



UNIVERSITY OF WASHINGTON

CREATING AND CHANGING UNDERGRADUATE ACADEMIC PROGRAMS

OFFICE USE ONLY
Control # MATH 2014/1/06

After college/school/campus review, send a signed original and 1 copy to the Curriculum Office/FCAS, Box 355850.

For information about when and how to use this form: <http://depts.washington.edu/uwcr/1503instructions.pdf>

College/Campus A&S	Department/Unit Mathematics	Date 11-6-14
New Programs <input type="checkbox"/> Leading to a Bachelor of ___ in ___ degree. <input type="checkbox"/> Leading to a Bachelor of ___ degree with a major in ____. <input type="checkbox"/> Leading to a ___ Option within the existing major in ____. <input type="checkbox"/> Leading to a minor in ____		
Changes to Existing Programs X New Admission Requirements for the Major in <u>Math</u> within the Bachelor of <u>Arts & Bachelor of Science</u> . <input type="checkbox"/> Revised Admission Requirements for the Major in ___ within the Bachelor of ____. <input type="checkbox"/> Revised Program Requirements for the Major in ___ within the Bachelor of ____. <input type="checkbox"/> Revised Requirements for the Option in ___ within the major in ____. <input type="checkbox"/> Revised Requirements for the Minor in ____		
Other Changes <input type="checkbox"/> Change name of program from ___ to ____. <input type="checkbox"/> Change delivery method or location of program. <input type="checkbox"/> New or Revised Continuation Policy for ____. <input type="checkbox"/> New Honors Requirements for ____. <input type="checkbox"/> Eliminate program in ____		

Proposed Effective Date: **Quarter:** Autumn Winter Spring Summer **Year: 2015** _____

Contact Person: Brooke Miller	Phone: 3-0388	Email: miller@math.washington.edu	Box: 354350
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EXPLANATION OF AND RATIONALE FOR PROPOSED CHANGE For new program, please include any relevant supporting documentation such as student learning outcomes, projected enrollments, letters of support and departmental handouts. (Use additional pages if necessary). Please see attached.

OTHER DEPARTMENTS AFFECTED List all departments/unitr co-accredited programs affected by your new program or changes to your existing program and acquire the signature of the chair/director of each department/unit listed. Attach additional page(s) if necessary. *See online instructions.		
Department/Unit: Mathematics	Chair/Program Director:	Date:
Department/Unit:	Chair/Program Director	Date:

CATALOG COPY

Catalog Copy as currently written. Include only sections/paragraphs that would be changed if your request is approved. Please cross out or otherwise highlight any deletions.

Current Admissions Catalog Copy

BS in Math-Comprehensive Option: 2.0 Math 124, 125, 126; or 134, 135, 136; with a 2.5 average in these courses.

BS in Math-Standard Option: 2.0 Math 124, 125, 126; or 134, 135, 136; with a 2.2 average in these courses.

BA in Math-Standard Option: 2.0 Math 124, 125, 126; or 134, 135, 136; with a 2.2 average in these courses.

BA in Math-Philosophy Option: 2.0 Math 124, 125, 126; or 134, 135, 136; with a 2.2 average in these courses.

BA in Math-Teacher Preparation Option: 2.0 Math 124, 125, 126; or 134, 135, 136; with a 2.5 average in these courses.

PROPOSED CATALOG COPY

Reflecting requested changes (Include exact wording as you wish it to be shown in the printed catalog. Please underline or otherwise highlight any additions. If needed, attach a separate, expanded version of the changes that might appear in department publications).
Please note: all copy will be edited to reflect uniform style in the General Catalog.

Proposed Admission Catalog Copy

Application to the three BA and two BS degree programs in mathematics is competitive. Completion of the minimum requirements described below does not guarantee admission. All applicants have the right to petition and appeal the department's admission decision. The application and additional information is available online at

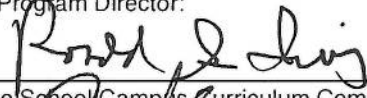
<http://www.math.washington.edu/Undergrad>

Admission Criteria:

- Minimum Course requirements:* MATH 124, 125, 126--or MATH 134,135,136--with a minimum grade of 2.0 in each of these calculus courses and an overall minimum GPA of 2.5^P in all mathematics courses.
- Determining Factors:* Each application will be evaluated by a subcommittee of the Undergraduate Program Committee. Factors used include: performance in all mathematics courses as measured by GPA, difficulty of all mathematics courses completed, frequency of incompletes or withdrawal grades, number of repeated courses, amount and type of AP credit (i.e. AB vs BC), relevant work and life experience, and record of honors.
- When to apply:* Applications are accepted via catalyst twice each year. The deadline will be the end of the day on February 15 and September 15.

