

University of Washington
Faculty Council on Academic Standards
Friday, 16 February 2007
224 Mary Gates Hall

The meeting was called to order at 1:35 pm

Meeting Synopsis:

1. Chair's Report
2. Approval of February 2nd, 2007 Minutes
3. Admissions and Graduation Subcommittee Report
4. SCAP Report, including discussions of
 - BA in American Indian Studies – Final Approval
 - BA in Community, Leadership, and Social Justice – Approval for Tri-Campus Review
 - MEDEX Oral Health certificate
5. University Policy on Transfers from Public Baccalaureates

1. Chair's Report

George Dillon said that the memo on renumbering graduate courses would be resent with a note that faculty should be consulted on the changes. It was noted that course approvals do not go through FCAS (or SCAP), so proposals for changes probably would not increase the committee's workload. Matt Winslow went into some detail about the course approval and change process, noting that proposals needed to be approved by departmental chair, college curriculum committee and the Dean before they are sent to the Office of the Registrar. Approval is carried out by the University Curriculum Committee, with representatives from all campuses, as well as UAA and the Graduate School.

2. Approval of February 2nd, 2007 Minutes

The minutes for the February 2nd, 2007 FCAS meeting were approved.

3. Admissions and Graduation Subcommittee Report

Don Janssen said that he had reviewed the data on students enrolled as "special admits," and now was planning for a meeting in three weeks with Admissions.

4. SCAP Report

The Council resumed discussion of three proposals, which were at various stages of internal review, that had been tabled at the previous meeting. The first proposal they considered was the Bachelor of Arts in American Indian Studies.

1. **American Indian Studies** - (AIS-20060315) New Major in American Indian Studies (BA). POST TRI-CAMPUS REVIEW

Background/Justification: Department wants to add a Bachelors of Arts degree with a major in American Indian Studies rather than offer through General Studies.

Action Taken: 5/12/06 – Approved (Non-Routine) pending that all courses in documentation exist. To be sent to FCAS and Tri-Campus Review. Jennifer to check on courses.

Change wording in admissions #1 to say CUM GPA instead of University GPA.

Action Taken: 12/1/2006 – Approve with edits – forward to FCAS. (Last of courses approved 12/1/2006)

Action Taken: 1/26/2007 – Approved Tri-Campus comments and departmental response. Will forward to FCAS for final approval.

Steve Keith reported on the discussion that SCAP had with Tom Colonnese, Chair of the American Indian Studies on the issue of how students are introduced to archaeological issues around the “peopling of America.” Keith said that there Colonnese explained that students in the AIS program are introduced to differing accounts of the settling of the Americas, including the archaeological record. The committee felt satisfied with Colonnese’s answers, but requested that he attend the meeting to answer FCAS’s questions.

Don Janssen asked about what courses would introduce to students to the issues of history and “deep chronology” as the issue is also known. Colonnese said that the major had a number of history classes, including general Native American history and more regional classes. Archaeology and anthropological accounts are introduced in AIS 102, where the discipline itself is treated broadly, including the main issues involved in portraying the peopling of the Americas. He said that one of the issues in the discipline is the feeling natives have of being “spoken for” by the discipline of anthropology. Colonnese noted that anthropology had addressed the issue internally to some extent, but that the mission of programs in American Indian Studies is to discuss the native point of view as well. The main goal of 102 is to introduce students to the current research questions in American Indian Studies, sometimes through experts in particular fields such as Julie Stein, the director of the Burke Museum.

Janssen said that it seemed like students will be introduced to critical thinking about the issue of chronology in the 102 course. Colonnese noted that students were also introduced to native creation stories as well, as in some cases, they provided accounts that archaeological record has confirmed in some points.

Janssen asked whether it was possible for students to skip this introduction, since only two of four of the introductory classes are required. Colonnese said that this was possible, but the program was set up in this way to accommodate transfer students. Such students may have an opportunity to take one class that counts toward the major, but it was unlikely they could get all four. He said the policy could change as the program evolved, but the faculty had opted for flexibility at the beginning.

