

University of Puget Sound Faculty Senate

Dec. 13, 2010, Misner Room

Present: Ross Singleton, Tiffany Aldrich MacBain, Lisa Johnson, Bill Barry, Mike Segawa, Kris Bartanen, Fred Hamel, Amy Spivey, Kristin Johnson, Rob Hutchinson, Savannah LaFerrière, Keith Ward

The meeting was called to order at 4:02 by Ward; Steven Neshyba was away, attending to personal matters.

The minutes of Dec. 6, 2010 were approved with minor changes. Thanks to Kristin Johnson for getting the minutes turned around in under a week.

I. Announcements

Hamel announced that Barbara Holme from the School of Education will be retiring at the end of the semester. The Senate extended thanks to Holme for her 39 ½ years of service to the University.

Ward made three announcements on behalf of Neshyba:

1. The Benefits Task Force has submitted a rough draft of its recommendation to Sherry Mondou, and Cabinet will consider it this week. BenTF does not intend to meet again as a group, except to party.
 - a. Singleton noted that the document submitted was final, not a draft.
2. The Senate should decide whether or not to express an opinion on the merits of the new benefits package. While it is true that the views of some faculty members (Singleton, Neshyba, Neely-Moore, Hulbert, and King) were considered in drafting the recommendation, a positive endorsement by an elected body such as the Senate might help to get the policy approved by the Trustees. On the other hand, objections should be voiced before the proposal goes to the Trustees in February. Senators interested in pursuing this idea should email Neshyba, and he will put the issue on the agenda for the Senate's first meeting in the Spring; this way, if the answer is "yes," then the Senate will have the time to make an evaluation.
3. The item intended to be carried over from the 12/06/2010 agenda, titled "Dogs on campus," is not on today's agenda. The Senate discussion on the Campus Animal Control policy has been delayed because John Hickey and Todd Badham have not finished drafting the policy document.

II. Special Orders (1-minute concerns)

None

III. Reports of committee liaisons

Barry mentioned that the ASC has completed preliminary research on the Common Hour. He also mentioned to the ASC that there was interest in the last meeting of the Senate to discuss the inclusion of students, as well as staff, in reporting incidents of academic dishonesty on campus.

IV. Replacement senator for Spring 2011

Ward asked if the Senate would allow the Executive Committee to make invitations to the runners up in last year's Faculty Senate election. The invitations would proceed in the following order: Barbara Warren (currently on a service fallow year), Mita Mahato (currently faculty representative to *The Trail*), and Gareth Barkin (currently on International Education Committee). The Senate expressed no concerns with the plan and gave approval to the Executive Committee to pursue a replacement senator.

V. Curriculum Committee Update

Hamel reported that he and Alyce DeMarais have been discussing upper-division requirements. Hamel circulated a document with notes concerning the Curriculum Committee's recent revision to the Curriculum Statement's Graduation Requirements, Section III, part H concerning the earning of at least three academic units outside first major. (See Attachment A.) **Hamel moved (M/S/W) that the Senate affirm (let stand) the Curriculum Committee's revisions to the upper-division course requirements as proposed by the ASC.** He noted that the committee did not pass the second revision proposed by ASC and continues to work on it.

Ward noted that the second revision stands to have a significant effect on interdisciplinary majors. Singleton wanted to know what the October 30th date on the circulated document referred to. Hamel said that the minutes were posted on October 30th. Segawa asked if the 30 days that the Senate had to act on the revision were working days. MacBain indicated that the bylaws state that "Committee actions shall take effect unless modified, rejected or delayed within thirty (30) class days of written notification to the Senate" (Article V, sec. 5, item A). Hutchinson wanted clarification on the term "outside major" that was approved by the Curriculum Committee. Barry suggested that "outside the first major, and" be struck from the committee's revision. A discussion continued, involving Bartanen, Hutchinson, Hamel, and Barry grappling with the revised language. Given senators' confusion over the purpose and meaning of the revised language, **Hamel withdrew the motion to affirm the Curriculum Committee's revision to the upper division course requirement.**

Barry moved (M/S/W) that the Senate strike the phrase, "outside the first major, and" and return the revision to the Curriculum Committee. Singleton (speaking against) said that IPE majors could count their required Economics, Sociology, etc..., courses towards the upper division requirement and that almost anything outside IPE would count for upper-division credit, a practice that seems inconsistent with the spirit of the upper division requirement. LaFerrière (speaking against) said that the change would create very convenient loopholes for IPE majors that go against the spirit of a liberal arts education. MacBain asked for clarification on the function of the conjunction "and" in the revision. LaFerrière explained her sense of the word's function, that the requirement would make students take courses outside their comfort zone. Hamel asked if the "/" in the revised language indicated two similar things or two dissimilar things. Hutchinson observed that the Senate seems to be confused because the Curriculum Committee approved the first part of the ASC recommendations but not the second. He suggested that the confusion comes from the Senate trying to read the revision through the lens of both recommendations. He suggested that perhaps the revised language is not a policy change but a clarification of previous practices.

