

**UNIVERSITY OF WASHINGTON**  
**FACULTY COUNCIL ON ACADEMIC STANDARDS**

The Faculty Council on Academic Standards met on Friday, **February 11, 2005** at 1:30 p.m. Chair Don Janssen presided.

**Synopsis**

1. Approval of the January 28, 2005 Minutes.
2. Old Business:
  - Update: DL- and C-course Advisory Memo.
  - Update: Undergraduate Course Levels.
  - Other?
3. New Business:
  - Double Majors, Minors, and Degrees (Credit Requirements).
    - Preamble – Janssen (attached).
    - Definitions and Clarifications – Wiegand.
    - Discussion.

**Approval of the minutes of the January 28, 2005 FCAS meeting**

The minutes of the January 28, 2005 FCAS meeting were approved as written.

**Update: DL- and C-course Advisory Memorandum**

Janssen told the council that the Faculty Council on Educational Outreach (FCEO) met last week and had no changes or additions for the Distance Learning and C-Course Advisory Memorandum. Thus, Janssen said the memorandum can now be sent – via Secretary of the Faculty Lea Vaughn – to the Deans, Directors and Chairs E-mail list. Washburn said the Graduate School must consider whether or not it would like to require DL approval for its Distance Learning courses. He asked for a slight delay in sending the DL memo in case the Graduate School wanted something added concerning graduate courses (or emphasizing that the memo was only for undergraduate courses). The council discussed the importance of time for the memo, and agreed that the memo should go out as soon as possible. Buck said he would draft possible wording emphasizing the undergraduate-only scope of the memo, and would send the council the revised memorandum. Janssen noted that he would send the memorandum out by no later than Friday, February 18<sup>th</sup>.

[The revised memorandum reads as follows:

To: Deans, Directors, and Chairs  
From: Faculty Council on Academic Standards

Undergraduate Distance-Learning Courses

There are two issues related to undergraduate credit courses offered in a distance-learning format that we hope you will draw to the attention of your faculty and staff. (The Graduate School is currently reviewing issues related to graduate distance-learning courses. The present memo focuses only on undergraduate distance-learning courses.)

1. Every undergraduate credit course offered in distance-learning format by UW academic units must be explicitly approved as a DL-suffix course. This is the case whether or not the course already has an approved classroom version. Applications for DL-course status must be reviewed and approved through the full UW course-approval process that also applies to classroom courses (department, school/college/campus, and university levels). DL-specific course application forms can be obtained from the University Curriculum Office website (<http://depts.washington.edu/uwcr/instructions.html#forms>).
2. After June 2005, the only distance-learning versions of undergraduate credit courses that can be offered by UW Educational Outreach (UWEO) are those that have been approved explicitly as DL courses. The bulk of the distance-learning undergraduate credit courses presently offered through UWEO are recorded on transcripts as C-prefix courses, even though they may be based on a regular classroom course. No C course shall be offered after June 2005. (C courses were not required to go through the full course-approval process as distance-learning courses and do not count in a student's GPA.) A student, who enrolls in a C course prior to the end of June 2005, may

complete the course, but no student may enroll after June 30, 2005. Faculty and departments wishing to continue to offer distance-learning versions of undergraduate credit courses through UWEO should prepare course applications for DL status for their courses, as detailed above.

These changes result from Faculty Senate legislation approved in November 2001 that revised provisions in the University Handbook\* to ensure that undergraduate distance-learning courses are held to the same level of standards and accomplish equivalent educational goals as classroom-based courses. The provisions also ensure that approved DL courses are recognized in the main body of a student's transcript and count in a student's GPA analogously to classroom courses. The provisions apply only to undergraduate courses (numbered 100-499); graduate courses are not affected.

Following are examples of courses that would need to be approved and offered as DL courses, whether offered directly by departments or through UWEO.

- Courses in which the class meets with the instructor physically present only a few times for organizational, instructional, or evaluation purposes (other than independent-study courses).

- Courses in which the bulk of instructional activities take place over the web, by email, by televised or recorded lectures, or by other instructional methods that don't involve face-to-face contact between student and instructor.

- If a faculty member or department creates a distance-learning version of an existing classroom course, the distance-learning version must be approved and offered as a DL course.

- If a faculty member or department creates both distance-learning and classroom versions of a new course, both versions must be submitted for approval and offered with the respective designations.

With the increasing use of web-based resources for instruction, activities, and evaluation in what began as traditional classroom-oriented courses, there is a growing class of hybrid courses that have both classroom and distance-learning components. Common sense and truth-in-advertising should guide the classification and offering of these hybrid courses.