Colonnese said that it was important to emphasize that the major would be an academic one. He said that some impressions about the field came from reports of scholars with extreme points of view, especially on the issue of who is allowed tell the history of Native Americans. Such points of view would be introduced to students, but as part of introducing scholarly disputes within the discipline. He added that AIS is different most other humanities and social sciences majors in that the faculty come from multiple disciplines. Some of the content of the major is dependent on who is teaching, and it would change based on changes in faculty. Though there are no courses that specifically address science, Colonnese noted also that he and the program are involved in an NSF-IGERT funded study for a project on biofuels on reservations.

Laura Newell asked if the program was involved in the development of the MEDEX Oral Health certificate program in Alaska. Colonnese said no, noting that the diversity of the UW’s offering and programs made it hard sometimes to make beneficial connections.

Janssen moved that the proposal be approved by FCAS and forwarded for review of the tri-campus process by FCTCP. Jay Johnson seconded the motion and it was approved unanimously by the Council.

The Council then considered approving for tri-campus review a proposal for a new Bachelor of Arts in Community, Leadership and Social Justice, to be offered by the School of Social Work.

2. **Social Work** – (SOCWF-20061212) New program leading to a Bachelor of Arts degree with a major in Community, Leadership, and Social Justice. **1:30 pm**

Background: The School of Social Work would like to introduce a liberal arts major in social work/social welfare. The major would not include social work practice or field work, but would be geared towards students who have a commitment to social justice and an interest in interdisciplinary study.

Justification: A survey of students in SOC WF 200 found interest in the proposed major. Graduates could go onto graduate work in social work or another discipline, or seek work in related areas.

Action Taken: 12/15/2006 – Send back for catalog revisions and answers to the following before next meeting.

- a. Will this new program be attracting new students to unfilled enrollment slots or will the enrollment be at the expense of spots currently used by BASW students.
- b. How will the new major be evaluated externally?
- c. Has the market demand for this kind of major been assessed? If so, how will CLSJ graduates meet these needs?"
- d. Is this major geared towards preparing Social Work researchers or Social/Community Activists?
- e. Revise catalog copy (provide example) to specify program requirements, not just list of course numbers and credits.

Jennifer to ask the above questions and to invite Social Work to the January 12th meeting to discuss their responses to and address the any additional information they feel is relevant.

Matt to research the precedent of a School/College outside of A&S offering a BA.

Action Taken: 1/26/2007 – Social Work representatives present. Non-Routine Approved. Forward to FCAS to review make Tri-Campus recommendation.

Keith noted that the question that the Council had on the proposal at the previous meeting was how students would select the required 15 electives in social science, as the original proposal did not list the courses that counted or described the process for selecting them. He noted that Social Work had responded to both questions by proposing a list of electives and stating that students would consult with their faculty advisor on their selection.

Janssen asked if the courses for the major were required to come from the proposed list. Keith said that was correct, and that this structure of a list courses and approval from an advisor is similar to other programs that the Council had seen, notably the various minors in International Studies.

Johnson moved the motion to approve forwarding the BA in Community, Leadership and Social Justice to the Registrar for Tri-Campus Review. Keith seconded the motion, and the Council approved it unanimously.

Lastly, the Council considered a proposal to award a certificate to students who complete a year-long curriculum in Oral Health, to be offered by MEDEX in Alaska.

3. **MEDEX** – (MEDEX-20061204) New program leading to a certificate in Oral Health within the existing major in MEDEX Northwest Physician Assistant Program. **2:00 pm**

Background: MEDEX Northwest has entered into a contract with the Alaska Native Tribal Consortia (ANTHC) to train Oral Health Therapists. Students will spend the first year in Anchorage under the supervision of MEDEX and the second year in tribal clinics under the supervision of practicing dentists in the clinics, MEDEX dental therapy faculty and ANTHC. However, the certificate will be awarded at the end of year one, the didactic year.

Justification: Alaska Natives living in remote areas have limited access to proper dental care. This program would enable tribal organizations to better serve their areas. Built off of an Alaska/New Zealand training program.

Action Taken: 1/12/2007 – Invite MEDEX and Graduate School representative to next FCAS meeting. Ask MEDEX to prepare answers to the following questions.

