

# GFO Executive Council Annual Report 2012 - 13

## Executive Council Motions

**October 9, 2012**

### EC motion – Interactive Media Design Proposal

Joseph moved to pass the motion:

“The EC has determined that the proposing faculty have duly considered and responded to the comments posted by faculty from across the three campuses during the tri-campus review period.

The motion was seconded, discussion followed.

### EC discussion

- How are the 10-credit studio courses offered at the junior and senior level?
- The courses are broken down into two 5-credit courses, one for mastery of academic content and one for process/product elements at the junior and senior levels. Each studio course has two numbers.
- Is the module design sustainable?
- Faculty with industry expertise can be brought in for the modules and current UWB faculty can also step in.

Lerum called the question on the motion. Hearing no objection, she called for a vote on it. By show of hands, the motion carried unanimously (9-0).

**October 23, 2012**

### EC motion

Holland moved to pass the motion:

“An amendment to the GFO Bylaws would be proposed to include a representative from CUSP on the Executive Council, this representative would be a fulltime faculty member of FOCUS”.

The motion was seconded and discussion followed.

### EC discussion

- An EC representative should be a full-time faculty member in CUSP, preferably from FOCUS.
- FOCUS members have a significant service load, adding EC service may be too much.
- FOCUS faculty would have a good background and understanding of issues in CUSP.
- The goal is to achieve 2-way communication between CUSP and the EC.
- One concern – a FOCUS or CUSP faculty representative would also be affiliated with a school/program and issues that involved their school or program could cause a conflict of interest in representation.
- The representation of CUSP on EC would be ex-officio, without vote.
- Regular reports from CUSP would also open communication; Ashbaugh could attend meetings every month.
- EC agenda items could have implications for CUSP and representation on an ongoing basis is needed.

The EC will get feedback/input from their schools/programs on this issue.

### **EC motion**

Joseph moved to pass the motion:

“The EC recommends postponing action until further input from schools/programs can be provided.

The motion for postponement was seconded, no further discussion followed.

Lerum called the question on the motion to postpone until the next EC meeting, and hearing no objection, called for a vote. The motion to postpone action on CUSP representation on EC was approved unanimously.

### ***November 6, 2012***

### **EC motion**

Joseph moved to pass the motion:

“The EC approves moving the proposal for a MS in Cyber Security Engineering to a second reading”.

The motion was seconded, discussion followed.

### **EC discussion points**

- A narrative on the course sequencing would be helpful.
- State the per credit tuition fee structure.
- Recommendation – revise the Cyber Security Code of Conduct, give students a website to access or remove it from the proposal. The EC does not need to approve this Code of Conduct.
- This proposal is ready for EC action; a second reading is not required. We can approve this proposal with amendments.

With consideration given to the expressed opposition to moving this proposal to a second reading, Lerum calls the question on the original motion. No further discussion followed and hearing no objections, Lerum called for a vote, the motion carried (5 yes, 3 no) to move the proposal to a second reading.

### **EC motion**

Joseph moved to pass the motion:

“The EC gives final approval of the BS in Mathematics. The EC has determined that the proposing faculty have duly considered and responded to the comments posted by faculty from across the three campuses during the tri-campus review period.

The motion was seconded no further discussion was held.

Hearing no objections, Lerum called for a vote, the motion carried unanimously.

**November 20, 2012**

**EC motion**

Holland moved to pass the motion:

“The EC endorses forwarding the CSS Program’s MS in Cyber Security Engineering proposal to the UW Graduate School.”

The motion was seconded, discussion followed.

**EC discussion points**

- Concerns over the Code of Conduct in this proposal have been clarified with the new revisions.

Lerum called the question on the original motion, hearing no objections, she called for a vote. By a show of hands, the motion carried (7 yes, 1 abstain).

**EC motion**

Holland moved to pass the motion:

“The EC endorses having a representative from CUSP serve on the EC with voting rights. This representative would be a fulltime faculty member of FOCUS.”

The motion was seconded and discussion followed.

**EC discussion points**

- Members of FOCUS have faculty meetings in which issues important to CUSP are discussed; this is the rationale for the EC representative to me a FOCUS member.
- The convener is an administrative role and cannot serve on the EC.
- We need to act on the current structure of CUSP as FOCUS is constituted now.
- We could propose a friendly amendment to the motion to read “a member of FOCUS that conforms to the GFO Bylaws.
- If necessary, an amendment to the GFO Bylaws will be needed.

Holland withdraws his original motion.

**EC motion**

Holland moves to pass the motion:

“An amendment to the GFO Bylaws would be proposed to include a representative from CUSP on the Executive Council; this representative would be a fulltime faculty member of FOCUS”.

The motion was seconded, no further discussion followed. Lerum called the question on the original motion, hearing no objections, she called for a vote. By a show of hands, the motion carried (7 yes, 1 abstain).

A GFO ballot will be drafted for EC review for this proposed amendment to the Bylaws.

**December 4, 2012**

**EC motion**

Joseph moved to pass the motion:

“The EC approves the creation of a task force on lecture-track faculty.

The motion was seconded no further discussion was held.

Hearing no objections, Lerum called for a vote, the motion carried unanimously.

**January 15, 2013**

**EC motion**

Holland moved to pass the motion:

“The EC accepts the proposal to revise DTA Proviso to the Washington State Direct Transfer Agreement Guidelines.”

The motion was seconded, discussion followed.

**EC discussion**

- Concern that this proposal may dilute Humanities at UWB.
- Before we accept this proposal, more faculty input is needed.
- The EC could move this to a second reading, without asking for revisions or changes in the proposal.

Holland moves to postpone action on this proposal and move it to a second reading for the purpose of gathering wider faculty input. The motion was seconded, no further discussion was held. Lerum called the question on the motion. Hearing no objection, she called for a vote on it. By show of hands, the motion carried unanimously (8-0). Attachment I

**EC motion**

Holland moved to pass the motion:

“The EC endorses sending the S&T proposal in Consciousness Studies to the UW Registrar for tri-campus review”.

