

Agenda Curric Affairs Comm 22Febr 2012

1. Approve minutes from 8 February (see attached)

2. Motions (see below and next page)

MOTION:

To approve a new category of registration, "Directed Study," to allow a student to contract with an instructor to enroll individually in a course that exists in the catalog, outside of the regularly-scheduled sections of the course in a given semester. The difference between "Directed Study" and the current "Individual Study" would be that "Individual Study" would be reserved for contracted 1:1 courses that do not exist in the UAF catalog. Courses taken as Directed Study would be transcribed with the existing subject and course number from the catalog.

Effective: Fall 2012

Rationale: The majority of current Individual Study enrollments are actually for courses that exist in the UAF catalog. The student contracts with an instructor to take an individual section of the course outside of the regular course schedule. These are posted to the student's transcript as a -97 course number. It then raises questions about course content for transfer credit to other institutions; does not meet prerequisites in Banner; and does not automatically feed into degree requirements in DegreeWorks. Reserving the -97 "Independent Study" designation only for courses that do not exist in the UAF catalog would minimize these problems for students and advisors.

Note for discussion: If anyone is concerned that the course should be somehow denoted on the transcript as not being taken in the regular classroom setting, we have the ability to add some kind of notation to the title, such as:

ENGL F333 Women's Literature (DS*) 3 cr

Transcript legend could define 'DS*' as a Directed Study.

3. Reports from subcommittees

a. GERK- Dave Valentine

b. Stacked Courses- Anthony Arendt (see attached)

4. Anything else???

MOTION TO AMEND CATALOG LANGUAGE

“BEYOND THE CORE”, Page 136 of 2011-2012 Catalog

[Remove the language in brackets]

INSERT THIS LANGUAGE IN ALL CAPS

Under Bachelor of Arts, first column, paragraph after “Minimum credits required for degree”:

Of the above, at least 39 credits must be taken in upper-division (300-level or higher) courses. Courses beyond 30 credits in a major complex and 15 credits in a minor complex **[that are not in the primary discipline of that major or minor]** may be used to fulfill the B.A. degree requirements in humanities, social sciences or mathematics. Courses used to fulfill **[minor degree]** requirements **FOR A MINOR** may be used at the same time to fill major or general distribution requirements if so designated.

Similarly, under Bachelor of Science, second column:

Of the above, at least 39 credits must be taken in upper-division (300-level or higher) courses. Courses beyond 30 credits in a major complex and 15 credits in a minor complex **[that are not in the primary discipline of that major or minor]** may be used to fulfill the B.S. degree requirements in mathematics or natural science. Courses used to fulfill **[minor degree]** requirements **FOR A MINOR** may be used at the same time to fill major or general distribution requirements if so designated.

EFFECTIVE: IMMEDIATELY (FALL 2012)

RATIONALE:

There are many cases in which a course might be required for a major or a minor (example: PSY F101 for a BA in Psychology) but that course also carries a General Education designator (such as “S” for Social Sciences). Strictly interpreted the way it’s written, the PSY F101 could not be counted toward the required credits in Social Sciences and Humanities, no matter how many PSY credits were earned (say, 36). This would have the unintended and unfortunate consequence of requiring well over 120 credits for a B.A. degree and well over 130 for a B.S. degree if the language is not altered. This is something that has been broadly misunderstood in the advising community for many years (ever since the inception of the Core, as far as we can tell). This was brought before Curricular Affairs in 2009 (see documentation provided) and both the Registrar’s Office and the Academic Advising Center was under the impression this change had already taken place.

Note that with this change, no credits used toward the major could be used toward GERs until they have gone over 30, or for a minor over 15.