APPROVALS

Chair/Program Director:



Date:

11-5-14

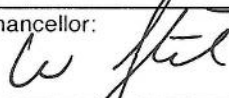
College/School/Campus Curriculum Committee:



Date:

11/25/14

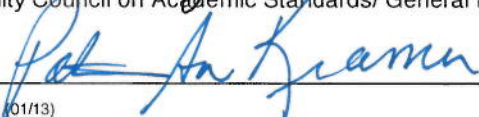
Dean/Vice Chancellor:



Date:

11/25/14

Faculty Council on Academic Standards/ General Faculty Organization/Faculty Assembly Chair:



Date:

1/9/2015

POST TRI-CAMPUS APPROVAL (when needed)

Faculty Council on Academic Standards/ General Faculty Organization/Faculty Assembly Chair:

Date:

Patricia Kramer

20 Feb 2015

University of Washington Correspondence

INTERDEPARTMENTAL

DEPARTMENT OF MATHEMATICS, Box 354350

November 5, 2014

chair@math.washington.edu, (206) 543-1151

To: Kevin Mihata, Associate Dean, Educational Programs
From: Ron Irving, Chair of Mathematics *RI*
Subject: Proposal to Change Mathematics Bachelor's Degrees to Competitive Entry

Attached please find a proposal to change the Bachelor's degree programs in Mathematics from minimum requirement to competitive entry. This proposal was developed by our Undergraduate Program Committee in discussions going back to last year and approved unanimously at a meeting on November 4, 2014, by the department's voting faculty. It has my wholehearted endorsement.

The number of mathematics majors has doubled in just six years, placing enormous pressure on us to provide a sufficient number of upper-division courses to meet their needs. Many students, in search of open spaces, are taking courses that are not the best fit, and some students are simply not sufficiently strong for these courses. By moving to competitive entry, we will be better able to ensure student access to our upper-division courses, while at the same time allowing our Student Services staff to better meet the students' needs through both advising and monitoring of satisfactory progress.

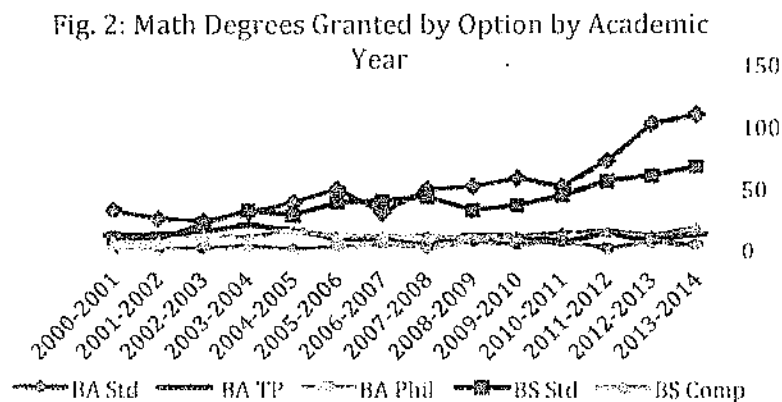
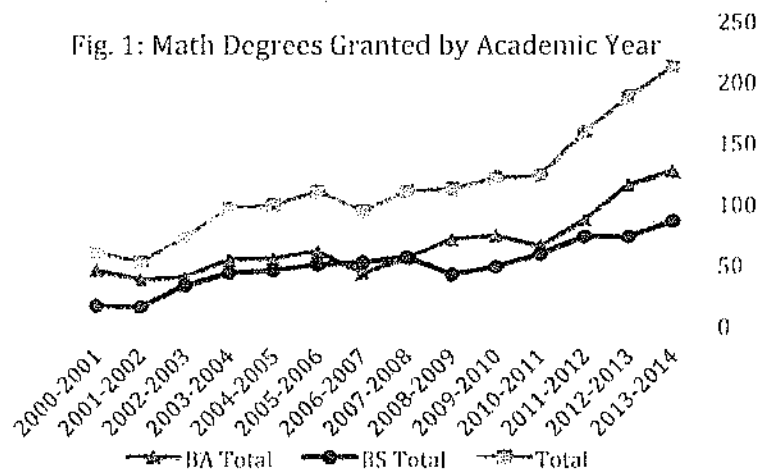
I believe you will find that the attached document lays out a thorough and convincing case for the benefits that will accrue if the proposal is approved. Thus, I will leave it at that. Please have a look, and let me know if you have any questions.

