

UNIVERSITY OF WASHINGTON
FACULTY COUNCIL ON ACADEMIC STANDARDS

The Faculty Council on Academic Standards met on Friday, **May 2, 2003** at 1:30 p.m. Chair Carolyn Plumb presided.

Synopsis

1. Approval of the minutes of the April 18, 2003 FCAS meeting.
2. Changes to Decennial Review document update
3. SCAP: Subcommittee on Admissions and Programs.
 - Revised form: “Creating and Changing Undergraduate Academic Programs.”
 - Guidelines to Admission Requirements.
4. Enrollment Caps and “Satisfactory Progress” towards degree.
5. President’s Medalist legislation.

Approval of the minutes

The minutes of April 18, 2003 were approved as written.

Changes to Decennial Review document update

Plumb said the Decennial Review document is now a “done deal.” She said John Slattery wished to thank the council for its work on this issue. She noted that Slattery suggested an additional question regarding summarizing data collected about impact of teaching on student learning. The Center for Instructional Development and Research (CIDR) and the Office of Educational Assessment (OEA) are two groups that could help departments gather such data.

Newell expressed concern about who will have access to the database on teaching performance. Bridges said departments will be discouraged from releasing specific data; they will be encouraged to use the data internally. Plumb said the OEA *does* have a lot of public survey information out on the Web, regarding, for instance, what former students think of certain classes. “Departments do have control over what data goes out *from* departments,” Plumb pointed out.

SCAP: Subcommittee on Admissions and Programs

Revised form: “Creating and Changing Undergraduate Academic Programs”

The council agreed that Robert Corbett’s changes to page one of the 1503 form are fine as they are. The only suggestion on page two was to delete the word “sentences” in 3.A. The basic positioning of the columns (the “Catalog Copy as Currently Written” and the “Proposed Catalog Copy, Reflecting Requested Changes”) was changed from vertical to horizontal. Plumb thanked Corbett for his extensive work on this project, and said it should be helpful both to SCAP and to departments making out their proposals. Buike said, “It’s a living document that can always be changed, when necessary. Let’s try it out.”

Janssen made a MOTION to approve the form as revised (“Creating and Changing Undergraduate Academic Programs”) and the MOTION was seconded. The Faculty Council on Academic Standards UNANIMOUSLY APPROVED the revised 1503 form.

Guidelines to Admission Requirements

Plumb said there has been a lot of conversation on the issue of transfer students being directly admitted to majors. She said, “Regarding the admissions process, how can we best envision guidelines to admission to majors?”

Washburn distributed a draft of suggested “Guidelines for Departmental Admission Prerequisites.” The draft read as follows:

Guidelines for Departmental Admission Prerequisites

- 1) Admission prerequisites should be courses that are generally available to freshmen or sophomores, and the courses should apply to general education requirements if they student is not subsequently admitted.
- 2) Admission course prerequisites should generally be available at most community colleges.
- 3) Admission prerequisite courses should be at the 100 or 200 level.
- 4) No more than 20 specifically required credits should be required as admission to liberal arts programs.
- 5) The College of Arts and Sciences should investigate developing sets of prerequisite courses that could satisfy the admission requirements for majors falling within general disciplinary categories of humanities, natural sciences, and social sciences.
- 6) The College of Arts and Sciences should consider designing multidisciplinary courses to introduce students to the many disciplines available within the College.

Washburn said, “There will be a series of conversations over the next couple of years on structural changes for transfer students. These Guidelines *could* go out on the Web with the 1503 forms used by departments when they do their SCAP proposals.”

Plumb said, “George [Bridges] has drafted a ‘Satisfactory Progress’ document focusing on student advising, access (for courses that transfer students need to get into their majors), and prerequisites (for admission to majors).” With regard to access to courses needed for admission to departments, Washburn said, “Departments *can* specify freshman and sophomore access to these courses *if* juniors and seniors take up too much space. We need access for freshman and sophomore students. We *could* say that certain courses are available only to pre-majors or extended pre-majors, and that juniors and seniors are not to be admitted to these courses.”