The motion was seconded, discussion followed.

**EC discussion**

- Is there a reason this must go to a second reading by the EC? No.
- This can be approved subject to revisions:
  - Course descriptions
  - Connections designated to other programs

The motion was seconded, no further discussion was held. Lerum called the question on the motion. Hearing no objection, she called for a vote on it. By show of hands, the motion carried subject to revisions, unanimously (8-0).

**January 29, 2013**

**EC motion**

Holland moved to pass the motion:

“The EC approves the proposal to admit two cohorts of 25 students each to the ATP program for a total of 50 students.”

The motion was seconded, discussion followed.

**EC discussion points**

- Changes in the admission policy will mean that CUSP reports to EC on ATP each year. An update on the program each year will help the EC keep abreast of the significant resources involved with faculty and staff for this program.
- How will this be managed if there are less than 50 students, say 40 students? What is the critical mass to benefit from the program?
- The cohort model works well for this program, over 25 in a cohort is not as manageable; two cohorts of 20 each would work.
- It would be preferable to word the motion to read “up to 50 students”.

The motion was revised:

**EC motion**

Holland moved to pass the motion:

“The EC approves the proposal to admit two cohorts of students to the ATP program for a total of up to 50 students.”

Lerum called the question on the motion, no further discussion was held and hearing no objection, she called for a vote on it. By show of hands, the motion carried unanimously (8-0).

**EC motion**

Holland moved to pass the motion:

“The EC moves to accept the proposal for the Teaching and Learning Minor.”

The motion was seconded, discussion followed.

**EC discussion points**

- Place stated that course objectives were built around UWB Learning Goals.

**EC recommendations:** Remove optional courses and course readings from the proposal and add information on the minor’s pathway to a Teacher’s Certificate for undergraduate education in the Education Program.

Lerum called the question on the original motion. Hearing no objection, she called for a vote on it. By show of hands, the motion carried unanimously.

**February 12, 2013**

**EC motion**

Holland moved to pass the motion on the floor:

“The EC approves the proposal to revise DTA Proviso to the Washington State Direct Transfer Agreement Guidelines.”

Lerum called the question on the motion, no further discussion was held and hearing no objection, she called for a vote on it. By show of hands, the motion carried (5 – yes, 2 – no, 1 – abstain.)  
Attachement I

### ***February 26, 2013***

#### **EC motion**

Holland moved to pass the motion:

“For cross-programmatic minors, the faculty oversight committee will consist of at least two faculty members with at least one representative from each school or program involved in offering the minor. Each school or program faculty selects its representatives for staggered terms of up to three years.”

The motion was seconded, discussion followed.

#### **EC discussion points**

- The language of the original policy states that three faculty members will serve on the committee, what if there are only two programs, do we have proportional representation?
- The minor would most likely rest more in one program than the other, proportional representation is an option

Lerum called the question on the motion. Hearing no objection, she called for a vote on it. By show of hands, the motion carried unanimously (9-0).

### ***March 12, 2013***

#### **EC motion**

Holland moved to pass the motion:

“The EC accepts the title “Distinguished Research, Scholarship and/or Creative Activity Award” for a new UWB faculty award.

The motion was seconded, discussion followed.

#### **EC discussion points**

- Is and/or needed in the title or should it be titled Distinguished Research, Scholarship and Creative Activity? Keeping the title as it reads is more inclusive.
- Who will constitute the selection committee for this award?
- What criteria will be used to evaluate on disparate research?
- Will evaluation of scholarship and creative activity be judged differently than research?

Joseph called the question on the original motion, hearing no objection, she called for a vote. The motion carried (7 yes, 1 abstain).

#### **EC motion**

Holland moved to pass the motion:

“The EC approves the recommendations of the GFO Campus Council on Academic Standards and Curriculum on the process and procedures for the tri-campus review of course equivalencies.”

The motion was seconded, no further discussion followed. Joseph called the question on the motion, by show of hands, the motion carried unanimously (8 – 0).

***April 23, 2013***

**EC motion**

Holland moved to pass the motion:

“The EC reviewed the responses from the tri-campus review of the proposal for the BA in Law, Economics and Public Policy. The EC has determined that the proposing faculty in the School of Interdisciplinary Arts and Sciences have duly considered and responded to the comments posted by faculty from across the three campuses during the tri-campus review period.

The motion was seconded, no further discussion followed. Lerum called the question on the motion, by show of hands, the motion carried unanimously (9 – 0).

***May 7, 2013***

**EC motion**

Holland moved to pass the motion:

“The EC approves the Proposal for Equivalency Reviews from UW Bothell”.

The motion was seconded, discussion followed.

**EC discussion points**

- After the approval of the CCASC where are courses needing equivalency determination sent? Charu explained that courses are sent to departments or programs across the campuses for sign off on equivalencies. Many time courses are held up due to slow or unresponsiveness of the departments affected.
- The tri-campus curriculum committee does not decide equivalencies at this time. This committee will flag courses and send them to departments for determination of equivalency.
- Courses are checked for overlapping content to ensure that students do not receive credit twice for taking the same course. The purpose of the equivalency review is to help maintain the integrity of the University transcript.

Lerum called the question on the original motion, hearing no objection, she called for a vote. The motion was approved unanimously.

Charu informed the EC of other issues that she would like to present to the EC:

- Course review process in consideration of the CUSP Charter
- Representation of CUSP on the CCASC
- Course release for the Chair of the CCASC
- CCASC timeline and deadlines for course review
- Tracking for course review and approval

**May 21, 2013**

**EC motion**

Holland moved to pass the motion:

“The EC endorses moving the proposal for a BS in Mechanical Engineering forward to the UW Registrar for tri-campus review”.

The motion was seconded no further discussion followed. Lerum called the question on the original motion. Hearing no objection, she called for a vote on it. By show of hands, the motion carried unanimously.