- If course instruction is primarily classroom-based, the course should be approved and offered as a regular onsite course.

- If course instruction is primarily not classroom based, the course should be approved and offered as a DL course.

- If a predominantly classroom course evolves into a predominantly distance-learning course, the latter should be approved and offered as a DL course.

In any case, a guiding principle should be full disclosure to students of the mode in instruction, setting, and requirements of a course prior to registration.

\*For more information about University Handbook provisions concerning DL courses, see the website for Volume Four, (<http://www.washington.edu/faculty/facsenate/handbook/Volume4.html>), Part III, Chapter 2, Section 1 & 7; Chapter 7, Section 1; Chapter 9, Section 3; Chapter 11, Section 1; Chapter 13, Section 3; Chapter 14, Sections 1, 2, & 4; Chapter 15, Section 1.]

#### **Update: Undergraduate Course Levels**

Janssen said he has asked Lea Vaughn to find an appropriate place on the Faculty Senate Website for the "Guidelines Defining Undergraduate Course Levels (Adapted from the University Curriculum Board Report No. 69, May 1975; Reaffirmed by the Faculty Council on Academic Standards, January 28, 2005)". It will be set up as soon as possible. Janssen will report on the Guidelines at the Senate Executive Committee Meeting on Monday, February 14<sup>th</sup>.

The Guidelines read as follows:

#### **Guidelines Defining Undergraduate Course Levels**

Adapted from the University Curriculum Board Report No. 69, May 1975  
Reaffirmed by the Faculty Council on Academic Standards, January 28, 2005

## **Preface**

Course level, along with course credit and course enrollment, is an important element in the allocation of University Resources. It is essential to have clear guidelines for determining course level. The following broad definitions are to be used in determining the correct level for a proposed undergraduate course

### **Lower-division Courses**

Lower-division courses are courses which are offered at the 100- and 200-levels, and should have the following characteristics:

Lower-division courses generally do not have extensive college-level prerequisites (aside from preceding courses in the same sequence). They may require substantial secondary school preparation.

Lower division courses usually are not limited to students majoring in the field in which the courses are offered.

Any lower-division course, assuming qualified staff and other resources are available, could be offered through a community college.

Survey courses which are general introductions to a field of study offered for nonmajors are lower-division courses. So are “orientation” courses. Concerning specific course levels:

- 100-level courses should be suitable for college freshmen.
- 200-level courses are directed toward college sophomores, though they are open to qualified freshmen.

### **Upper-division Courses**

Upper-division courses are courses which are offered at the 300- and 400-levels, and which require substantial college-level preparation on the part of the student. Ordinarily this should be indicated in the course description by a discussion of the recommended background which will describe to both students and advisors what is expected.

Recommended background can be indicated in several ways, among them:

Specifying particular University courses (or their equivalents) which should have been completed prior to enrollment.

Specifying a certain number of credits in specified areas which should have been completed prior to enrollment.

Specifying the level of academic progress (such as junior or senior standing) or specifying a certain number of total college credits which should have been completed prior to enrollment.

Specifying permission or requiring an entry code so that some sort of direct assessment of the student’s qualification is made.

With respect to specific course levels:

- 300-level courses are directed primarily at juniors and seniors. (Ordinarily they are not appropriate for well-prepared graduate students.)
- 400-level courses should be appropriate for either seniors or graduate students.

### **Double Majors, Minors, and Degrees (Credit Requirements)**

Janssen shared with the council the article he has written for University Week. The article reads as follows (this version includes suggested changes from today’s discussion):

What is a UW Baccalaureate degree? Well, typically 180 credits, including some specific courses or course sequences, and some hard-to-define “things” (the “intangibles”) that complete the UW “brand”. Taken together, these components produce a degree that many of us feel is equal or superior to a degree earned at \_\_\_\_\_ (insert rival higher education institution of your choice).

A typical degree program consists of a core set of courses providing a comprehensive background in the field, combined with a set of electives which allows each student to pursue at least some level of concentration in his or her specific area of interest. The primary authority for determining degree requirements rests with the UW faculty in each

degree-granting unit, and the faculty have generally developed degree programs with as much flexibility as possible. Included with that flexibility is the implicit assumption that the students will work with faculty members and academic advisors in their area of interest in order to develop an appropriate set of elective courses.

