gcourt@uw.edu

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

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

Guests: Robert Corbett, Virjean Edwards, Jennifer Payne

Absent: **Faculty:** Schaufelberger, Almgren

Ex-Officio Reps: Randall

President's Designee: Ballinger

Subcommittee on Admissions and Programs (SCAP) Summary

1:30-3:00 pm

May 10, 2013

Gerberding 036

New Non-Routine Business:

1. **Statistics** - ([STAT-20130419](#)) Revised admission requirements for the Bachelor of Science degree in Statistics.

Background: The Statistics department is requesting to move to competitive admissions as it continues to grow beyond the level it can serve in its core courses. Moving to competitive admissions will also allow them to better screen for students with both the interest and the ability to succeed in the major

Action Taken: 05/10/2013 - Pending. See 1503 for edits. Note that the September deadline allows the department to consider courses students have taken over summer quarter. Since they are moving to once a year admissions they wanted to give more time (summer) to get the additional MATH/STAT/CSE coursework completed. Statistics is also in the process of getting the Mathematics signature as requested.

- (1) Statistics not approved yet. SCAP is not against Statistics going competitive, but they had concerns about the application.
 - (a) They found the application deadline of the 2nd Friday of September to be odd. Statistics needs to explain why they chose that date. (Why not July 1?)
 - (b) There is too much advising language in the proposed language. The following should be deleted: both footnotes and point 1d.
 - (c) Point 1c is not clear: how much additional coursework is needed? It should contain language such as 'at least 1 of the following courses'.
 - (d) The language in point 2 is too explicit and should be trimmed down. They can still use those criteria, but it needs to be removed. Recommendation: "Factors in the admission decision include but are not limited to academic performance as measured by GPA in courses listed above for application consideration."
 - (e) Point 3 should have 'Admission is competitive.' added at the beginning.
 - (f) Stat needs to get Math's signature in the 'Other Departments Affected' box.

New Routine Business:

1. **Linguistics** - ([LING-20130322](#)) Revised program requirements for the Bachelor of Arts degree in Romance Linguistics.

Background: The Linguistics department ended both of the ROLING/FRLING prefixes and gave SPLING to Spanish and Portuguese. The Romance Linguistics major required one ROLING course so they need to change the course from ROLING 402 to LING 419.

Action Taken: 05/10/2013 - Approve and forward to FCAS.

2. **Mathematics/ACMS** - ([ACMS-20130220](#)) New continuation policy for all options within the Bachelor of Science degree in Applied and Computational Mathematical Sciences.

Background: The ACMS program would like to adopt a formal continuation policy for their students to follow. The grade requirements reflect the grade requirements of the major.

Action Taken: 05/10/2013 - Approve and forward to FCAS with edits to Warning language (approved by Mathematics).

3. **French and Italian Studies** - ([ITAL-20130415](#)) Revised program requirements for the minor in Italian.

Background: The French and Italian Studies division wants to change their minor to switch the currently required list of 400-level courses to a list of 300-level courses. They feel that the content of the courses at the 300-level provides more breadth for students, and also would allow for their 400-level courses to be primarily populated by students with greater preparation. Students could still get permission to take 400-level courses.

NEXT MEETING: May 24, 2013

Action Taken: 05/10/2013 - Approve and forward to FCAS.

NEXT MEETING: May 24, 2013