**April 23, 2013**

**EC motion**

Holland moved to pass the motion:

“The EC reviewed the responses from the tri-campus review of the proposal for the BA in Law, Economics and Public Policy. The EC has determined that the proposing faculty in the School of Interdisciplinary Arts and Sciences have duly considered and responded to the comments posted by faculty from across the three campuses during the tri-campus review period.

The motion was seconded, no further discussion followed. Lerum called the question on the motion, by show of hands, the motion carried unanimously (9 – 0).

**June 4, 2013**

**EC motion**

Holland moved to pass the motion:

“The EC accepts the IRSC proposal for a Distinguished Research and Creative Activity Award “.

The motion was seconded, further discussion followed.

**EC discussion points**

- We need to take care that only heavily funded research is not the only type awarded.
- Representation of many voices across schools and programs is needed.
- Long-range planning could ensure representation across the campus.
- The title of the award will guide decision-making in the selection process.
- This award can open the door to a service award.
- This award may also stimulate more funding for research as an institutional priority.

Lerum called the question on the original motion, no further discussion. Hearing no objection, she called for a vote on it. By show of hands, the motion carried (6 yes, 1 abstain).

**June 11, 2013**

**EC motion**

Holland moved to pass the motion:

“The EC endorses the Recommendations on Lecturers proposed by the UWB Lecture Working Group.

The motion was seconded, discussion followed.

### **EC discussion points**

- These recommendations re-enforce lecturers as part of UWB faculty.
- There are three reports from three campuses that will go forward to the Provost, this is an advisory document only.
- Lerum thanked the Lecture Working Group for their work on this issue.
- This should be an ongoing discussion, the work on this is not finished.
- We should ask for an ongoing task force on this issue.
- A cover memo could be included addressing concerns around the 3 year contracts.

Lerum called the question on the motion, there was no further discussion. By show of hands the motion carried (5 – yes, 1 – oppose and 2 – abstain).

### **EC motion**

Holland moved to pass the motion:

“The EC endorses forwarding the Diversity Minor to the UW Registrar for tri-campus review”.

The motion was seconded, no further discussion was held. Lerum called the question on the motion, by show of hands the motion carried unanimously.

MEMORANDUM

TO: Executive Council

FROM: Jill Orcutt, Director of Admissions

DATE: January 7, 2013

RE: Proposal to revise UW Bothell's proviso to the Washington State Direct Transfer Agreement Guidelines

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The Office of Admissions is submitting a proposal for your approval, to revise two line items in our current proviso that will affect how Area of Knowledge is awarded to DTA-AA degree holders. This revision will put us more in accord with the DTA guidelines and with UW Seattle's transfer policy.

Proposal attached for your reference.

**Proposal**

Revision of UW Bothell proviso, Washington State Direct Transfer Agreement Guidelines

**Summary**

As active members of the ICRC<sup>1</sup>, the University of Washington is currently in cooperation with the Washington state Direct Transfer Agreement (DTA) Associate Degree Guidelines<sup>2</sup>, under certain provisos, stated individually by campus. The purpose of the DTA guidelines is to create a consistent outline that students can follow to make their AA → BA degree transfer process generally more efficient. We are currently in the process of streamlining UW Bothell's proviso to be more in accord with DTA guidelines and less confusing to students. **We are seeking EC approval to remove the line items related to how foreign language, history, philosophy and communications courses transfer.**

Removing these line items will better align our DTA transfer policy with UW Seattle's policy.

**Background**

(Excerpts from the Washington Council's ICRC Handbook<sup>3</sup>—Associate Degree Transfer Agreements in the State of Washington)

### **What the DTA guidelines aim to do:**

- Students who earn an AA degree that meets DTA guidelines, should for the most part, be considered to have completed *most* of our general education requirements.
- Students transferring with a DTA AA degree will generally have junior standing (90 transfer credits) when they begin study at UWB.

“It does, however, ensure that a student receiving an approved direct transfer Associate degree from a signatory Washington community college would have satisfied all or most of the general education requirements at any signatory baccalaureate institution.

Essentially, the transfer agreements ensure that a student who completes an Associate in Arts degree (or other designated direct transfer degree) at a public community college in the State of Washington will have satisfied the lower division general education (or core) requirements at the various baccalaureate institutions. The transfer student who has earned a degree covered by the Guidelines will generally have junior-level standing (90 quarter credits or 60 semester credits) at the receiving institution.”

### **What the DTA guidelines do not interfere with:**

- The DTA does not interfere with requirements set by UWB schools/programs.
- It does not affect how UWB determines admission eligibility and individual course transferability.
- Earning a DTA AA degree does not guarantee admission.

“Students who transfer within these agreements must still meet requirements in major, minor and professional programs.

The adoption of the ICRC Associate Degree Guidelines does not affect the autonomy of the individual institutions to introduce new courses or new programs, to establish prerequisites, to evaluate the transferability of individual courses, or to require certain levels of quality for entrance to the various institutions.”

### **With our current proviso, how many UWB general education requirements are being met under the DTA guidelines?**

➤ UW Bothell *minimum* general education requirements:

- 5 credits - English Composition (2.0 minimum GPA)
- 10 credits - Additional Writing
- 5 credits - QSR
- 15 credits - NW
- 15 credits of - I & S
- 15 credits - VLPA

- **Students transferring with a DTA-AA degree will meet the following UWB general education requirements:**
  - ✓ 5 credits - English Comp (2.0 minimum GPA)
  - ✓ 5 credits - QSR
  - ✓ 15 credits - NW
  - ✓ 15 credits - I & S

- **Students transferring with a DTA-AA degree *may still need* the following UWB general education requirements:**
  - 10 credits - Additional Composition or Writing
  - 5-15 credits - VLPA (if humanities courses in history, philosophy, journalism, communication, or 100- level foreign language are chosen)

**Discussion of what we would like to change *Pending EC approval***

**We propose to allow students transferring with DTA-AA degrees to use 15 credits of humanities towards their VLPA general education requirement, regardless of how we would usually transfer these courses.**

The DTA requires that students complete 15 credits of *Humanities* courses. Unfortunately, all humanities courses (as identified by WA state community colleges) do not transfer to UWB as VLPA credits. The primary offenders in the humanities list that we do not generally consider VLPA are: History, Philosophy, some Communication courses, and 100-level foreign language courses.