Council discussion resulted in agreement that #2, in Washburn’s draft, would better read: “Admission course prerequisites should generally be available at community colleges,” deleting the word “most.” The suggestion was made to add the phrase “for admission to the major” in #3, so that #3 would read: “Admission prerequisite courses for the admission to the major should be at the 100 or 200 level.” Discussion of #4 resulted in the deletion of the words “liberal arts programs,” and the placement of the words “majors in the College of Arts and Sciences” in their stead. This new sentence was considered to be a gain in clarity.

As for #5, Washburn said, “A core set of courses would be very helpful. Once a student took the core set of courses that could satisfy the admission requirements for majors falling within general disciplinary categories of humanities, natural sciences, and social sciences, a clearer decision could be made as to where to go from there.” Washburn said of #6, “introducing students to many disciplines available within the college,” would be extremely helpful.

Bridges said, “The University of Arizona designed a course that different faculty would teach at different times. They produced a curriculum that’s very ‘real’ that faculty enjoy teaching. I *like* these ‘general’ courses; but we need to be certain that faculty are for it.” Plumb said, “I think anything we can do in a multidisciplinary way is good.” Kenney said, “Faculty could talk about how they would approach a subject in their *own* discipline [in such a course].” Newell asked, “Where will the faculty come from [for such large ‘general’ courses, when faculty are strapped as it is]?” Bridges said, “We might have to give up some of our 200-level courses.”

Plumb said, “Returning to the draft, I think the last number [#6] belongs in a separate document. We support the *spirit* of #s 5 and 6, but they both belong elsewhere.”

The council agreed that #s 1-4 make up one set of Guidelines, and #s 5 and 6 another set. Washburn said he could take the Guidelines to the Arts and Sciences Curriculum Committee for their consideration. Plumb emphasized the need “to make these [Guidelines] general enough so they won’t alienate people.”

It was decided to forward the Guidelines to Wiegand, who in turn could show them to campus advisors. It was agreed to leave the Guidelines as two separate documents.

INSERTION IN THE MINUTES: Washburn forwarded the following revised “Guidelines” to the council on May 5th:

Guidelines For Admission Prerequisite Courses to the Major

- 1) Admission course prerequisites should be generally available to freshmen or sophomores, and should apply to general education requirements if the student is not subsequently admitted.
- 2) Admission course prerequisites should generally be available at community colleges.
- 3) Prerequisite courses for admission to the major should be at the 100 or 200 level.
- 4) No more than 20 specifically required credits should be required as admission to majors in the College of Arts and Sciences.

Faculty Council on Academic Standards Recommendations to Improve Access to Majors

- 1) The College of Arts and Sciences should investigate developing sets of prerequisite courses that could satisfy the admission requirements for majors falling within the general disciplinary categories of humanities, natural sciences, and social sciences.
- 2) The College of Arts and Sciences should consider designing multidisciplinary courses to introduce students to the many disciplines available within the College.

Enrollment Caps and “Satisfactory Progress” towards Degree – George Bridges

Bridges distributed a copy of Senate Bill 5135 passed by the House of Representatives on April 17, 2003, and by the Senate on April 23, 2003, in the 2003 Regular Session of the 58th State Legislature.

The bill is “an act relating to increased tuition fees and fees for excess credits taken at institutions of higher education; adding a new section to chapter 28B.10 RCW; and creating a new section.”

The new section (Sec. 1) reads as follows:

- 1) Each four-year institution of higher education and the state board for community and technical colleges shall develop policies that ensure undergraduate students enrolled in degree or certificate programs complete their programs in a timely manner in order to make the most efficient use of instructional resources and provide capacity within the institution for additional students.
- 2) Policies adopted under this section shall address, but not be limited to, undergraduate students in the following circumstances:

- a) Students who accumulate more than one hundred twenty-five percent of the number of credits required to complete their respective baccalaureate or associate degree or certificate programs;
 - b) Students who drop more than twenty-five percent of their course load before the grading period for the quarter or semester, which prevents efficient use of instructional resources; and
 - c) Students who remain on academic probation for more than one quarter or semester.
- 3) Policies adopted under this section may include assessment by the institution of a surcharge in addition to regular tuition and fees to be paid by a student for continued enrollment.