There are many pressures on existing degree programs to allow exceptions to be made so that students can graduate more easily. Perhaps the desire for an exception is because a student will have finished all of the degree requirements by the end of Autumn quarter, with the exception of a single required course that is only taught in Spring. Will allowing that student to graduate without the required course “cheapen” the degree? Or set a precedent for other students that the “required” course isn’t really required after all?

Perhaps the flexibility aspect in a degree program has lost the faculty guidance component, and students are just taking courses based on convenience rather than to fulfill a coherent plan. Or perhaps a student has worked out a coherent plan for elective courses, but ends up with less than one year worth of courses above the sophomore level.

Though the faculties associated with individual degree programs develop and modify specific degree requirements, final faculty approval of Baccalaureate degree programs is handled by an oversight committee on each of the three UW campuses. These oversight committees are made up of faculty from different departments or programs, and have the overall responsibility of (among other things) protecting the UW “brand” that we are rightfully proud of. At the Seattle campus, this group is the Faculty Council for Academic Standards (FCAS).

FCAS is currently working on a variety of issues related to maintaining the integrity of UW Baccalaureate degrees. We are developing guidelines for upper-division course requirements for degree programs, and are starting to look at the requirements for a minimum of 45 UW credits for each UW degree granted (currently, students pursuing dual degrees are required to complete an additional 45 credits beyond that required for the first degree), and may also consider double-major requirements as well. Our role is to balance the short-term goals of our current students (in allowing them to complete their degrees in a timely manner) with the long-term interests of past, present and future students in terms of maintaining the value of their UW Baccalaureate degrees. FCAS welcomes new members to assist us with our pursuits (please contact the Secretary of the Faculty, [secfac@u.washington.edu](mailto:secfac@u.washington.edu) if you are interested in becoming a member of FCAS) as well as new issues that you believe we should look at (please contact Don Janssen, FCAS Chair, [d6423@u.washington.edu](mailto:d6423@u.washington.edu) ).

The article will appear in University Week in either one week or two weeks.

#### Definitions and Clarifications – Wiegand

Wiegand distributed an outline delineating requirements, restrictions, and examples of Double Major, Double Degree, Second Degree/Postbaccalaureate, and Minor.

#### Double Major:

A student must complete the requirements of two majors, with a minimum of 180 credits, a minimum of 45 residence credits, and a minimum of 45 matriculated credits. Restrictions are as follows: Both majors must be in the same college (exceptions, such as Community and Environmental Planning and Oceanography, may double major with majors having like-named degrees\* in the College of Arts and Sciences. Both majors must have the same degree name\*. Both majors must be offered at the same UW campus, and both majors must be either in the day or the Evening Degree Program. Examples are: YES: Bachelor of Arts with a major in Economics + a major in Psychology (BA ECON + BA PSYCH); NO: Bachelor of Arts with a major in Economics + Bachelor of Science with a major in Psychology (BA ECON + BS PSYCH); NO: Bachelor of Arts with a major in Economics + Bachelor of Science in Electrical Engineering (BA ECON + BS EE).

#### Double Degree:

A student must complete the requirements of two majors, with a minimum of 225 credits (45 more than the degree requiring the fewest credits, usually 180). The two degrees must be earned simultaneously (if not, the student must reapply for admission as a postbaccalaureate student to earn a second degree). A minimum of 90 residence credits must be completed. A minimum of 90 matriculated credits must be completed. Majors can be in different colleges. The student can earn any combination of degree names\*. Restrictions are as follows: Both majors must be offered at the same UW campus. Both majors must be in either the day or the Evening Degree Program. Examples are: YES: Bachelor of Arts with a major in Economics + Bachelor of Arts with a major in Psychology (BA ECON + BA PSYCH) [Washburn pointed out that this double degree could not be accomplished at, for instance, the University of Oregon, where concurrent degrees are awarded only if they are from different colleges]; YES: Bachelor of Arts with a major in Economics + Bachelor of Science with a major in Psychology (BA ECON + BS PSYCH); YES: Bachelor of Arts with a major in Economics + Bachelor of Science in Electrical Engineering (BA ECON + BS EE).

### Second Degree/Postbaccalaureate

The student must complete the requirements of a major different from the first degree; must complete a minimum of 45 credits (which may include excess credits from an earlier degree at the UW); must complete a minimum of 45 residence credits (which may include excess residence credits from an earlier degree at the UW); must complete a minimum of 45 matriculated credits (which may include excess credits as a matriculated student from an earlier degree at the UW). Restrictions are as follows: A student who earned his/her first degree at the UW has to reapply for admission to the University as a postbaccalaureate student (the student cannot just “stay on automatically”). Examples are the same as for the double degree.