Excerpt from the DTA agreement guidelines<sup>2</sup>:

**a. Humanities (15 – 20 credits)**

Selected from at least two disciplines

No more than 10 credits allowed from any one discipline.

(No more than 5 credits in foreign language at the 100 level.)

No more than 5 credits in performance/skills courses are allowed.

Suggested disciplines include:

Art	Music
History	Philosophy
Foreign Language/American Sign Language	Drama/Theater
Speech	Literature

Naturally, there is considerable variation in how students choose to meet the 15 credit DTA-Humanities requirement. Some students will choose *all* courses that transfer as VLPA, while other students will take humanities courses that transfer as social science or electives. Often students don't realize how their humanities courses will transfer to the UW system and that they will be required to take even *more* humanities courses (VLPA equivalent) to graduate from UWB! This is a frustrating point for students; many who are trying to be financially efficient in their journey towards a baccalaureate degree.

We notice the greatest Humanities-VLPA disparity on transcripts of students applying to Business, Biology, and CSS/AC. Students preparing for deeper study in these fields have many non-VLPA prerequisite courses to take. When these students find room to take an elective course, they will often choose humanities courses that are relevant to their future major.

*What does this mean?? Here are some examples:*

### **Typical students who will benefit from the proposed change**

1. A **Business** transfer student who has earned a DTA-AA degree and has completed all of their program prerequisites. This student will begin at UWB with 90 credits, and in junior standing. The humanities classes that they took are: public speaking, ethics, and Chinese 101.

→Under our *current* proviso, this student will still need to take 5 credits of VLPA during their junior and senior year at UWB. Chinese 101 transfers to UWB as an elective.

→Under our proposed proviso, this student will be allowed to count their Chinese 101 course as VLPA for graduation purposes and will not need to take the additional class.

2. A **Biology** transfer student who has earned a DTA-AA degree and has completed all of their program prerequisites. This student will also begin at UWB with 90 credits and in junior standing. This person has interest in medicine/global health. The humanities classes that this student took are: Interpersonal Communication, Global History, and Race in the United States.

→Under our *current* proviso, this student will still need to take 10 credits of VLPA during their junior and senior year at UWB. Global History and Race in the U.S. will transfer to UWB as social science (I&S), even though WA State community colleges allow them to count as humanities.

→Under our proposed proviso, this student will be allowed to count their two history courses as VLPA for graduation purposes and will not need to take additional classes.

3. An **Applied Computing** transfer student who has earned a DTA-AA degree and has completed all of their program prerequisites. This student will begin at UWB with 90 credits, and in junior standing. The humanities classes that they took are: Exploring the Digital Future (Communications), Global History, and MIDI Sequencing (Music).

→Under our *current* proviso, this student will still need to take 10 credits of VLPA during their junior and senior year at UWB. Exploring the Digital Future and Global History will transfer to UWB as social science (I&S), even though WA State community colleges allow them to count as humanities.

→Under our proposed proviso, this student will be allowed to count the communications course and the history course as VLPA for graduation purposes, and will not need to take additional classes.

## **Our current proviso**

### University of Washington – Bothell

Earning a transfer associate degree does not guarantee admission to UW Bothell. Students who transfer within this agreement must still meet program requirements to be considered for admission to a degree program.

The University of Washington Bothell transfers credit on a course by course basis. The University of Washington Bothell agrees that transfer students from Washington community colleges who complete approved associate degree programs, as determined by the UWB Office of Admissions will be considered to have satisfied general education and proficiency requirements and will generally have junior-level standing with the following provisos:

1. Courses equivalent to intermediate algebra and UW English composition be completed with a minimum grade of 2.0.
2. Successful completion of two years of high school study or successful completion of two quarters (through the 102 level) at a college/university of a single foreign language.
3. 100 level foreign language courses will only be transferred as electives
4. History, philosophy, journalism and communication courses will be transferred according to the course equivalency tables listed at:  
<http://admit.washington.edu/Requirements/Transfer/Plan/EquivalencyGuide>
5. If the transfer degree requires 45 credits of distribution (15-15-15), in order to satisfy the Arts and Sciences Areas of Knowledge requirement, students will be required to take up to an additional 15 credits from Humanities, Social Science, and Natural Sciences subject areas.

## **Revision details**



### **Items that we are seeking to remove - pending EC Approval:**

- ~~3. 100 level foreign language courses will only be transferred as electives~~  
~~4. History, philosophy, journalism and communication courses will be transferred according to the course equivalency tables listed at: <http://admit.washington.edu/Requirements/Transfer/Plan/EquivalencyGuide>~~

- By removing the following two line items of our DTA proviso, we will allow up to 15 transferable humanities courses, taken in fulfillment of a DTA-AA degree, to count towards our VLPA general education requirement. Only students earning a DTA-AA degree will be given this exception.

## **FYI –**

### **Items that the Admissions Office will be removing from our current proviso:**

~~1. Courses equivalent to intermediate algebra and UW English composition be completed with a minimum grade of 2.0.~~

~~2. Successful completion of two years of high school study or successful completion of two quarters (through the 102 level) at a college/university of a single foreign language.~~

- The DTA does not pertain to *admission requirements*; Items related to admission will no longer be mentioned in our proviso.

~~5. If the transfer degree requires 45 credits of distribution (15-15-15), in order to satisfy the Arts and Sciences Areas of Knowledge requirement, students will be required to take up to an additional 15 credits from Humanities, Social Science, and Natural Sciences subject areas.~~

- This proviso is for UW Bothell specifically and should not reflect requirements set by UW Seattle Arts and Sciences; Items pertaining to UWS Arts and Sciences will no longer be mentioned in our proviso.

### **Items that the Registration Office will be adding to our current proviso:**

10 additional writing credits (Composition or W-courses) must be completed at the University, if not completed as part of the transfer degree.