Proposal to Change Mathematics to a Competitive Entry Degree Program

The Department of Mathematics proposes to change admission to the major from the current minimum requirements to “competitive”. This change is required to ensure adequate student access to high-demand upper-division courses required for the major, to ensure timely advising and monitoring of satisfactory progress (according to our progress policy currently in place), and to ensure that the quality of the academic programs in Mathematics is maintained. Outlined below are motivating factors for this change, the nature of the admission process, and potential impacts of the proposed change.

Introduction

There are five undergraduate degree programs in Department of Mathematics; two BS options (the BS-Comprehensive and BS-Standard) and three BA options (the BA-Standard, BA-Teacher Preparation and BA-Philosophy). In the aggregate, we have experienced essentially steady growth in the number of degrees awarded, as shown in Figures 1-2.



The number of Mathematics majors has grown similarly. In Figures 3-4, we show the number of declared majors for each of the five degree programs as well as the total number of majors.

Fig. 3: Number of Math Majors (Spring Quarters)

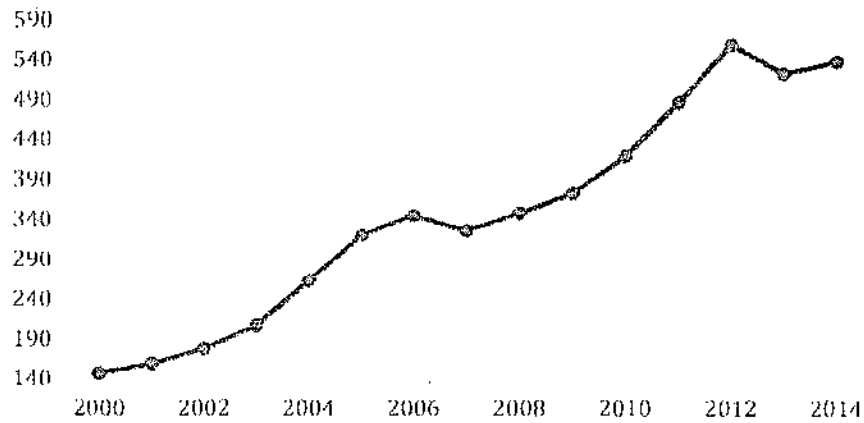
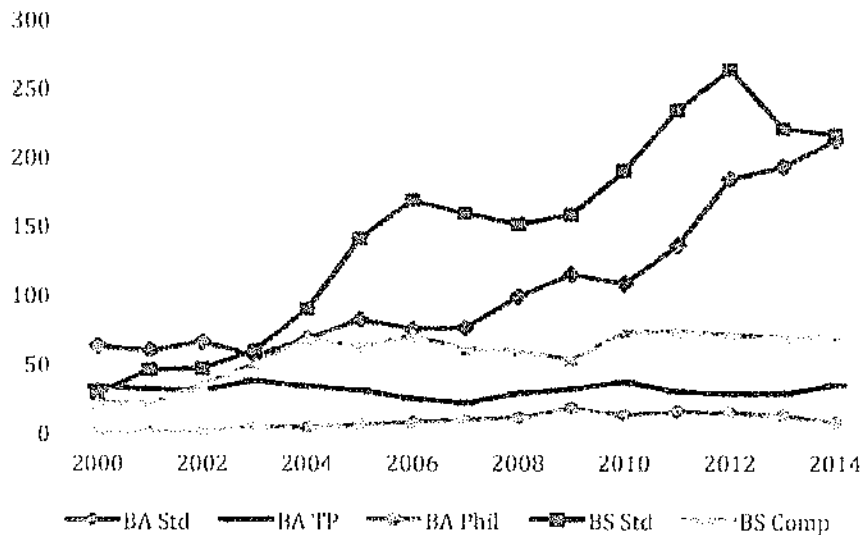


Fig. 4: Math Majors by Option (Spring Quarters)



Going forward, our belief is that actively managing the size of the degree programs will better serve our majors in three important ways:

- ensuring the availability for our majors of spaces in key courses (and thus timely progress toward the degree);
- providing timely and quality advising along the way by our student services office to ensure a well thought out and carefully monitored course plan;
- maintaining an appropriate quality level in our upper division courses.