- a) Who are the Students
- b) Admissions requirements
- c) Prerequisite requirements
- d) Graduation requirements
- e) Will the certificate/program be accredited by ARCPA?
- f) What is the relationship to MEDEX Bachelor's program?
- g) What is the relationship between the certificate/program with the School of Dentistry?
- h) Do you have a Memorandum of Agreement – can you provide a copy?

Special Note: Inform MEDEX that they can still offer the classes to the currently enrolled students.

Action Taken: 1/26/2007 – MEDEX and Graduate School rep present. Confusion over over-sight and requirements solved. MEDEX will resubmit the form with the requested information.

Keith said that MEDEX had answered SCAP's questions quite well. These questions included describing students were selected, the continuation policy of the program, how the second year of the program would be certified, the program's relationship to the MEDEX Bachelor's program and to the School of Dentistry, and whether there was a memorandum agreement for the proposal. Satisfactory answers to these questions, as well as fulfillment of the requirement to have an outside agency (in this case, ANTHC) award the certificate warranted SCAP's recommendation that FCAS approve this program as a certificate.

Johnson added that the committee felt the program should not be required to go through tri-campus review, since it is so specifically tailored. Janssen said that if a program change significantly affects the transcript, it should undergo tri-campus review. He noted that in the policy statement, FCAS is the body that determines whether a change is significant, but argued that changes to the transcript are a tangible guideline for that decision.

Newell said that the students are not degree-seeking, while Matt Winslow said that SCAP did not know if the students received a transcript or not. Susanna Cunningham asked what courses were to be used by the program. Corbett said that most of the course numbers are existing courses in the MEDEX program. Winslow said that the courses are listed at the 400-level in the general catalog. Newell pointed out that this meant students with only a high-school diploma would take 400-level courses. Johnson suggested that only programs that potentially duplicated something on another campus probably should go through tri-campus review; in this case, the program would not be offered in Washington state, and only Seattle has either a School of Dentistry or a MEDEX program.

Newell asked if the MEDEX program is currently transcripted. (It is, and in the case of students in the bachelor's program, they get a UW degree.) Johnson said that if the purpose of tri-campus review is to create discussion, there had already been extensive discussion of the program. Janssen noted that the charge of FCAS is oversight of academic standards for the University, and he worried what precedent would be set if this program was granted an exception. Newell asked if he thought it should be reviewed if students did not receive a transcript. Janssen said he thought it still should be reviewed.

Janssen suggested that allowing an exception for MEDEX could set a precedent other programs or campuses to design tailored programs that awarded certificates. He also noted that this would be the final approval that the program required before becoming available to students.

The proposal was tabled until the March 2nd meeting by which time the Registrar's Office would have determined what kind of record was kept for students.

Keith also mentioned two other proposals that had been briefly discussed by SCAP but tabled for their next meeting. The first was a proposal to move pre-engineering majors to the College of Engineering from Arts & Sciences, and the second was proposal to recommend that the Registrar's Office contact programs whose individual websites had incorrect or out-of-date information about their degree programs.

5. University Policy on Transfers from Public Baccalaureates

Dillon noted that the Council had in principle approved a policy that would allow the University to accept that a transfer student from a state public baccalaureate had completed the UW's university general education requirements (GERs) if the sending institution certified that the student had completed its GERs. A letter to the Provost on this had been drafted for his signature, but he had not attended the meeting. Dillon said that the one issue with this policy is that the English Department at the UW does not accept advanced placement (AP) credit as fulfilling the composition requirement, but some institutions do. This change on the composition requirement is in line with other peer institutions. Therefore, he wanted to open the discussion up again.

Janssen asked about how the community colleges handle the requirement. Dillon said that they required two quarters of composition (generally, English 101 and 102). Janssen worried that this would hold transfers to a different standard, but Wiegand said that if students placed out of 101 through AP, they still had to take 102, and this fulfill the UW requirement. Wiegand also said that no questions had come up about not accepting AP credit as composition credit. Janssen asked about transfers from the community colleges who applied without an AA degree. Wiegand said that, in addition to accepting the AA degree *in toto*, the University also accepted courses as fulfilling areas of knowledge as designated by the sending institution. The only exception for this is the composition requirement.