## **Proposed new proviso**

### **University of Washington – Bothell**

Earning a transfer associate degree does not guarantee admission to UW Bothell. Students who transfer within this agreement must still meet program requirements to be considered for admission to a degree program.

The University of Washington Bothell transfers credit on a course by course basis. The University of Washington Bothell agrees that transfer students from Washington community colleges who complete approved associate degree programs, as determined by the UWB Office of Admissions will be considered to have satisfied general education and proficiency requirements and will generally have junior-level standing with the following provision:

- 5 credits of English composition should be completed with a *minimum* grade of 2.0
- 10 additional writing credits (Composition or W-courses) must be completed at the University, if not completed as part of the transfer degree.

# References

- 1) The Intercollege Relations Commission (ICRC) is a unit of the Washington Council for High School-College Relations. The Commission was formed in 1970 as a successor to the Commission on College and University Relations.

Historical information: <http://www.washingtoncouncil.org/icrcaboutus.htm>

Constitution: <http://www.washingtoncouncil.org/icrcconstitution.htm>

Purpose of this Commission:

- To implement and improve communication and liaison among public and private colleges and universities in the State of Washington.
- To study, evaluate, and develop the solution of transfer problems which occur between educational institutions.
- To consider and promote activities of general concern to these institutions.

- 2) Current DTA Associate Degree Guidelines, Chapter 5 ICRC Handbook, last updated May 2011  
[http://www.sbctc.edu/college/studentsvcs/DTA\\_assoc\\_degree\\_guidelines-may2011.pdf](http://www.sbctc.edu/college/studentsvcs/DTA_assoc_degree_guidelines-may2011.pdf)

**Quick view:**

## **CURRENT DTA ASSOCIATE DEGREE GUIDELINES**

**(Approved May 2011—Effective May 2011)**

For the purpose of these Guidelines, the Direct Transfer Agreement (DTA) Associate degree (sometimes called the Associate in Arts, Associate in Arts and Sciences, etc.) is defined as that degree awarded by a community college to students who have completed a transfer curriculum. In order to fulfill most general education requirements for a baccalaureate degree, the Associate degree should possess the following characteristics:

- I. Be issued only to students who have earned a cumulative grade point average of at least 2.00, as calculated by the degree awarding institution.
- II. Be based on 90 quarter hours of transferable credit including:

**A minimum of 60 quarter hours of general education courses distributed as follows:**

### **1. Basic Requirements**

#### **a. Communication Skills (10 credits)**

Must include at least five (5) credits of English composition. Remaining credits may be used for an additional composition course or designated writing courses or courses in basic speaking skills (e.g. speech, rhetoric, or debate).

## **b. Quantitative/Symbolic Reasoning Skills (5 credits)**

### 1. One of the following (5 credits)

(1) Symbolic reasoning course

(2) Quantitative reasoning course in computer science, statistics, mathematics, or other discipline for which intermediate algebra is a prerequisite.

### 2. Intermediate Algebra Proficiency

All students must be proficient in intermediate algebra. May be satisfied by completion of high school mathematics through second year algebra, by course challenge or other examination demonstrating mastery of intermediate algebra skills, or by completion of an intermediate algebra course (to be numbered below 100) or a mathematics course for which intermediate algebra is a prerequisite.

## **2. Distribution Requirements**

Within the distribution requirements, integrative, synthesizing courses and programs, including interdisciplinary courses and linked sequences of courses, are to be encouraged, especially for colleges requiring a minimum of two disciplines per area.

### **a. Humanities<sub>1</sub> (15 – 20 credits)**

Selected from at least two disciplines.

No more than 10 credits allowed from any one discipline.

(No more than 5 credits in foreign language at the 100 level.)

No more than 5 credits in performance/skills courses are allowed.

Suggested disciplines include:<sub>3</sub>

Art Music

History<sub>2</sub> Philosophy<sub>2</sub>

Foreign Language/American Drama/Theater

Sign Language<sub>4</sub> Speech

Literature

### **b. Social Sciences<sub>1</sub> (15 – 20 credits)**

Selected from at least two disciplines.

No more than 10 credits allowed from any one discipline.

Suggested disciplines include:<sub>3</sub>

History<sub>2</sub> Philosophy<sub>2</sub>

Anthropology Political Science

Economics Psychology

Geography Sociology

### **c. Natural Sciences (15 – 20 credits)**

Selected from at least two disciplines.

No more than 10 credits allowed from any one discipline.

At least 10 credits in physical, biological and/or earth sciences.

Shall include at least one laboratory course.

Suggested disciplines include:<sub>3</sub>

Astronomy Geology

Biology Mathematics<sub>2</sub>

### 3. Electives

Other college-level courses, of which a maximum of 15 credits may be in college-level courses as defined by the community college and the remainder, shall be fully transferable as defined by the receiving institution. Where appropriate, preparation courses for the major should be included in this course work.

#### NOTES:

- 1. Within appropriate distribution areas, colleges are encouraged to develop curriculum which provides students with an understanding of and sensitivity to cultural differences by completing courses requiring study of cultures other than their own. To most, this may include minority, non-Western ethnic, or other area studies.
- 2. A specific course may be credited toward no more than one distribution or skill area requirement.
- 3. A list of suggested disciplines is subject to review by the ICRC.
- 4. Faculty teaching first-year language courses are encouraged to include cultural aspects of study in their courses.