Rationale for Change

Matching Resources to Student Demand: Progress toward the degree in any of our five options requires that certain key courses be taken, courses that in turn may both depend on and be required for other key courses. To illustrate this concretely, consider a student who is a BS major. She must ultimately take several of our 400-level courses, such as the three-quarter sequence in Modern Algebra, numbered Math 402/3/4. Before this student can do so, she must first take Math 300 and Math 327, which are prerequisites for Math 402. But the pressure for space in these two prerequisites has increased to a point that is seriously challenging the ability of our faculty to meet demand. Figures 5 and 6 indicate the dramatic increase in the number of students taught in Math 300 (our foundational course in mathematical reasoning) and Math 327/8 (our introductory real analysis course) since the 2000-2001 academic year. The enrollment has roughly tripled.

Fig. 5: Enrollments in Math 300

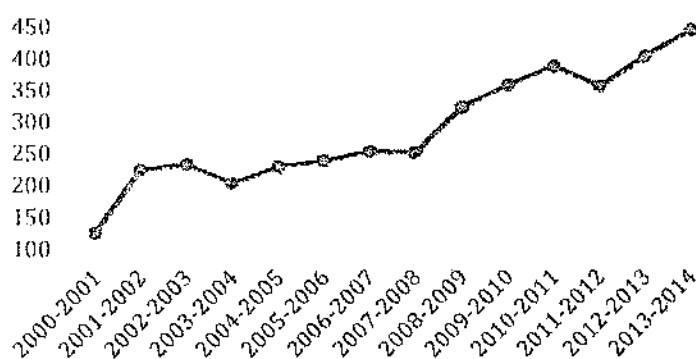
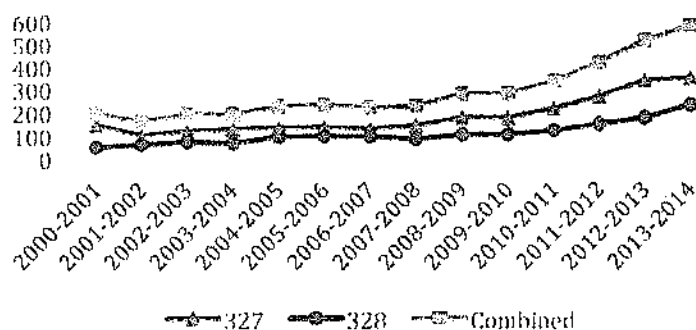


Fig. 6: Enrollments in Math 327 and 328



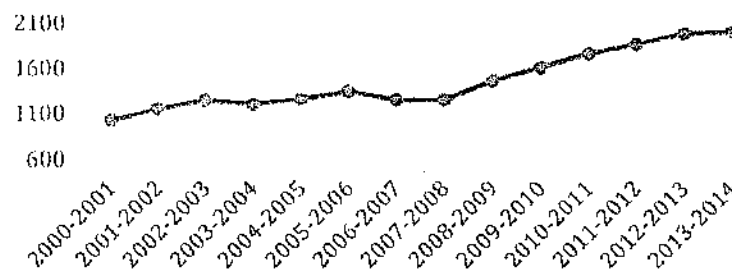
Aside from the prerequisite hurdle imposed on a student planning to take Math 402, the fact that Math 402 is only taught starting in Autumn Quarter of each academic year can lead to as much as a one-year delay in finishing up this key BS degree requirement.

During Autumn 2014, we offered two sections of Math 402, each of which was filled to the limit of 40 students. Even then, we could not meet demand.

Returning to the pressures on our elective courses, Figure 7 captures the total number of students in our upper division courses. The courses considered are:

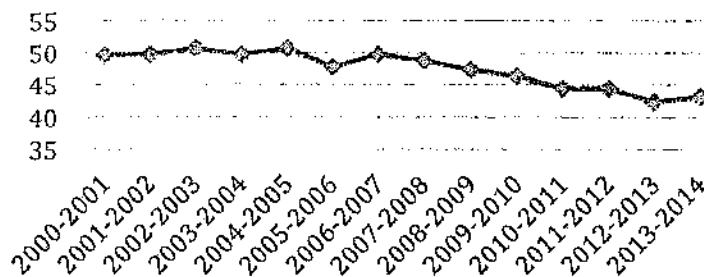
- Math 300 Mathematical Reasoning
- Math 327/328 Introductory Real Analysis
- Math 381 Discrete Mathematical Modeling
- Math 402/3/4 Modern Algebra
- Math 407/8/9 Optimization
- Math 411/12 Modern Algebra for Teachers
- Math 424/5/6 Real Analysis
- Math 427/8 Complex Analysis
- Math 441/442/443 Topology and Geometry
- Math 444/445 Geometry for Teachers
- Math 461/462 Combinatorics

Fig. 7: Total Enrollment in Selected 300/400 Level Math Courses



Meeting this increasing demand has been challenging in view of the fact that our FTE professorial faculty size has been decreasing, as illustrated in Figure 8. This is precisely the pool of faculty members used to teach our 400-level courses (as well as our graduate level courses).