Summary of Survey on Stacked Courses

February 21, 2012

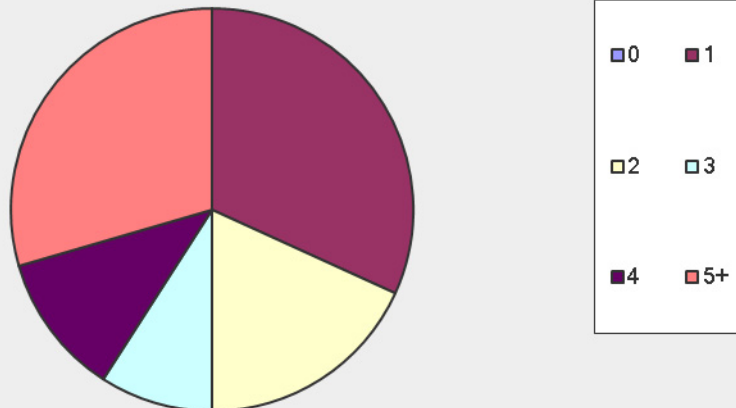
Prepared by Orion Lawlor, Lara Horstmann (Graduate Academic and Advisory Committee) and Anthony Arendt (Curricular Affairs Committee), with assistance from Colleen Abrams (Student Systems and Data Specialist), Sara Lundemo (Admin Assistant, Office of the Provost), Mike Earnest and Dana Thomas.

Overview: A six question survey was sent on November 21, 2011 to approximately 85 faculty who have taught and/or are currently teaching stacked courses. Results were returned on Dec 12, 2011. Sara Lundemo provided the following summary tables/graphics. Responses to the open ended questions are listed at the end of the document.

Question 1

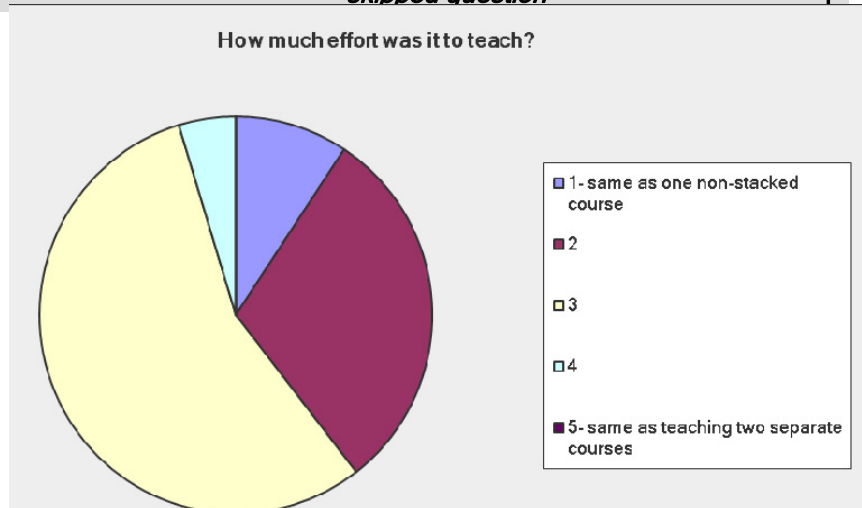
How many stacked graduate/undergraduate (400/600) courses have you taught?		
Answer Options	Response Percent	Response Count
0	0.0%	0
1	31.8%	14
2	18.2%	8
3	9.1%	4
4	11.4%	5
5+	29.5%	13
<i>answered question</i>		44
<i>skipped question</i>		0

How many stacked graduate/undergraduate (400/600) courses have you taught?