#### CLARIFICATIONS:

- A. Associate degrees (DTA) meeting the distribution system in these Guidelines represent but one model for valid general education programs. Community colleges and baccalaureate institutions are encouraged to develop models, including interdisciplinary core requirements or vertical general education requirements with courses at the upper division level. Institutions using such alternative approaches are further encouraged to develop individual inter-institutional transfer agreements.
- B. The Associate degree (DTA) agreement will provide for the fulfillment of college and university general education requirements only, and it is not intended that this agreement should cause modifications of unique requirements (religion, philosophy, etc.). Further, it should be clearly understood that agreements based upon these Guidelines in no way alter admission criteria established by baccalaureate institutions.
- C. The Associate degree will generally provide the transferring student with at least 90 quarter (60 semester) credits upon entry to a baccalaureate institution.
- D. Community colleges should strictly enforce stated requirements without undue use of waivers, substitutions, or exceptions.
- E. Institutions developing mutual agreements must clearly identify degree titles and effective dates in order to provide clarity for students and their advisers and for transcript evaluation.
- F. Community colleges agree to develop precise language concerning their direct transfer Associate degree and to publish this information with all degree requirement information. Baccalaureate institutions agree to publish information about the details of their Associate degree agreements.
- G. Remedial courses (courses numbered below 100) shall not be included in the 90 quarter hours of the Associate degree.
- H. A list of the specific courses which satisfy Associate degree requirements shall be published.
- I. Community colleges and baccalaureate institutions agree to state their credit-by-exam policies in their catalogs. While accepting the Associate degree, receiving institutions shall grant credit for extra-institutional learning on the same basis for transfer students as for native students.

- 3)** The Washington Council, ICRC Handbook (pdf):  
<http://www.washingtoncouncil.org/icrcdocuments.htm>

MEMORANDUM

TO: Executive Council

FROM: Jill Orcutt, Director of Admissions

DATE: January 7, 2013

RE: Proposal to revise UW Bothell's proviso to the Washington State Direct Transfer Agreement Guidelines

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The Office of Admissions is submitting a proposal for your approval, to revise two line items in our current proviso that will affect how Area of Knowledge is awarded to DTA-AA degree holders. This revision will put us more in accord with the DTA guidelines and with UW Seattle's transfer policy.

Proposal attached for your reference.

**Proposal**

Revision of UW Bothell proviso, Washington State Direct Transfer Agreement Guidelines

**Summary**

As active members of the ICRC<sup>1</sup>, the University of Washington is currently in cooperation with the Washington state Direct Transfer Agreement (DTA) Associate Degree Guidelines<sup>2</sup>, under certain provisos, stated individually by campus. The purpose of the DTA guidelines is to create a consistent outline that students can follow to make their AA → BA degree transfer process generally more efficient. We are currently in the process of streamlining UW Bothell's proviso to be more in accord with DTA guidelines and less confusing to students. **We are seeking EC**

## **approval to remove the line items related to how foreign language, history, philosophy and communications courses transfer.**

Removing these line items will better align our DTA transfer policy with UW Seattle's policy.

### **Background**

(Excerpts from the Washington Council's ICRC Handbook<sup>3</sup>—Associate Degree Transfer Agreements in the State of Washington)

#### **What the DTA guidelines aim to do:**

- Students who earn an AA degree that meets DTA guidelines, should for the most part, be considered to have completed *most* of our general education requirements.
- Students transferring with a DTA AA degree will generally have junior standing (90 transfer credits) when they begin study at UWB.

"It does, however, ensure that a student receiving an approved direct transfer Associate degree from a signatory Washington community college would have satisfied all or most of the general education requirements at any signatory baccalaureate institution.

Essentially, the transfer agreements ensure that a student who completes an Associate in Arts degree (or other designated direct transfer degree) at a public community college in the State of Washington will have satisfied the lower division general education (or core) requirements at the various baccalaureate institutions. The transfer student who has earned a degree covered by the Guidelines will generally have junior-level standing (90 quarter credits or 60 semester credits) at the receiving institution."

#### **What the DTA guidelines do not interfere with:**

- The DTA does not interfere with requirements set by UWB schools/programs.
- It does not affect how UWB determines admission eligibility and individual course transferability.
- Earning a DTA AA degree does not guarantee admission.

"Students who transfer within these agreements must still meet requirements in major, minor and professional programs.

The adoption of the ICRC Associate Degree Guidelines does not affect the autonomy of the individual institutions to introduce new courses or new programs, to establish prerequisites, to evaluate the transferability of individual courses, or to require certain levels of quality for entrance to the various institutions."

#### **With our current proviso, how many UWB general education requirements are being met under the DTA guidelines?**

- UW Bothell *minimum* general education requirements:
  - 5 credits - English Composition (2.0 minimum GPA)
  - 10 credits - Additional Writing
  - 5 credits - QSR
  - 15 credits - NW
  - 15 credits of - I & S
  - 15 credits - VLPA

- **Students transferring with a DTA-AA degree will meet the following UWB general education requirements:**
  - ✓ 5 credits - English Comp (2.0 minimum GPA)
  - ✓ 5 credits - QSR
  - ✓ 15 credits - NW
  - ✓ 15 credits - I & S
  
- **Students transferring with a DTA-AA degree *may still need* the following UWB general education requirements:**
  - 10 credits - Additional Composition or Writing
  - 5-15 credits - VLPA (if humanities courses in history, philosophy, journalism, communication, or 100- level foreign language are chosen)

**Discussion of what we would like to change *Pending EC approval***

**We propose to allow students transferring with DTA-AA degrees to use 15 credits of humanities towards their VLPA general education requirement, regardless of how we would usually transfer these courses.**

The DTA requires that students complete 15 credits of *Humanities* courses. Unfortunately, all humanities courses (as identified by WA state community colleges) do not transfer to UWB as VLPA credits. The primary offenders in the humanities list that we do not generally consider VLPA are: History, Philosophy, some Communication courses, and 100-level foreign language courses.

Excerpt from the DTA agreement guidelines<sup>2</sup>:

**a. Humanities (15 – 20 credits)**

Selected from at least two disciplines

No more than 10 credits allowed from any one discipline.

(No more than 5 credits in foreign language at the 100 level.)

No more than 5 credits in performance/skills courses are allowed.

Suggested disciplines include:

Art	Music
History	Philosophy
Foreign Language/American Sign Language	Drama/Theater
Speech	Literature

Naturally, there is considerable variation in how students choose to meet the 15 credit DTA-Humanities requirement. Some students will choose *all* courses that transfer as VLPA, while other students will take humanities courses that transfer as social science or electives. Often students don't realize how their humanities courses will transfer to the UW system and that they will be required to take even *more* humanities courses (VLPA equivalent) to graduate from UWB! This is a frustrating point for students; many who are trying to be financially efficient in their journey towards a baccalaureate degree.