Fig. 8: Mathematics Professorial FTE by academic year



Matching Advising and progress monitoring to student demand: Successful and timely progress of our majors depends upon quality advising. This involves help designing a graduation plan, monitoring of progress via our current continuation policy and helping those students wishing to apply to the major. As the number of majors has increased, our student services office has been strained to a point we believe is no longer sustainable. At the moment, because of the minimal admissions requirement, an increasing number of weaker students have triggered portions of our continuation policy and forced the advising office to take action. This could range from a simple warning that a graduation plan is not being followed to dismissal of a student from the major. A competitive admission process would provide a comprehensive evaluation of each applicant's full record by the admissions committee and thereby offer quality advice as to whether or not a major in Mathematics makes sense for a given student. This would decrease implementation of portions of our continuation policy and thereby free up our advisors to offer more advising time to students.

Maintaining quality in key upper division courses: By balancing student demand and resources, we will be able to maintain the quality of our degree programs. Students will be assured of the access to instructors and TAs that is required to meet the demands of our various 400-level courses. Another issue in these 400-level courses is the range of ability among students. With more control over the background of students entering the major, this range can be managed to ensure that the necessary topics are covered and the required depth of understanding supports progression to further courses within a sequence.

The Admission Application Process and Criteria Used in Competitive Admission Decisions

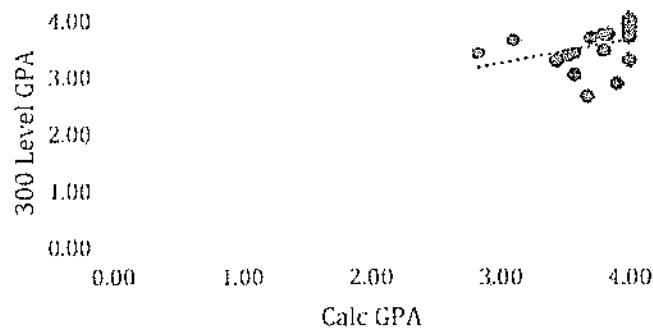
We have specified a minimum requirement to apply for admission as: Math 124, 125, 126, or Math 134, 135, 136, with a minimum grade of 2.0 in each course and an overall minimum GPA of 2.5 in all mathematics courses. Applications would be accepted via Catalyst twice each year for a two-week period. The deadline for applications would be the end of the day on September 15 and January 15. Regarding the application:

- The student indicates which of the five majors they are applying to.
- If they are applying to one of the two the BS programs, we would request submission of a graduation plan.
- The Mathematics Advising Staff would hold information sessions prior to admissions to inform students of what they need to do to put together a graduation plan and answer any questions related to the application process.
- The September 15 application date will benefit incoming transfer students who wish to apply for the major on arrival Autumn quarter, since admission decisions would be made before the start of registration for Winter quarter.

A subcommittee of the Undergraduate Program Committee would evaluate the application files.

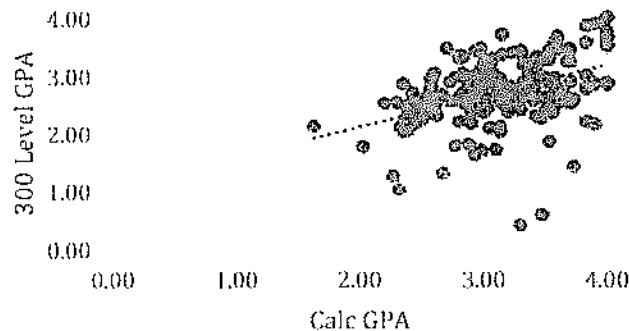
The proposed initial GPA requirement to apply for the major is very close to the current admission requirement. However, although the correlation between GPA in calculus and future mathematics courses is significant, it is not perfect and depends a lot on the particular major option. As an example, consider the population P of students who declared a Mathematics major between 9/15/2012 and 9/15/2013 and took at least three 300 level math courses at UW-Seattle. Of the 20 BS-comprehensive students in population P, we have a correlation as in Figure 9:

Fig. 9: Calc GPA vs 300 Level GPA
BS Comprehensive n=20



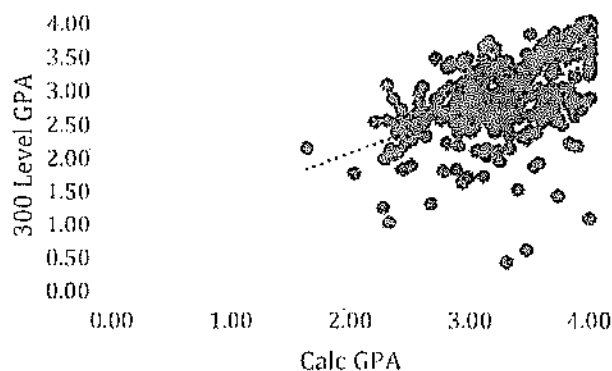
Of the 164 BA-standard students in population P, we have a correlation as in Figure 10:

Fig. 10: Calc GPA vs 300 Level GPA
BA Standard n=164



Overall, of the 298 students in population P, we have a correlation as in Figure 11:

Fig. 11: Calc GPA vs 300 Level GPA
All Options n=298



In summary, although calculus GPA is a useful yardstick, it is not perfect and a competitive admissions process would allow us to consider and weigh these additional factors:

- performance in all mathematics courses as measured by GPA;
- difficulty of all mathematics courses completed;
- frequency of incompletes or withdrawal grades;
- number of repeated courses;
- amount and type of AP credit (i.e. AB vs BC credit);
- relevant work and life experience;
- record of honors.

The Undergraduate Program Committee would fine-tune the target number of admissions and offer the admissions subcommittee guidance on the weighting of the criteria above each year. As examples,

- Distinguish between the student who has taken UW Math 124/5/6 and a student who has AP credit for UW Math 124/5 and has only taken Math 126 in residence.
- Distinguish between two students who have identical GPAs in a given course, where one student has taken the course once and the other student has taken the course multiple times.
- Distinguish between two students with identical GPAs in all Mathematics courses, where one student's individual course grades have improved as the level of the material has increased and the other students individual course grades show the reverse pattern.

These are only three examples of many possible scenarios we would like to intelligently weigh during the admissions process; with our current admission policy, we are unable to draw any such distinctions.

Final Comments

- This proposed change will **not** affect access to 100-level and 300-level gateway courses that serve majors in science and engineering: Math 124/5/6/324 calculus and Math 307/8/9 linear analysis. The Department recognizes the importance of our introductory offerings to students pursuing a variety of degrees outside Mathematics and it is our intent to continue to provide access to these high-demand introductory courses.
- The departments current continuation policy for majors would remain unchanged and in effect.
- A student who is currently admitted to a BA degree option in Mathematics who wishes to switch to a BS degree option in Mathematics would be required to reapply for admission. We view this as essential, to ensure that the student is up to the more demanding rigor of the two BS degree options in Mathematics.
- A student who is currently admitted to a BS degree option in Mathematics who wishes to switch to a BA degree option in Mathematics would not be required to reapply for admission. This change would be carried out by our advising office after carefully explaining to the student the consequences of the change.

It is our firm belief that by becoming a competitive major, we will be able to ensure that degree production and the resources needed to support that production are in balance.

Hi Jennifer,

After consulting with our chairman and undergraduate faculty director, here is our reply. We currently have 700 math majors and would like to target an enrollment of around 640. We feel this could be more manageable than our current enrollment. If we were increase the size of our faculty we would be in a better position to increase our target number.

If you want more explanation, please let me know.

Thanks,
Brooke

Brooke Miller
Director of Student Services
Department of Mathematics and ACMS Program
Box 354350
(206) 543-0388
miller@math.washington.edu

Jennifer A. Payne

From: Brooke Miller <miller@math.washington.edu>
Sent: Tuesday, January 06, 2015 9:32 AM
To: Jennifer A. Payne
Subject: Re: Phase in Plan documentation

Dear Jennifer,

Here is our response. Please let me know if this addresses the concerns of SCAP or if you need more information. Thank you!

The Math Department will continue to implement the approved Satisfactory Progress Policy currently in place. There would be no need to revise this plan to accommodate a move to competitive admissions. We will still require students to be enrolled in at least one Math class each quarter they are enrolled, require a 2.0 in each Math course to be used towards the major, and maintain a 2.0 overall Math GPA.

The Department would like to phase in an enrollment capacity of 600 math majors over a two year period, which would involve four admission cycles. We would not want to dramatically decrease our numbers all at once.