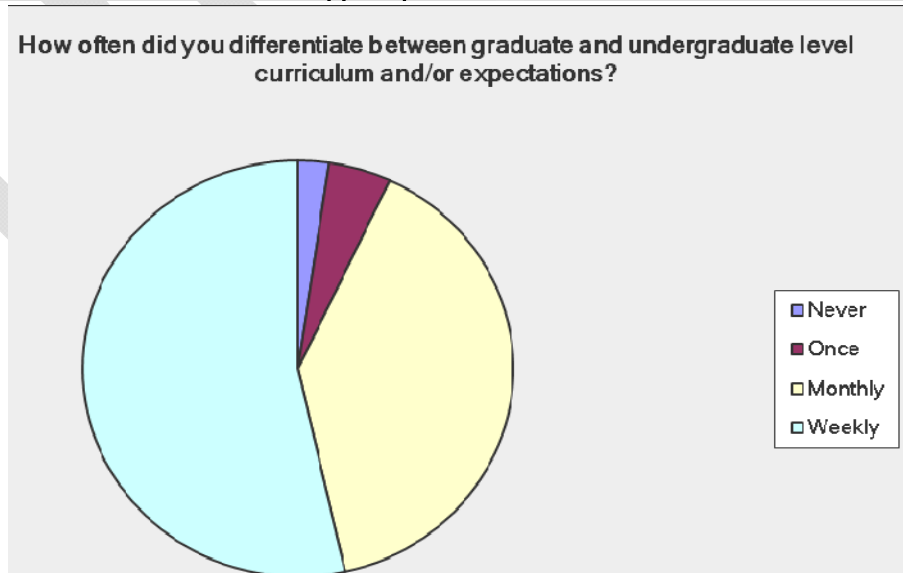
Question 2

How much effort was it to teach?		
Answer Options	Response Percent	Response Count
1- same as one non-stacked course	9.3%	4
2	30.2%	13
3	55.8%	24
4	4.7%	2
5- same as teaching two separate courses	0.0%	0
<i>answered question</i>		43
<i>skipped question</i>		1



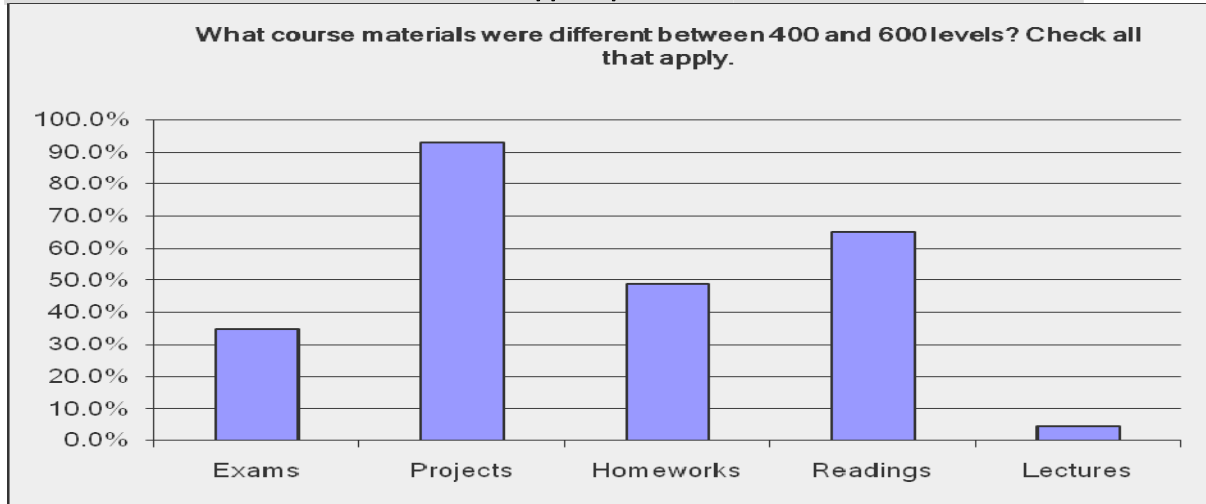
Question 3

How often did you differentiate between graduate and undergraduate level curriculum and/or expectations?		
Answer Options	Response Percent	Response Count
Never	2.3%	1
Once	4.7%	2
Monthly	39.5%	17
Weekly	53.5%	23
<i>answered question</i>		43
<i>skipped question</i>		1