We notice the greatest Humanities-VLPA disparity on transcripts of students applying to Business, Biology, and CSS/AC. Students preparing for deeper study in these fields have many non-VLPA prerequisite courses to take. When these students find room to take an elective course, they will often choose humanities courses that are relevant to their future major.

*What does this mean?? Here are some examples:*

### **Typical students who will benefit from the proposed change**

4. A **Business** transfer student who has earned a DTA-AA degree and has completed all of their program prerequisites. This student will begin at UWB with 90 credits, and in junior standing. The humanities classes that they took are: public speaking, ethics, and Chinese 101.

→Under our *current* proviso, this student will still need to take 5 credits of VLPA during their junior and senior year at UWB. Chinese 101 transfers to UWB as an elective.

→Under our proposed proviso, this student will be allowed to count their Chinese 101 course as VLPA for graduation purposes and will not need to take the additional class.

5. A **Biology** transfer student who has earned a DTA-AA degree and has completed all of their program prerequisites. This student will also begin at UWB with 90 credits and in junior standing. This person has interest in medicine/global health. The humanities classes that this student took are: Interpersonal Communication, Global History, and Race in the United States.

→Under our *current* proviso, this student will still need to take 10 credits of VLPA during their junior and senior year at UWB. Global History and Race in the U.S. will transfer to UWB as social science (I&S), even though WA State community colleges allow them to count as humanities.

→Under our proposed proviso, this student will be allowed to count their two history courses as VLPA for graduation purposes and will not need to take additional classes.

6. An **Applied Computing** transfer student who has earned a DTA-AA degree and has completed all of their program prerequisites. This student will begin at UWB with 90 credits, and in junior standing. The humanities classes that they took are: Exploring the Digital Future (Communications), Global History, and MIDI Sequencing (Music).

→Under our *current* proviso, this student will still need to take 10 credits of VLPA during their junior and senior year at UWB. Exploring the Digital Future and Global History will transfer to UWB as social science (I&S), even though WA State community colleges allow them to count as humanities.

→Under our proposed proviso, this student will be allowed to count the communications course and the history course as VLPA for graduation purposes, and will not need to take additional classes.

## **Our current proviso**

### University of Washington – Bothell

Earning a transfer associate degree does not guarantee admission to UW Bothell. Students who transfer within this agreement must still meet program requirements to be considered for admission to a degree program.

The University of Washington Bothell transfers credit on a course by course basis. The University of Washington Bothell agrees that transfer students from Washington community colleges who complete approved associate degree programs, as determined by the UWB Office of Admissions will be considered to have satisfied general education and proficiency requirements and will generally have junior-level standing with the following provisos:

1. Courses equivalent to intermediate algebra and UW English composition be completed with a minimum grade of 2.0.
2. Successful completion of two years of high school study or successful completion of two quarters (through the 102 level) at a college/university of a single foreign language.
3. 100 level foreign language courses will only be transferred as electives
4. History, philosophy, journalism and communication courses will be transferred according to the course equivalency tables listed at:  
<http://admit.washington.edu/Requirements/Transfer/Plan/EquivalencyGuide>
5. If the transfer degree requires 45 credits of distribution (15-15-15), in order to satisfy the Arts and Sciences Areas of Knowledge requirement, students will be required to take up to an additional 15 credits from Humanities, Social Science, and Natural Sciences subject areas.

## **Revision details**



### **Items that we are seeking to remove - pending EC Approval:**

- ~~3. 100 level foreign language courses will only be transferred as electives~~
- ~~4. History, philosophy, journalism and communication courses will be transferred according to the course equivalency tables listed at: <http://admit.washington.edu/Requirements/Transfer/Plan/EquivalencyGuide>~~

- By removing the following two line items of our DTA proviso, we will allow up to 15 transferable humanities courses, taken in fulfillment of a DTA-AA degree, to count towards our VLPA general education requirement. Only students earning a DTA-AA degree will be given this exception.

## **FYI –**

### **Items that the Admissions Office will be removing from our current proviso:**

~~1. Courses equivalent to intermediate algebra and UW English composition be completed with a minimum grade of 2.0.~~

~~2. Successful completion of two years of high school study or successful completion of two quarters (through the 102 level) at a college/university of a single foreign language.~~

- The DTA does not pertain to *admission requirements*; Items related to admission will no longer be mentioned in our proviso.

~~5. If the transfer degree requires 45 credits of distribution (15-15-15), in order to satisfy the Arts and Sciences Areas of Knowledge requirement, students will be required to take up to an additional 15 credits from Humanities, Social Science, and Natural Sciences subject areas.~~

- This proviso is for UW Bothell specifically and should not reflect requirements set by UW Seattle Arts and Sciences; Items pertaining to UWS Arts and Sciences will no longer be mentioned in our proviso.

### **Items that the Registration Office will be adding to our current proviso:**

10 additional writing credits (Composition or W-courses) must be completed at the University, if not completed as part of the transfer degree.

## **Proposed new proviso**

### *University of Washington – Bothell*

Earning a transfer associate degree does not guarantee admission to UW Bothell. Students who transfer within this agreement must still meet program requirements to be considered for admission to a degree program.

The University of Washington Bothell transfers credit on a course by course basis. The University of Washington Bothell agrees that transfer students from Washington community colleges who complete approved associate degree programs, as determined by the UWB Office of Admissions will be considered to have satisfied general education and proficiency requirements and will generally have junior-level standing with the following provision:

- 5 credits of English composition should be completed with a *minimum* grade of 2.0
- 10 additional writing credits (Composition or W-courses) must be completed at the University, if not completed as part of the transfer degree.

## References

- 4) The Intercollege Relations Commission (ICRC) is a unit of the Washington Council for High School-College Relations. The Commission was formed in 1970 as a successor to the Commission on College and University Relations.