Brooke

Brooke Miller
Director of Student Services
Department of Mathematics and ACMS Program
Box 354350
(206) 543-0388
miller@math.washington.edu

On Jan 6, 2015, at 9:24 AM, Jennifer A. Payne <jap2@uw.edu> wrote:

Hi Brooke,

I need to send out the SCAP summary to FCAS today. Did you have a chance to write up your competitive admission phase in plan we discussed to get to 600 majors?

Jennifer

Jennifer Payne, M.Ed.
University Curriculum Procedures Analyst
Office of the Registrar
University of Washington
<http://depts.washington.edu/registra/curriculum/>
Phone: 206-543-5938
Email: uwcr@uw.edu

Jennifer A. Payne

From: Brooke Miller <miller@math.washington.edu>
Sent: Wednesday, January 07, 2015 9:34 AM
To: Jennifer A. Payne
Subject: Re: Phase in Plan documentation

It occurred to me that the committee might want to know how we plan to deal with an increase in our advising role. This will include students who will be turned away from the major and as well as potential new majors. In case they are interested in what we plan to do, here is some additional information.

Our advising staff has been incredibly busy meeting the increased demand for our major. We are encouraged by the prospect of having a more restriction admissions policy. The reason for this is we hope these new restrictions to our admissions policy will allow us to reach students sooner who are considering majoring in Mathematics. There will be students who need to be counseled on pursuing other paths besides a degree in Mathematics. We want to catch as many students as we can early on and get them going in the best direction for them. This will help with those who come into the major now with marginal preparation, who then struggle in a major they are not suited for.

Best,
Brooke

On Jan 6, 2015, at 9:33 AM, Jennifer A. Payne <jap2@uw.edu> wrote:

Will do.

Thanks.

Jennifer

From: Brooke Miller [<mailto:miller@math.washington.edu>]
Sent: Tuesday, January 06, 2015 9:32 AM
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Brooke

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Jennifer Payne, M.Ed.
University Curriculum Procedures Analyst
Office of the Registrar
University of Washington
<http://depts.washington.edu/registra/curriculum/>
Phone: 206-543-5938
Email: uwcr@uw.edu
Box: 355850

Undergraduate Curriculum Review Process for New Programs[Manage Participants Profile \(jap2\)](#)

Seattle: Competitive admissions for all options within both the Bachelor of Arts and the Bachelor of Science degrees in Mathematics (MATH-20141106)



uwcr **uwcr**
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 uwcr

1/29/2015 11:03 AM

Please review the attached 1503 pdf requesting to establish competitive admissions for all options within both the Bachelor of Arts and the Bachelor of Science degrees in Mathematics at the Seattle campus and post comments by 5:00 pm on Wednesday, February 4th.

If you have any problems viewing the attachment or need disability accommodations, please contact the University Curriculum Office at uwcr@uw.edu.

Message(s):

 MATH-20141106.pdf (10K)
 Download

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1/29/2015 11:03 AM

My dear colleagues,

I have studied proposal MATH-20141106 and have an objection on principle. It is that this revision is superficial -- it is actually the expression of a deeper problem, which I would focus your attention on by asking, simply, Where are the students supposed to go who do not make it into the mathematics major?

Currently I teach Statistics 100, a course that is more demanding of college-level thought than the Math 124-5-6 sequence and that also, I believe, prepares students who will end up majoring in any of the STEM fields or indeed anything else quantitative that we offer. A student who fails to get a grade of 2.5 in my course has implicitly learned something quite important: namely, that s/he is, in my judgment, unlikely to succeed in any of these majors. Why, then, have they been admitted to this University under the illusion that just because they are dreaming about such a major they have a decent chance of qualifying for it? Would it not be more humane for us to regress grades in this freshman sequence on the predictors available a year earlier -- SAT, ACT or AP math scores -- and, by showing students these regressions before they commit to this campus, to warn the at-risk subset of them in advance that they are either somewhat unlikely or even profoundly unlikely to qualify for this major a full year before the bad news would otherwise hit them? They could then plan their lives accordingly -- something that we are actually supposed to be helping them to do.

The predicament of the student who misses the qualifying level for entry into a competitive mathematics major is thus actually a problem shared not only with the rest of our STEM faculty but also with the Admissions Office. ANY information we can gather that helps forecast the odds of a student's succeeding in this requirement should be made available to the student as far as possible in advance of matriculation.