The new section (Sec. 2) reads as follows:

- 1) Each public four-year institution of higher education and the state board for community and technical colleges shall report to the higher education coordinating board by January 30, 2004, on the policies developed under section 1 of this act. The report shall include baseline data on the number and characteristics of students affected by the policies. If the policies were adopted before the effective date of this section, the report shall describe the impact of the policies.
- 2) In the report, each four-year institution shall also describe policies developed and actions taken to eliminate barriers to timely completion of degree programs, including reducing the occasions where students cannot enroll in courses needed for their major due to over-enrollment. The state board may select a sample of colleges to describe policies and actions to address course scheduling issues.
- 3) The higher education coordinating board shall summarize the reports from the institutions and the state board and make a report to the higher education committees of the legislature by March 1, 2004. The report prepared by the higher education coordinating board shall include recommendations for additional legislative action, including whether increased tuition and fees should be uniformly charged to students as an additional incentive for timely completion of degree and certificate programs.

Bridges said, “We have to develop policies, and have them in the University Handbook. We will have to report, as this bill that Governor Locke will sign makes clear, on satisfactory progress of our undergraduate students toward their baccalaureate degree.” He added, “We haven’t pursued the enforcement piece of this bill until recently.”

Bridges said, “This council [FCAS] examines barriers. We need to establish a working group to examine satisfactory progress. We have some students at the University of Washington who have over 200 credits. The reasons are varied: Some of these students simply do not want to leave the University; some are Honors students with double majors; some are transfer students trying to get into majors. And there are still other students with over 200 credits.”

Bridges pointed out that extended pre-majors (students with 105 credits who have not declared their major) pose a bigger problem. “These students take upwards of 15-20 extra credits to earn their baccalaureate degree. They take a lot of extra credits.”

Bridges said, “Each institution [of higher education] *could* have a surcharge for students who exceed the level of credits required for graduation.” But he noted that Interim President Lee Huntsman “is not *for* this.” Bridges said, “This is a remarkable opportunity to take a look at how our students go through their majors.”

Washburn said, “Regarding the University’s obligation, is this just to apply to the baccalaureate degree? We need to agree as an institution on what is meant by a student being admitted for one degree. What

should the University's policy be? We need to get it clear, and tell the students."

Plumb said, "If we connect this to academic standards, what do *we* come up with?" Bridges said, "These are faculty policies (in the Handbook). But nowhere does the Faculty Code offer any criteria on which extensions are based. This council can have a strong role in this. The FCAS role has to do with process. A task force composed of faculty, advisors, administrators and students will be asked to draft a response. This draft will then be circulated to other relevant councils. A member of FCAS should serve on this task force. There are 200 academic advisors on campus who report to no one. Hopefully, *this* work would inspire those advisors. A major role of this council will be to draw departmental advisors into the conversation."

Bridges thanked the council for its "good feedback" on this important issue in undergraduate education.

President's Medalist legislation

Plumb said, "We'll have to revisit the Honors legislation." She informed the council that the proposed changes to Honors Awards (Class B legislation) were postponed until the next Faculty Senate meeting, which is May 15th. The major stumbling-block, in some faculty members' minds, was the possible dilution of the prestige of the President's Medal if another Medal were to be awarded to a transfer student, and the minor concern that 60 credits from Washington State community colleges were stipulated in the legislation.

Washburn said he has "some possible changes" for the proposed Honors legislation, and will bring them to the council at its next meeting, which will be after the second consideration of the legislation at the May 15th Faculty Senate meeting.

Next meeting

The next FCAS meeting is set for Friday, May 16, 2003, at 1:30 p.m., in 36 Gerberding Hall.

Brian Taylor
Recorder

PRESENT: *Professors* Plumb (Chair), Buike, Fan, Janssen, Kenney and Newell;
Ex officio members Bridges and Washburn;
Regular guest Robert Corbett, Coordinator of New Programs.

ABSENT: *Professors* Labossiere, Simon, Stygall and Woods;
Ex officio members Adams, Croft, Gerhart, Liston, Morales, Ver Steeg and Wiegand.