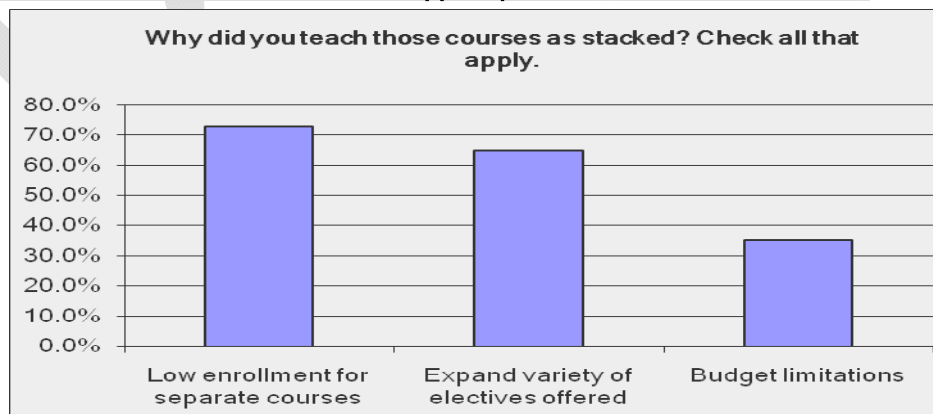
Question 4

What course materials were different between 400 and 600 levels? Check all that apply.		
Answer Options	Response Percent	Response Count
Exams	34.9%	15
Projects	93.0%	40
Homeworks	48.8%	21
Readings	65.1%	28
Lectures	4.7%	2
Other (please specify)		20
<i>answered question</i>		43
<i>skipped question</i>		1



Question 5

Why did you teach those courses as stacked? Check all that apply.		
Answer Options	Response %	Response Count
Low enrollment for separate courses	73.0%	27
Expand variety of electives offered	64.9%	24
Budget limitations	35.1%	13
Other (please specify)		18
<i>answered question</i>		37
<i>skipped question</i>		7



Responses to open-ended questions:

It was extremely difficult to have a discussion that meets the needs of both. There is not as much time to get into a scholarly discussion with the graduate students.

The greatest issue I have with it is that 2/3 of the classes taught toward our Secondary Education Masters degree are stacked. In addition, several of those classes are taught by adjunct faculty that does not differentiate toward the 600 level. As a result, our master students are not sufficiently prepared for writing a thesis or doing research. If differentiated stacked classes work well. I actually had 400 level students writing optional research papers. 400 level students determined that 600 level lectures and activities were interesting and relevant at several of my classes. However, I tend to teach toward the 600 level and my 400 level students may have to work a bit harder. On the other hand other instructors work at the 400 level and just add on a research paper without teaching how to do it or any other components of a 600 level class.

I think it works great. The course is challenging and the graduate students are held to higher standards in terms of the quality of the writing and presentations. The graduate students complete all the assignments that the undergraduates complete, along with additional readings and a significant project (NIH grant proposal) that is due at the end of the semester. I have taught this particular stacked course 3 times, and believe the undergrads benefit from contact with grad students, and the grad students benefit from the opportunity to mentor the undergrads. The quality of in-class discussions also increases when grad students are present, and the work of the undergrad students rises to the quality of the grad students' work when they have more contact with each other. I like the stacked course procedures and would love to see them continue.

It would be a mistake for the senate to make it more difficult for faculty to participate in stacked courses (no more paperwork for faculty since there is no tradition of followup enforcement by the senate on existing rules, or consistently applied sanctions for ongoing course/paperwork discrepancies). Faculty currently receive no compensation or merit considerations from the administration for doing the extra work for stacked courses. If the senate wants to do something real about increasing the rigor of UAF courses (and, I don't think they do), then they should concentrate on the large number of underqualified (or unqualified) adjunct and other faculty teaching required undergrad courses. In my wilderness concepts course, I have between 1 and 3 grad students per semester, so the interaction with these few students is great and rewarding for me (we do not have a faculty approved grad program in Geog).

So far no undergraduate students have been enrolled in this class.

What worked: the interaction between the different types of students, grad students helped the undergrads. Undergrads gave a new perspective to the grads. What didn't: it is a little hard to have different levels of mathematics ability, but I can get by.

