

Curric Affairs Committee 14 January 2013 Agenda 9-10 am Reichardt 301
1-800-893-8850 Participants' PIN: 1109306 Convener's PIN (Rainer): 1109371

1. Approve minutes of last meeting

2. Report from J Rosenberg (GERC)

3. OLD BUSINESS

A. (submitted by Lillian Misel, Registrar's Office)

Any student who has completed an associate of arts or an associate of science degree from a regionally accredited 2-year or 4-year institution (other than UAF) will be considered as having satisfied the 100- and 200-level UAF general education (core) requirements. ****If an AA or AS degree is used to waive UAF's core requirements, it cannot also be used to substitute for a minor in a bachelor's degree. **** (personally, I don't see what's wrong with both being used)

B. Grades & how they're described in the catalog

Suggested motion: **'minimum grades for major and minor requirements and for prerequisites WILL be changed from "C (2.0)" to "C- (1.7)" throughout the UAF Catalog'**

Grading System and Grade Point Average Computation --current

"All course grades are letter grades unless otherwise specified in the class schedule. The method of grading (letter or pass/fail) is an integral part of the course structure and is included in the course description. Instructors are expected to state their grading policies in writing at the beginning of each course. Grades appearing on academic records are:

A An honor grade, indicates originality and independent work, a thorough mastery of the subject and the satisfactory completion of more work than is regularly required.

B Indicates outstanding ability above the average level of performance.

C Indicates a satisfactory or average level of performance.

D The lowest passing grade, indicates work of below-average quality and performance.

F Indicates failure. All F grades, including those earned in pass/fail courses, are included in the GPA calculations."

This is not entirely consistent with the fact that a C- does not count toward a major but does count towards Core requirements (See the table on p. 49 and text on p. 136). Also doesn't say anything about counting to fulfill a prerequisite.

SAC is considering a change to Regulation that would cause the C- to not transfer. If that is enacted (the President would need to approve) catalog sections on transfer would need to be changed.

If SAC disallows credit transfer for C-, that would have the interesting result that a course could count for the UAF Core and general ed requirement, and if the student completes the UAF Core then that general education completion counts at UAA and UAS even though the grade itself would not transfer

A suggestion (made by the Provost):

C or C+ Indicates a satisfactory or average level of performance.

C- or D The lowest passing grades, indicate work of below-average quality and performance.

This or a similar rewording would help students to understand that a C- is not the same as a "C". This is similar to the rewording now proposed for University Regulation.

And while at it, make this change?

B Indicates outstanding work and subject mastery, above the average level of performance

But perhaps this is an opportunity to get rid of the whole 'average' business???

Bottom line: we need some new language describing grades for the catalog. Anyone want to help do so????

4. NEW BUSINESS

A. MOTION: A student who has completed a baccalaureate degree at any U.S. or Foreign regionally accredited institution is considered to have completed UAF's core core requirements.

B. SHOULD WE TELL GERC: 'WE DON'T THINK 'DESIGNATORS' IS A GREAT IDEA'??

C. Core class transferability issues --came up at inter-MAU meeting in Anch Jan 2013

BOR POLICY " P10.04.062. General Education Coursework Transfer.

A. The general education requirements for each university and community college will include a common core of course work constructed in part to facilitate transfer of general education credit among the universities and community colleges.

B. A student who has completed the general education requirements at one university system university or community college and transfers to another system university or community college will be considered to have completed the general education requirements at all University of Alaska universities and community colleges

C. A student who has completed some of the general education requirements at one university system university or community college will have those credits count toward fulfillment of the same categories of general education requirements outlined in the common core at all University of Alaska universities and community colleges. This applies even if there is no directly matching coursework at the institution to which the student transfers."

I think the above means 'when you transfer we'll bend over backward to accommodate you but once you're at your new MAU you'll play by the new MAU's rules'. But a real lawyer would probably have a field day with it. Potential application by UAF student: take UAA's Geography 101 by distance delivery. Since it counts for their version of 'perspectives on the human condition' at UAA and since such person took it from UAA, that person automatically gets it to count towards perspectives at UAF. I PROPOSE TO CLARIFY THIS.

Motion: ****A UAF student cannot use a class taken at another MAU while at UAF to count towards the UAF core requirements unless that course is directly equivalent to the UAF required core course.****

D. Semi-related: 'The push to more E Learning'

'Seventy-three percent of UAF's credit hours delivered through CDE are to students who live in the Fairbanks area.' (from the recent report to the BOR). Students at UAF can take E-courses from UAS and UAA. UAS and UAA can take UAF e-courses. Is there need to get excited about this topic?

E. And speaking of exciting topics: Compressed Classes and the 'mester' business.

SEE ATTACHED REPORT BY Mary Erlander

Comparative Analysis of Maymester 2012 and Fall 2012 US History (HIST 131)

Notable differences between the classroom experiences in Maymester and Fall 2012 were:

- No. of students 10 v. 37 who finished
- Attrition 0 v. about 20%
- Grades
 - All students in the Maymester class earned A's or B's
 - In fall there were 14 A's, 9 B's, 6 C's, 2 D's and 4 F's (2 outstanding)

My sense of the caliber of the students

- In Maymester the students were medium to strong in ability; all were disciplined, knew how to study and wanted to achieve; none was a superstar.
- In Fall I had a much wider range, with 3-4 very strong (clearly graduate school potential); several strong, along with being disciplined, so they know how to earn A's; many in the middle; and quite a few who either have no self-discipline (very poor attendance, don't do the reading) and/or are not prepared for or committed to succeeding in college.