Johnson asked about what problem the policy would solve. Wiegand said that there is a perception of a problem, since the public baccalaureates do have different GERs. (Since the community colleges award associate degrees, they in effect have the same GERs across the state.) Johnson asked if this would put a strain on advising, since GERs have never been evaluated outside of the AA degree, but Wiegand said it wouldn't.

Keith said that there were two questions: (1) the magnitude of the change; (2) whether to make an exception for composition credit. Wiegand said applying this policy to college policies on GERs would require a lot of work, but in the case of university GERs, it would not. The question was whether to specify how the composition credit could be completed, i.e. whether to exclude its completion if the university accepted AP credit as composition credit.

Winslow wondered whether the distinction between university GERs and college GERs would create problems in awarding credit, since all UW schools and colleges have additional GERs that the student must fulfill to graduate. Janssen noted that all the proposals that FCAS receives require additional GERs. Janssen also noted that credits for a community college transfer are treated as unit only if a student has an AA, but in this case, a student from a baccalaureate institution would not have to receive a degree to get credit for GERs.

Dillon suggested that statement be changed so that the requirements had to be fulfilled by coursework in part, to deal with the issue of AP credit being used a composition credit. The Council also agreed that the letter should also include a statement recommending the policy be approved by all schools and colleges if the intent is to award students credit for fulfilling their GERs. John Sahr said that it was a good idea to craft policy based on general problems, and not to attempt to create policy for rare problems. Finally, it was noted that the student would have to initiate this review, as Admissions would not be doing it automatically.

Janssen moved the motion to approve the policy, as revised. Keith seconded it, and it was approved unanimously. (See Attachment A for the approved letter.)

The meeting adjourned at 3:02 pm. Minutes taken by Robert Corbett.

Present: **Faculty members:**
Cunningham, S., Dillon, G., Keith, S., Janssen, D., Johnson, J., Newell, L.
Ex officio members:
McManaway, D. , Navin, M., Nobles, R., Sahr, J. (for E. Taylor)
Guests:
Colonnese, T., Corbett, R., Winslow, M., Wiegand, D.

Absent: **Faculty members:**
Brixey, S. (with excuse), Keil, R. (with excuse)
Ex-Officio Members:
Rickerson, C.

Appendix A: Letter: Policy on transfers from public baccalaureates

February 16, 2007

TO: Phyllis Wise, Provost
Ana Mari Cauce, Executive Vice Provost

FROM: George Dillon, Chair, Faculty Council on Academic Standards

RE: Policy on transfers to and from baccalaureate institutions

At its meeting on February 16, 2007, the Faculty Council on Academic Standards reviewed the following policy proposed by the Inter-institutional Committee of Academic Officers' (ICAO):

"If a Washington public baccalaureate institution certifies that a student has met all of the lower division general education requirements (GER's) at the sending institution, the receiving Washington public baccalaureate institution will accept that the transfer student has met all of the receiving institution's lower division general education requirements."

The Council recommends that the policy be adopted at the University of Washington with the following wording:

"If a Washington public baccalaureate institution certifies that a student has met all of the university general education requirements (GER's) by coursework at the sending institution, the University of Washington will accept that the transfer student has met all of the university general education requirements for the University of Washington as defined by Volume 4, part III, Chapter 14, Section 2.B of the University Handbook."

This policy statement limits the scope of the policy to Washington state public baccalaureate institutions and to University, not College, general education requirements. If the intent of the Provost's Office is to also include college requirements in the policy the Council recommends that every College at UW agree to the policy before the policy is approved.

Implementation of this policy will involve the student initiating a request for verification that the general education requirements have been met and submitting certification from the sending institution that general education requirements have been met for that institution.

Thank you.

cc: Edward Taylor, Dean and Vice Provost, Undergraduate Academic Affairs
Fred Campbell, Dean Emeritus, Undergraduate Academic Affairs
Cynthia Morana, Associate Director, Council of Presidents