There are no guide lines for the expectations of stacked classes, and think that has reduced the potential rigor of the grad level course. We see undergrads taking the 600 option to get graduate credit because they know it is usually the same class. I looked at previous syllabuses, and often the only difference (I saw) was a "project" required. Same lecture; same homework; same exams. My approach was to give additional homework and exam questions, and I think some students were unfortunately surprised, while some appreciated it. In any case, I think the requirements should be at least clarified (and in my opinion, made more strict). I have less opinion about the workload issue because the number of students is the elephant in the room on that one, which is not taken into consideration in the workload, only the activities report.

Ultimately, like any un-stacked course, it depends on the mix of students. I've taught stacked courses for a dozen years and find that they are workable and a very efficient use of my time.

Exposing undergrads to grads helps raise the level of involvement (or it can).

Honestly, everything works well as long as more is expected of the grad students, and they do more- and a higher level of work. I've been teaching stacked courses since I've been here (13 years). And, my previous job at UNM had stacked classes, plus the school where I obtained my PhD (Arizona State) had stacked classes; no problem with any of them.

I wouldn't change a thing. The stacking approach works for my course. Also, helps our small faculty size meet graduate and undergraduate program requirements.

Graduate level Ss sharing regularly with undergrad Ss raised undergrads personal expectations. Graduate Ss knew from their syllabus that their expectations were more than a research paper. Graduate Ss responded regularly to each others' writings; undergrad Ss responded occasionally to grad work.

Meeting with 400- and 600-level students together, with periodic additional meetings with the 600-level students.

I have offered Vertebrate Paleo as a stacked course, but have not had any grad students take it, so my answers above reflect essentially no experience. But, I was interested to do this to a) increase enrollment, and b) offer more choices for grad students. I feel that if I had grad students, I could offer them something that reflected their skills, primarily in the form of different/more readings (from the peer-reviewed literature), and enhanced projects. My design does not include differences in the lecture component however.

It is difficult to schedule a stacked 400/600 level course at a time that works for undergrads and grads so as to achieve sufficient aggregate enrollment. Grad classes work better in the late afternoon/early evening, not mid-day and the grad stacking scares off undergrads (per the "yellow sheets")

I think it worked pretty well, but I would be open to suggestions on how to make it even better.

Stacked options allows our department to offer specific methods courses we need for NCATE. The students are similar enough in the stages of their careers/education where it is an effective tool for our department.

It worked well.

When the enrollment at the 600-level was moderate 5-12 students, it worked well for me to run a separate lab/seminar for them. But when 600-level enrollment is very low, this does not work as well. It also depends on the quality and motivation of the graduate students; some graduate students probably get more out of being in the regular 400-level labs while other certainly benefit from a separate lab. On a different note, I do not get any workload "credit" for running a separate graduate student lab/seminar, so there is a cost to me.

Question 1 is ambiguous. Are you asking how many specific courses I have taught as stacked courses (3 or 4), or how many courses that are stacked do I teach on a regular basis (1)? I find it is important to differentiate the duties of graduate and undergraduate students in terms of preparation and participation on a daily basis. The stacked course I teach most often is an oral intensive class for undergraduates. Every week, one undergraduate must prepare an outside reading for presentation. I generally dedicate 1 hour each week to this task. Undergraduates not presenting that week are expected to participate as audience members, but do not have to prepare the text being presented. The graduate students however must prepare the outside reading, engage the undergraduate in discussion of the reading, and provide detailed feedback to me re: the students performance on this task. This means the graduate students have 30% more readings to prepare during the semester, and must engage those readings on a deeper level and discuss them on a deeper level every week. It also places the graduate students in a mentorship role with the undergraduates--giving advice on how to prepare and present the articles, etc. Also the graduate students take different exams and have different requirements for papers, etc. Specifically, I encourage graduate students to identify how the class feeds into their thesis work (otherwise why are they taking my course?) and to design the research or writing projects to feed directly into their theses (often as part of the literature review or rationale for their own work). I believe this course works particularly well as a stacked course because as an oral intensive course the expectations for the undergraduates is already a little higher than a standard course, and allows me to differentiate instruction in the ways described.