Bartanen suggested that the Senate should not move on the matter until the content and purpose of the revision are clear. LaFerrière suggested that if the Senate were interpreting the revision appropriately, it might encourage students to take minors. **Barry withdrew his motion.**

Ward suggested that Curriculum Committee come to talk to the Senate. Bartanen said it seems like the Curriculum Committee is in the middle of the revision process of the upper division requirement and that the Senate's acting on anything yet may be premature. Hamel said that he, as the Curriculum Committee's liaison, will take the Senate's comments to the committee. Barry noted that we have stopped the 30-day clock governing the Curriculum Committee's revision to the upper-division requirement.

VI. Proposed Academic Standards change

Barry circulated a document from Brad Tomhave concerning the Academic Standards Committee's consideration of the Credit-by-Examination policy. (See Attachment B.) The first issue for discussion concerns a change in Puget Sound's policy on transferring credit for units gained by way of examination (i.e., "testing out" of a requirement). Since Puget Sound students may not "test out" of a required course, neither ought the university to acknowledge credits-by-examination garnered elsewhere.

The second issue concerns the "double dipping" of credit from AP and IB examinations. The ASC is considering the elimination of paragraph C of the University's transfer policy of Credit-by-Examination and rewording the policy on the 8.00-unit maximum of Credit-by-Examination as it relates to AP and IB credits.

L. Johnson wondered what impact the new policy would have on students and whether it would close any doors to students considering Puget Sound. Barry said that the number of students the change would affect is very small. Hamel asked if credit for AP Literature and AP Composition would count as double dipping. MacBain noted that, to her knowledge, the English Department does not grant credit for the AP Literature exam. Bartanen indicated that a student may receive university credit for the literature exam and departmental credit for the composition exam. Hutchinson said that he was sure that there was currently a policy concerning these two exams. Spivey pointed out that this language is fairly restrictive and asked if a little more wiggle room should be left to allow the Registrar to interpret. Bartanen suggested that in some cases, such as this, leaving wiggle room allows for undesired inconsistencies due to interpretation. Hutchinson asked if the proposed policy change was new or consistent with current practices. LaFerrière noted that the Puget Sound website indicates which tests are accepted. Barry wrapped up by saying that his message to the ASC will be that the Senate will look favorably at this path provided it stays in the spirit of what is currently our practice. Hamel noted his concern that legitimate credits still be honored with any new policy. Barry offered that sometimes it is tough to tell the legitimacy of credits and that this policy should help to define what is accepted. Ward asked that ASC be in touch with Admissions in their discussion of the policy change.

Bartanen M/S/P to adjourn.

Respectively submitted,

Dan Burgard
Scribe of the Day

Tiffany Aldrich MacBain
Secretary

Attachment A

Curriculum Statement notes (based on discussion with Alyce DeMarais):

- ASC proposed changes to the degree requirement of: “*Earn at least three academic units outside the first major at the upper division level, which is understood to be 300 or 400 level courses or 200 level courses with at least two prerequisites (Courses taken pass/fail will not fulfill the upper division course graduation requirement).*” Namely, the ASC changed the requirement to read: “*Earn at least 3.00 academic units outside the **department/program of the first major and requirements of first major** at the upper-division level...*” (ASC Final Report for 2009-2010).
- The Curriculum committee is responsible for approving changes to the Curriculum Statement (that outlines graduation and core requirements). In this process, the Curriculum Committee approved only PART of this change at its meeting on Oct 20, 2010. They approved “*department/program of...*” but did not approve “*and requirements of first major...*,” because they wanted to have further discussion regarding the latter requirement.
- The current Curriculum Statement reflects this most recent language change. Therefore, the requirement currently reads: “*Earn at least three academic units outside the first major, and outside the department/program of the first major, at the upper division level...*”
- The Senate can decide whether this new language proposed by the Curriculum Committee on Oct 20 (not including “*and requirements of first major...*”) should go to the full faculty or not. Otherwise, after 30 days starting Nov 29, it will be policy.
- Further discussion and modification regarding the language of “*and requirements of the first major...*” could be brought to the Senate subsequently via curriculum committee, and subsequently to the full faculty.
- ASC and Curriculum committee chairs are (or will be) in discussion about the language regarding “*requirements of the first major...*”.

1. appropriate and qualified diagnostic professional. For details on documentation requirements see: <http://www.pugetsound.edu/academics/academic-resources/disabilities-services/>.
2. Submit a completed Academic Standards Committee petition form (available in the Registrar's Office) including signatures and recommendations from both the student's faculty adviser and the Coordinator of Disabilities Services. **Note:** If the Coordinator of Disabilities Services does not support a petition, students may still pursue the substitution by writing a statement to include with their petition explaining their history with learning a foreign language and why they feel unable to complete successfully the requirement. The committee will then evaluate the petition and make a decision, either supporting or rejecting the proposal.
3. Propose two courses to substitute for the foreign language requirement. Students are expected to propose courses that they have not already taken and that are outside of the Core Requirements and the first major. Students may select two courses from the pre-approved list below or compose an argument for two other related courses with a cultural component. This explanation should accompany the completed petition form.