Historical information: <http://www.washingtoncouncil.org/icrcaboutus.htm>

Constitution: <http://www.washingtoncouncil.org/icrcconstitution.htm>

### Purpose of this Commission:

- To implement and improve communication and liaison among public and private colleges and universities in the State of Washington.
- To study, evaluate, and develop the solution of transfer problems which occur between educational institutions.
- To consider and promote activities of general concern to these institutions.

- 5) Current DTA Associate Degree Guidelines, Chapter 5 ICRC Handbook, last updated May 2011  
[http://www.sbctc.edu/college/studentsvcs/DTA\\_assoc\\_degree\\_guidelines-may2011.pdf](http://www.sbctc.edu/college/studentsvcs/DTA_assoc_degree_guidelines-may2011.pdf)

### **Quick view:**

#### **CURRENT DTA ASSOCIATE DEGREE GUIDELINES**

##### **(Approved May 2011—Effective May 2011)**

For the purpose of these Guidelines, the Direct Transfer Agreement (DTA) Associate degree (sometimes called the Associate in Arts, Associate in Arts and Sciences, etc.) is defined as that degree awarded by a community college to students who have completed a transfer curriculum. In order to fulfill most general education requirements for a baccalaureate degree, the Associate degree should possess the following characteristics:

- I. Be issued only to students who have earned a cumulative grade point average of at least 2.00, as calculated by the degree awarding institution.
- II. Be based on 90 quarter hours of transferable credit including:

**A minimum of 60 quarter hours of general education courses distributed as follows:**

**1. Basic Requirements**

**a. Communication Skills (10 credits)**

Must include at least five (5) credits of English composition. Remaining credits may be used for an additional composition course or designated writing courses or courses in basic speaking skills (e.g. speech, rhetoric, or debate).

**b. Quantitative/Symbolic Reasoning Skills (5 credits)**

1. One of the following (5 credits)

(1) Symbolic reasoning course

(2) Quantitative reasoning course in computer science, statistics, mathematics, or other discipline for which intermediate algebra is a prerequisite.

2. Intermediate Algebra Proficiency

All students must be proficient in intermediate algebra. May be satisfied by completion of high school mathematics through second year algebra, by course challenge or other examination demonstrating mastery of intermediate algebra skills, or by completion of an intermediate algebra course (to be numbered below 100) or a mathematics course for which intermediate algebra is a prerequisite.

**2. Distribution Requirements**

Within the distribution requirements, integrative, synthesizing courses and programs, including interdisciplinary courses and linked sequences of courses, are to be encouraged, especially for colleges requiring a minimum of two disciplines per area.

**a. Humanities<sub>1</sub> (15 – 20 credits)**

Selected from at least two disciplines.

No more than 10 credits allowed from any one discipline.

(No more than 5 credits in foreign language at the 100 level.)

No more than 5 credits in performance/skills courses are allowed.

Suggested disciplines include:

Art Music

History<sub>2</sub> Philosophy<sub>2</sub>

Foreign Language/American Drama/Theater

Sign Language<sub>4</sub> Speech

Literature

**b. Social Sciences<sub>1</sub> (15 – 20 credits)**

Selected from at least two disciplines.

No more than 10 credits allowed from any one discipline.

Suggested disciplines include:

History<sup>2</sup> Philosophy<sup>2</sup>  
Anthropology Political Science  
Economics Psychology  
Geography Sociology

**c. Natural Sciences (15 – 20 credits)**

Selected from at least two disciplines.

No more than 10 credits allowed from any one discipline.

At least 10 credits in physical, biological and/or earth sciences.

Shall include at least one laboratory course.

Suggested disciplines include:

Astronomy Geology  
Biology Mathematics<sup>2</sup>  
Botany Physics  
Chemistry Zoology

**3. Electives**

Other college-level courses, of which a maximum of 15 credits may be in college-level courses as defined by the community college and the remainder, shall be fully transferable as defined by the receiving institution. Where appropriate, preparation courses for the major should be included in this course work.

**NOTES:**

<sup>1</sup>Within appropriate distribution areas, colleges are encouraged to develop curriculum which provides students with an understanding of and sensitivity to cultural differences by completing courses requiring study of cultures other than their own. To most, this may include minority, non-Western ethnic, or other area studies.

<sup>2</sup>A specific course may be credited toward no more than one distribution or skill area requirement.

<sup>3</sup>A list of suggested disciplines is subject to review by the ICRC.

<sup>4</sup>Faculty teaching first-year language courses are encouraged to include cultural aspects of study in their courses.

**CLARIFICATIONS:**

A. Associate degrees (DTA) meeting the distribution system in these Guidelines represent but one model for valid general education programs. Community colleges and baccalaureate institutions are encouraged to develop models, including interdisciplinary core requirements or vertical general education requirements with courses at the upper division level. Institutions using such alternative approaches are further encouraged to develop individual inter-institutional transfer agreements.

B. The Associate degree (DTA) agreement will provide for the fulfillment of college and university general education requirements only, and it is not intended that this agreement should cause modifications of unique requirements (religion, philosophy, etc.). Further, it should be clearly understood that agreements based upon these Guidelines in no way alter admission criteria established by baccalaureate institutions.

C. The Associate degree will generally provide the transferring student with at least 90 quarter (60 semester) credits upon entry to a baccalaureate institution.

D. Community colleges should strictly enforce stated requirements without undue use of waivers, substitutions, or exceptions.

E. Institutions developing mutual agreements must clearly identify degree titles and effective dates in order to provide clarity for students and their advisers and for transcript evaluation.

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H. A list of the specific courses which satisfy Associate degree requirements shall be published.

I. Community colleges and baccalaureate institutions agree to state their credit-by-exam policies in their catalogs. While accepting the Associate degree, receiving institutions shall grant credit for extra-institutional learning on the same basis for transfer students as for native students.

- 6)** The Washington Council, ICRC Handbook (pdf):  
<http://www.washingtoncouncil.org/icrcdocuments.htm>

JW 1/4/2013

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