In practice, my stacked classes have tended to be either mostly grad or mostly undergrad. When mostly grad, the graduate seminar quality of the course comes out and the undergrads learn from the experience. When the class is predominantly undergrad I usually lecture somewhat more, the graduate students participate in discussion but have tended to focus heavily on the research for their final papers. The variation in how the courses work is more dependent on the individual characteristics of the students and the dynamics of the particular class than on whether the class is stacked or not.

Some undergrads would rather work alone on their projects, but I think the team approach is useful. I am not certain I assigned enough 'extra' work to the grad students.

Graduate students complained more about the workload than did undergraduates. Grads presentations of literature reviews and research helped instruct and set high standards for undergrads. Grads did appropriate MA and PhD level work; undergrads mostly performed at higher level than in stand-alone 400-level classes.

I have had more graduate students, so lectures (common) are more aimed at that level, which makes it hard for undergraduates. I think stacking is not optimal, but is of great assistance to get more offerings for advanced undergraduates.

It worked fine, and the expectations for the graduate students were that the projects and papers had more depth. There was a difference in the final presentation of graduate work over undergrad work.

I think it works good having stacked courses: 1, gives us a chance to teach more courses for our students 2. Some classes have low enrollment and it gives us a chance to teach to a reasonable size class 3, The budget really plays a big role in this also 4. I have no problem teaching stacked classes

worked: graduate students in stacked courses had to do more difficult projects, and had to present those projects to the full stacked class

I find it really really hard to create a level of lecture that's a good balance between 400 and 600. Everything else I can make different for the two sets of students. So I wind up spending GOBS of time outside the classroom working with the undergrads (they're a little lost) and the grads (the lectures don't adequately prepare them for their homework). I have found it very useful to simply schedule a grad recitation in addition to the 3-hours/week of normal lecture. I give out homework assignments with each lecture, so every student recognizes during each lecture that there are two different levels being taught. I think that works well.

not as much graduate discussion as would be ideal.

This makes for a bigger group and better class dynamics. Also those taking the course for graduate level can contribute additional information.

Generally the stacking works well. Undergraduate students sign up very fast and sometimes not many spots for grad students.

This particular class is probably an exception. It was an evolution class and the undergrads were (sadly) as unprepared as the grads. Thus the course worked wonderfully well: pushing the undergrads a bit, but also pushing the grads in turn, and just as much, in order to justify the few more years of training that they carried under their belts.

Sometimes it takes longer to explain material when you have a diverse crowd BUT in the end they understand the material better. Typically good undergrads do as well in the graduate classes in ATM. I took grad classes as an undergraduate (my university did not stack them) and I usually did better than the grads as I had only one job, to study. The grad students had to also do research. I think it takes some doing but can be a very positive experience for both groups.

Writing is very different from Ph.D. students in the same class with undergrads who are juniors! Life experiences, work history all very different. Too different at times. Students were in the class though for similar reasons and committed to these.

Entry Criteria, Devoted Teaching time

Had to be careful to make sure I was not making graduate assumptions of undergraduate students.

What worked: I could accommodate the needs of a majority of the graduate students. What did not work well: (1) Some of our high performing grad students were frustrated (2) Some of the students in general trailing thought that the graduate students tended to dominate the class - especially in the interactive sessions during lecture time. This discrepancy in entry level varies from year to year. Last year was particularly challenging for me. Thanks for giving this issue a UAF wide thought.

Grad students often draw out higher caliber of work from undergrad students Can be difficult for grad students to get equivalent motivation especially when they are the minority Using the grad students to take on seminar leading was very effective

Everything worked as designed.

Worked well: graduate students benefit from hearing introductory material, which may get skipped in a pure 600 level class. Undergraduates benefit from hearing at least a bit of more advanced material, interacting with upper level students, and seeing more of the literature than they would otherwise. Didn't work well: graduate students get less advanced lectures than they want and deserve. It's tough to keep two classes straight, and tempting to essentially offer one mediocre course with two numbers.