Regarding participation

- Maymester: all participated actively, at least when we did “small group discussions”
- Fall: about 1/3 participated rather to quite actively.
 - I didn’t offer as many opportunities that basically forced students to participate actively in Fall.
 - In the larger class there was less accountability. It was much easier to never say anything.

Regarding writing

- Both classes benefitted from my incorporation of fast writes as a part of the class routine. I believe that I had the strongest set of final test essays that I have ever had in my Fall class.
- Thus, an innovation that I began in Maymester 2011, because I knew that I needed to vary the routine more (because of the 5 hour days), has proved to be beneficial, for Maymester, & for students in my Fall class.

Regarding contact/connection between professor and students

- I felt as though a stronger rapport developed with a larger percentage of my Maymester class.
- On the other hand, I have a TA in the fall, and students often times connect with the TA more than the professor. I do know that several of the Fall students sought help from my TA, who is very accessible and helpful.

Regarding the paper requirement on *Uncle Tom’s Cabin*

- In Maymester I had to give an extension to the following Tuesday so students had time to read and respond to the book (it’s over 500 pages)
- In Fall I also gave an extension of a week (but the paper was still due within the semester). Several students simply did not write the paper, and several wrote rather poor papers.
- Overall, the Maymester class wrote better papers on *Uncle Tom’s Cabin*. I believe this is because they were more disciplined students.

Conclusions:

- After having taught twice during Maymester (a 400 level class the first year and a 100 level class the second year), I am convinced that the concept of Maymester is pedagogically sound for the following reasons and under the following conditions:
 - The students are self-selected and they tend to be more disciplined than the average student.
 - The “immersion” concept seems to be beneficial; students are focused, rather than scattered as they try to balance obligations for various classes.
 - The instructor designs the class to keep it lively and engaging.
- I cannot say whether students retained more from one class or the other.
- I have heard from colleagues in Political Science and History that their Maymester experiences were positive also. One said he thought it was because the students were higher caliber.

I’m leaving my comments from Maymester below, in case they should be of interest.

My initial thoughts (May 25) after last day of class

- The students (there were 10) were especially engaged, and that contributed a lot to the success of the class.
- I didn’t have a single really passive student
 - One did fall asleep on 3 days, but he was very bright and managed very well anyway.
 - Three students were fairly passive, but I engaged everyone through “roundtable” discussions in which everyone had to participate and having students read sections of primary source documents
- The five hour days kept me on my toes; I had to think quite a bit about how to keep the students engaged. I was quite sensitive to when I’d been doing standard lecturing too long, and then I’d mix it up with an activity (“roundtable discussion,” video clip, fast write).
- The fast writes, which I haven’t done in my regular classes are very useful.
 - They force the students to process and integrate content they’ve received in a number of forms (reading, lecture, in-class reading of primary docs, and video clips).
 - They also are very good practice for test essays.
 - I think the students did better than average students do on their test essays because of this practice.
 - I gave rather copious and next day feedback, which is rather labor intensive, but it was worth it.

My initial thoughts are that this (Maymester) was successful.

- I did have to give them an extension on the paper they're writing on Uncle Tom's Cabin.
 - There was no way they could finish the book and write a good paper while also keeping up with the other reading and being prepared for quizzes and tests.
- Having just 10 students was ideal.
 - They developed a good rapport with one another.
 - Each time I came back from a break they were already there and chatting with one another.
 - They spoke up on some rather sensitive/controversial topics (e.g., current day implications).
 - I'm not sure that would have happened in a larger class.
- All students completed the class (one had to take an incomplete, but finished by the end of the summer).

On the final day I took 10-15 minutes to get their feedback on the class. Here are questions & their responses

Why did you choose to take U.S. History?

Ed majors – required Degree requirement, minor Choice

Why take a Maymester course?

- Fun – liked idea of intense short course – focusing on one topic at a time Quick credits
- Convenience – no other time Knew it would be a small class, and that that would be beneficial

How many are first timers in a Maymester course? 7 first timers (of 10)

What has worked well?

- No fluff Felt it was “honest” history, not sugar coated Multiple perspectives
- Variety of methods kept things lively, kept us awake

What could have worked better?

- Too many multiple multiples! (Multiple choice questions with multiple combinations of options for responses) = (Tests were a combination of multiple choice, fill-in-the-blank and essays.)
- Uncle Tom's Cabin would have been impossible if we didn't get an extension on submitting the paper
- Having an actual lunch hour and going to 4:00 or starting earlier (some, not others)
 - Some thought this (10:00 to 3:00 with 15-20 minutes to get lunch) was best arrangement.

Did you have the syllabus and start the reading ahead of time? One student did

How much learning took place?

- “It's like immersion – I learned more than I usually do” It's easier to retain, focusing on one class
- 9/9 appreciated being able to focus on one class at a time “too much reading” (was required)
- One student said she read more than she usually does because she felt the pressure to keep up.

No room for procrastination (thus the student was more disciplined and felt she learn