The relevant statistical analysis, then, and please forgive me, Prof. Irving, for pursuing this line of reasoning, is NOT the sequence in Figures 9 through 11, how the students do AFTER they have been admitted. The relevant plots are instead ones that are not on display here, that of graphs of the Math 124-5-6 grades against PREVIOUS math performance indicators. I would heavily weight the SAT or AP scores in this connection.

A student who learns of his/her unacceptability for the math major only after completing the freshman sequence has already been quite badly treated. If they are in fact not suited to the math major probably they are not suited to any of the other STEM majors either. This is information about themselves they should have learned long before the end of that freshman year. Foreknowledge would allow them time to consider a BBA degree, for instance, or a degree in one of the less quantitative social sciences, or in the more organismal parts of biology, none of which are as demanding as a degree in math, AMath, or statistics.

I argue, then, that this proposal for making entry into the math major competitive ought not to be approved until it is accompanied by some sort of accommodation, including a predictive aspect, for the substantial number of students whose previous performance would let them estimate the odds of making the cut a whole year or more prior to the time when this decision is made. The relevant regression is not the one in Figure 11, math GPA against Calc GPA; it is the regression that is not computed here, Calc GPA against SAT or ACT math score. The Calc

GPA, because it is the main selection variable, should not be the horizontal, but the vertical, in any of these graphs. It is unfair to the student for that relationship not to be part of the information available to the student at the time he or she imagines the possibility of a math major, or indeed any STEM major; which is to say, the time when the student is still in high school, before arriving on this campus to take my Stats 100 course and indeed even before deciding to come here instead of, say, to Western, Eastern, or Central Washington U.

In short: many, perhaps most of the students you will reject for the math major here would presumably have qualified at another state university. You should not put in a competitive requirement now, after they are here, unless you also inform them in timely manner of the likelihood of this happening, and thus allow them while still in high school to switch to another university where the chance of successfully completing the math major is adequately high. Not to do so gives the interests of the faculty too much weight in relation to the interests of the average student, which is, of course, the student the state is paying us to teach.

Cordially yours, Fred Bookstein, Prof. of Statistics

abberger
ARNOLD S
BERGER

Send Email | Jan 14, 2015 | 11:01 AM

Professor Bookstein raises a valid point. Those students who are currently in the pipeline and expected to become UWS Math Majors and then get turned down due to this change in the criteria for admission to the major have not been well-served by the university.

As he suggests, I think this new requirement needs to be phased-in so that the incoming students will have more time to assess their options, rather than coming here and then having the door closed in their face.

On the bright side, UW Bothell now has a BS Math degree and the students would then have at least an alternative path to achieve their degree ambitions. They aren't guaranteed admission to UWB, but at least it is a second chance.

Arnie Berger
Chair
Division of Engineering and Mathematics
School of STEM
UW Bothell

Undergraduate Curriculum Review Process for New ... > Seattle: Competitive admissions for all options...

Go to: [Seattle: Competitive admissions for all options...](#)
Contact Us: uwcr@uw.edu

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Jennifer A. Payne

From: Brooke Miller via RT <uwcr@uw.edu>
Sent: Thursday, February 12, 2015 4:31 PM
To: Jennifer A. Payne
Subject: Re: [FMRT #477060] [U Curric update] Winter 2015 Detailed Curriculum Report is Posted

Okay, thanks. But this non-response is what I was told by our department chair and undergrad program director. They both indicated we didn't have anything to say at this point. But if asked to respond, of course we will.

Best,
Brooke

On Feb 12, 2015, at 4:24 PM, Jennifer Payne via RT <uwcr@uw.edu> wrote:

> Hi Brooke,
>
> Depending on the comments FCAS may or may not ask you to respond. A
> preemptive response can speed up the process if there is a possibility
> of un-addressed issues.

>

> --

> Jennifer

>

> *****

> Jennifer Payne, M.Ed.

> University Curriculum Procedures Analyst Office of the Registrar

> University of Washington

> <http://depts.washington.edu/registra/curriculum/>

> Phone: 206-543-5938

> Email: uwcr@uw.edu

> Box: 355850

>

>

> On Thu Feb 12 14:48:32 2015, miller@math.washington.edu wrote:

>

> The department does not have any comments to make on the comments made on the Tri-Campus Review.

>

> Brooke

>

>

> On Feb 12, 2015, at 9:21 AM, Jennifer Payne via RT <uwcr@uw.edu> wrote:

>

>> Whatever you want to really respond to any questions or concerns

>> posted during the review.

>>

>> --

>> Jennifer

>>

>> *****

>> Jennifer Payne, M.Ed.

>> University Curriculum Procedures Analyst Office of the Registrar

>> University of Washington