Curricular Affairs Committee Meeting Minutes for 8 February 2012

Voting members present: Rainer Newberry, Chair; Anthony Arendt; Jungho Baek; Retchenda George-Bettisworth (phone); Brian Himelbloom (phone); Jun Watabe. Voting members absent: Diane McEachern; Deb Moses; Todd Radenbaugh (traveling); Dave Valentine.

Non-voting members present: Donald Crocker; Mike Earnest; Libby Eddy; Carol Gering; Doug Goering; Linda Hapsmith; Dana Thomas. Taking notes: Jayne Harvie

OLD Business

1. Approval of previous meeting minutes.

January 25 meeting minutes were approved as submitted.

2. Recent GERC issues

Comments postponed for next meeting.

3. 'Stacked' courses

Anthony gave a brief report, reporting that results are in from the surveys of faculty and students. He and Lara Horstmann are compiling the results and writing a report.

4. Proposed motion to amend the Educational Effectiveness policy:

(A copy of the motion is included at the end of these minutes.)

Jun asked how the assessment data are used, and if reporting is required or just recommended. Doug G. commented on the fact that assessment is required and why. He noted how ABET accreditation drives the review of their undergraduate programs, vs. the review of their graduate programs which is much looser. Senior capstone courses were mentioned as a means that NWCCU recommends for ongoing assessment because it's easier to tie assessment to those courses.

Rainer commented that the ultimate test is after the student leaves. Doug noted it's harder to document then and that external factors start to drive the results (the job market, for example). Rainer also commented that the work not only involves improving programs, but documenting the effort to do so.

There was agreement that there needs to be faculty buy-in in the process. It seems to be driven by administration, rather than faculty driven. All agree that no one wants to do it if it's not useful to them. Dana commented on its need as a feedback mechanism to faculty to have real knowledge of how well students are doing in their courses and programs. Dave Veazey's name was mentioned as a potential guest to speak to the committee on this topic. In the meantime, Rainer urged that an electronic discussion of the matter be initiated.

The CAC passed the motion and it will move on to the Administrative Committee.

NEW Business:

1. *Proposed motion to amend Catalog language to clarify the difference between the Dean's List and the Chancellor's List:*

Currently, the catalog states that dean's list is for students with a GPA of >3.5 and chancellor's list for >3.9. Presumably, then, this logic means that a student with >3.9 is on both Dean's List AND Chancellor's List. The intention was that dean's list would be 3.5 to 3.89, and chancellor's list > = 3.9.

Current catalog language (Under "ACADEMIC HONORS" on page 49)

You will make the chancellor's list with a GPA of 3.9 and the dean's list with a GPA of 3.5 or higher.

CHANGE TO:

You will make the chancellor's list with a GPA of 3.9 or higher, and the dean's list with a GPA of 3.5 to 3.89.

EFFECTIVE: Fall 2012

RATIONALE: The current catalog language is vague enough that some students might expect to be on both lists, when our intention was that they are on one or the other, but not both.

The committee passed this motion and it will move forward to the Administrative Committee.

2. Mike Earnest brought the topic of a new category of registration called Directed Study before the committee. It would be similar to Independent Study courses (numbered -97), except that the course already exists and would retain its catalog number. A flag in Banner could be used to indicate that the student took the course as Directed Study (as opposed to taking it in a normal class setting). Some workload and core course issues were discussed. The item will be discussed further at the next CAC meeting.
3. Item: *X wants to teach microbio BIOL F240 next semester because there is a high local demand. However, most of those students already take A&P 112, and experience says that they can't handle 2 such big classes in one semester. So X hopes to can teach microbio 240 spread out over 2 semesters instead, fall 2012 and spring 2013. X has taught the class before in a traditional 1-semester setting so X is already approved as an instructor, but what process would be needed for a 2-semester format? In effect, students would register for the 4 credits in Fall 2012, but the lecture and lab would be spread over the September to May time frame, with a grade not being posted (or credit earned) until May.*

The committee discussed this question, noting the issues of faculty workloads, the pace of the course not being equal to a semester course, and Financial Aid issues, as well as grading issues. It was agreed that the easiest approach would be to split the course in half at 1.5 credits each.