### Minor

The requirements are set up by individual departments, as is the case with majors and degrees. (A minor must be a part of a major: of a degree. The student cannot come back three years after getting a degree and then take the minor.) Requirements are a minimum of 25 credits. Most minors are 25-35 credits, although supporting courses may increase the number a bit (e.g., OCEAN and most foreign language minors). A minimum of 15 credits must be earned at the UW. A student must have earned at least 90 credits before declaring a minor. Not all departments offer minors; departments with more competitive majors are less likely to offer a minor. UW-Seattle minors are open to all students (Bothell and Tacoma may have admission requirements). A maximum of three minors are allowed within each degree earned. A postbaccalaureate student cannot earn a minor. A student may complete a minor offered by a different school or college than his/her major, and an Evening Degree Program student may complete a day minor, or vice versa. A student at one UW campus may complete a minor at another UW campus. Although it cannot be officially declared, the minor will be posted to the student’s transcript upon graduation.

### Degree names

The College of Arts and Science offers over 70 majors but only four different degrees: Bachelor of Arts (B.A.), Bachelor of Science (B.S.), Bachelor of Fine Arts (B.F.A.), and Bachelor of Music (B.M.). The correct syntax for these degrees is, for example, “Bachelor of Arts degree with a major in Economics”, or Bachelor of Fine Arts degree with a major in Ceramics”.

In most other colleges of the University there is a different degree name for each major. The correct syntax for these degrees is, for example, “Bachelor of Science in Industrial Engineering degree”, or “Bachelor of Science in Nursing degree”.

Wiegand noted that Paul LePore said that these requirements and restrictions have had an impact on students *not* staying longer at the University. Janssen suggested that perhaps departments should be required (or encouraged?) to outline minor requirements, so that students might be encouraged to graduate sooner with minors rather than be included to stay longer simply to earn a double major or a double degree. In response, Navin asked if departments have the resources for more and more minors, and wondered if those resources would not better be applied to majors. Washburn said he has not discovered any university that allows two degrees in 180 credits. “Another year of study should be required,” he stressed. Janssen said, “It should be a fundamental principle. And make the value of the first degree high enough that a second degree is not necessary and is undesired.”

Washburn said that the University of California at Berkeley only allows a second major if it can be completed in 180 credits. Navin suggested that the double degree may be an important option for students when it allows the student to combine areas of study that supports the student’s unique interdisciplinary or specialized area of interest, for example, Electrical Engineering with Informatics, or Informatics and Biology. Newell said, “I’d like to see evidence that the double degree does what the double major cannot do.” Navin said: “In the Information School, we do not have a choice. We cannot offer ‘double majors’ because we are an independent school; so we have to offer double degrees.” As to the issue of faculty advisors, Pitre said, “The accreditation team criticized the UW for not having faculty advisors.” Janssen noted that faculty advising has gradually disappeared in most departments.

Washburn distributed a survey of universities from around the country which provided a sampling of national expectations for double degrees and double majors. Not all schools permitted double degrees and/or double majors, and all schools in the survey with double majors required the equivalent of an additional year of work for the second degree. Washburn also pointed out that some schools only permitted double degrees if they were from different colleges. The council agreed that double degrees from different colleges should probably be treated differently than

double degrees from the same college. Wiegand observed: "It does not seem reasonable that a student can complete the double degree in 180 credits. That that is even possible amazes. We should consider what should be expected from a student who has finished all requirements for the double degree but who does not have the extra credits. What to do about those extra credits (needed for the 225 credits for the double degree) is the question to be addressed." Washburn said, "This is a multi-level issue that needs an overarching structure." Buck said, "We should examine the issue of the double degree vs. the double major."

**Next meeting**

The next FCAS meeting is set for Friday, February 25, 2005, at 1:30 p.m., in 142 Gerberding Hall.

Brian Taylor  
Recorder

**PRESENT:**     *Professors* Janssen (Chair), Buck and Newell;  
                  *Ex officio members* Navin, Pitre, Washburn and Wiegand;  
                  *Regular guest* Robert Corbett, Office of the Provost, Coordinator of New Programs.

**ABSENT:**     *Professors* Keith, Labossiere, Montine, Reusch, Simon, Tripathi and Woods;  
                  *Ex officio member* Bridges, Nyquist, Pitre, Richards, Siddiqui and Trudeau.