Foreign Language Substitution Pre-Approved Options

Students may select two courses from any one area:

Chinese Civilization: ART 278 Survey of Asian Art, HIST 245 Chinese Civilization, HIST 246 Chinese History 1600 to the Present, REL 234 Chinese Religious Tradition.

Japanese Civilization: ART 278/Survey of Asian Art, HIST 247 Japanese Tradition, HIST 248 Modern Japan.

Classics: CLSC 210 Greek Mythology, CLSC 211 Ancient Greece, CLSC 212 Roman History, CLSC 222 Greco-Roman World, CLSC 225 Gender & Tradition in Rome, CLSC 230 Classical Tradition, HUM 210 Power & Culture in Periclean Athens and Augustan Rome.

Islam: REL 212 Islam, REL 221 Jihad and Islam.

Latin America: LAS 100 Introduction to Latin American Studies, HIST 280 Colonial Latin American History, HIST 281 Modern Latin America.

Ancient Israel: REL 200 History and Literature of Ancient Israel, REL 201 History and Literature of the New Testament.

- H. Earned at least three academic units outside first major, and outside the department/program of the first major, at the upper division level, which is understood to be 300 or 400 level courses or 200 level courses with at least two prerequisites;
- I. Met requirements in an academic major; (Courses counting toward the major may not be taken pass/fail unless they are mandatory pass/fail courses.)
- J. Completed all incomplete or in-progress grades;
- K. Filed an application for graduation with the Office of the Registrar. Applications are due in September for graduation in the following May, August, or December.

IV. Core Requirements for the Bachelor's Degree

The faculty of the University of Puget Sound have designed the core curriculum to give undergraduates an integrated and demanding introduction to the life of the mind and to established methods of intellectual inquiry. The Puget Sound undergraduate's core experience begins with two first-year seminars that guide the student through an in-depth exploration of a focused area of interest and that sharpen the student's skills in constructing persuasive arguments. In the first three years of their Puget Sound college career, students also study five "Approaches to Knowing" - Fine Arts, Humanities, Mathematics, Natural Science, and Social Science. These core areas develop the student's understanding of different disciplinary perspectives on society, culture, and the physical world, and explore both the strengths of those disciplinary approaches and their limitations. Connections, an upper-level integrative course, challenges the traditional boundaries of disciplines and examines the benefits and limits of interdisciplinary approaches to knowledge.

Further, in accordance with the stated educational goals of the University of Puget Sound, core curriculum requirements have been established: (a) to improve each student's grasp of the intellectual tools necessary for the understanding and communication of ideas; (b) to enable each student to understand herself or himself as a thinking person capable of making ethical and aesthetic choices; (c) to help each student comprehend the diversity of intellectual approaches to understanding human society and the physical world; and (d) to increase each student's awareness of his or her place in those broader contexts. Specific objectives of the core areas are described below.

Attachment B

Credit-by-Examination

The University of Puget Sound does not offer examinations for the purposes of awarding credit but does recognize certain credit-by-examination programs:

- A. Advanced Placement (AP) Examinations.
- B. International Baccalaureate (IB) Examinations.
- C. Credit earned by examination in a subject and at an institution for which the University would otherwise award credit as a transferable course.

The scores required and credit awarded for specific AP and IB examinations is listed on the University's website and may be found by searching for "Advanced Placement Policy" or "International Baccalaureate Policy."

Regardless of the program, 8.00 units is the maximum that will be applied to a baccalaureate degree from a credit-by-examination program.

TWO ISSUES FOR DISCUSSION:

1. Should paragraph C be eliminated from the Credit-by-Examination Policy?

First, the Puget Sound faculty does not award credit for an examination administered at the University of Puget Sound. Therefore, the policy to transfer credit-by-exam credit does not conform to the general principle of, "If what a student earned credit for there is like what a student can earn credit for here, then that credit will transfer."

Second, while the policy is clear that Puget Sound will transfer credit earned through an examination in a specific subject, it is not necessarily clear on a transcript that such a method was used by the transfer institution to award their credit. For example, in Summer 2010, a student submitted a transcript from the University of Wisconsin – Madison that included "Test Credits" for the Spanish courses that were preparatory to the Spanish course the student placed into and completed.

2. Assuming an interest in eliminating paragraph C, for the purpose of clarity, should the "regardless of the program" sentence be revised?

A student may receive a maximum of 8.00 total units earned through Advanced Placement and/or the International Baccalaureate Examinations and, for a student who completes examinations in both programs, the University will not award credit for two examinations in a similar subject.

First, the use of "from a credit-by-examination program" implies that a student could receive as many as 8 units for AP results and as many as another 8 units for IB results and that is not intended.

Second, if a student took both the AP examination in English and the IB examination in English, there is no policy to plainly prevent a student from receiving credit for both examinations. However, just as the Advanced Placement Policy limits AP students who take both English examinations to receiving credit for only a single English examination, it seems consistent for

policy to limit students taking both AP and IB examinations to receiving credit for only a single examination in the examined subject.