Copy of the Educational Effectiveness motion (from Item 4 under Old Business):

DRAFT MOTION

The UAF Faculty Senate moves to amend the Evaluation of Educational Effectiveness policy as indicated below:

EFFECTIVE: Upon approval by the Chancellor

RATIONALE: UAF institutional and specialized accreditation requires outcomes assessment reporting and assessment is important for the continuing improvement of curricula. To ensure that outcomes assessment information is collected regularly, with no long gaps, each program is asked to prepare a report every 2 years. This is consistent with the two year commitments that department chairs make so each department chair will know a report must be filed during their service. In addition, this change will provide timely information to summarize the implementation and results of assessment practices reported annually to the Board of Regents as required in policy P10.06.020.

CAPS = Additions [[]] = Deletions

UAF EVALUATION OF EDUCATIONAL EFFECTIVENESS POLICY

In accordance with its mission, the University of Alaska Fairbanks has a continuing responsibility to review and improve performance of its students, faculty, and programs. The UAF therefore establishes the Educational Effectiveness Evaluation to describe the effects of curriculum, instruction, and other institutional programs.

The process will be useful for curricular and institutional reform and will be consistent with UA Board of Regents Policy and institutional and specialized accreditation standards.

The university shall ensure the academic freedom of the academic community in the development and maintenance of this process.

The data gathered and summarized as part of the educational effectiveness evaluation process shall not be used for evaluating individual faculty. Furthermore, no student shall be denied graduation based solely upon information gathered for the educational effectiveness evaluation process.

Each faculty member's activities in developing and/or implementing programmatic and institutional educational effectiveness efforts may be summarized in the instructional section of annual evaluations and promotion and tenure files.

Evaluations shall be conducted with regard to the following:

1) Student Information

Students shall be assessed upon entry to the university for purposes of course advising and placement, especially in mathematics and English, and for describing the gender, age, ethnicity, and previous education of students recruited, retained, and graduated over time.

2) Evaluation of the CORE Curriculum

Evaluation of the CORE curriculum shall include course assessment embedded within CORE courses as well as the assessment of students within upper division courses, especially oral and writing intensive courses.

3) Programmatic assessment

Each degree and certificate program shall establish and maintain a student outcomes assessment process useful for curricular reform and consistent with institutional and specialized accreditation standards.

4) Evaluation of Out of Class Learning

An important element of a student's overall education is learning that occurs outside of classes. Therefore, an evaluation of activities and student support services will be conducted.

The chair of each department (or equivalent as identified by the Dean or Director) shall prepare a report at least **EVERY TWO YEARS** ~~[[four years]]~~ summarizing the Educational Effectiveness program for each certificate and degree program offered by that department. The report shall include a summary of the following:

- A. Student outcome goals and objectives of the program,
- B. The methods and criteria used to evaluate whether the goals and objectives are being met,
- C. A description of what information is collected annually, and
- D. How the results of such information are being used to improve the curriculum.

The report shall be presented to the dean or director's office **AND THE ACCREDITATION AND ASSESSMENT ASSISTANT IN THE PROVOST'S OFFICE BY THE END OF 9-MONTH FACULTY CONTRACTS IN MAY** ~~[[during the month of May]]~~. At least some information gathering for this process shall occur annually.

Once an educational effectiveness evaluation program has been implemented for the core, the core review committee of the faculty senate shall prepare a report, at least biannually, summarizing the educational effectiveness of the components of the core curriculum. This report shall be similar in content to the report described above for individual programs but shall provide a summary for the components of the core curriculum. The components of the Core may be summarized in the report on a rotational basis, but at least some information should be gathered annually.