

**Curricular Affairs Committee
Meeting Minutes for February 22, 2012**

Voting members present: Rainer Newberry – Chair; Anthony Arendt; Jungho Baek; Jun Watabe; Brian Himelbloom (phone); Diane McEachern (phone); Todd Radenbaugh (phone); Dave Valentine.

Voting members absent: Retchenda George-Bettisworth; Debra Moses

Non-voting members present: Ginny Kinne (for Linda Hapsmith); Donald Crocker; Libby Eddy, Lillian Misel; Carol Gering.

Non-voting members absent: Mike Earnest, Doug Goering, and Dana Thomas (due to executive workshop).

1. Approve minutes from 8 February (see attached)

Minutes were approved with one correction to the motion wording about the Dean's and Chancellor's honors lists.

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.

Discussion:

Dave V. asked if the purpose of the Directed Study was to cover low enrollment courses. That function was acknowledged by the group, but the main purpose was providing a means to put a permanent course on the student's transcript (as opposed to an Independent Study). Having the actual course on the transcript is much easier to deal with for addressing credit transfers.

Issues were discussed at length having to do with Core courses and labs courses. The issue of faculty workloads was also a big factor with regard to what signature approvals should be required to offer Directed Study. Department chairs could (should?) address issues of course equivalency, but Deans should address issues of faculty workload. It was noted that any faculty could potentially teach any course as a Directed Study. Adding various statements to address course content and faculty workload issues was discussed. Rainer noted that having input from Dean's Council would be helpful on these issues. Another issue that was noted was the possibility of someone using the Directed Study to teach a course by distance. The possibility of modifying the Independent Study / Directed Study form as needed (if problems arise) was discussed. For example, a statement could be included on the form certifying that the course content is equivalent, along with the required department chair signature; and, a statement about faculty workload could be added with the dean's signature. It was decided these types of issues could be addressed later on as the need arises, or if they potentially arise in the Faculty Senate.

It was decided to approve the motion with just one modification to the very first paragraph: "Courses taken as Directed Study would be transcribed with the existing subject and course number from the catalog **AND THE SUFFIX (D.S.*).**"

The committee discussed the next motion:

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.

Science and include the quantitative course requirement. (An NS quantitative course was clarified to mean a course on how to work with data and make inferences from data.) BOR policy requires 34 credits of Core, and UAF currently has 39. The committee must also consider how their proposed options satisfy the student learning outcomes they set last spring.

It was agreed that Alex Fitts would be invited to give the CAC an update at the next meeting.

b. Stacked Courses- Anthony Arendt (Copy of report attached)

CAC members were asked to read the included report summarizing faculty responses about stacked courses for the next meeting.

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 a %

Question 2

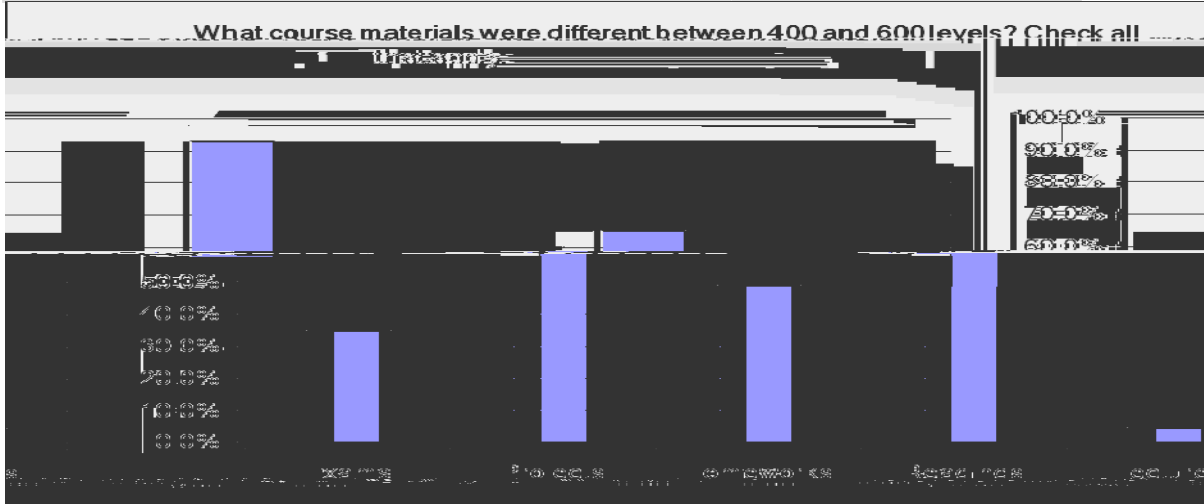
How much effort was it to teach?

Answer Options

Response Percent

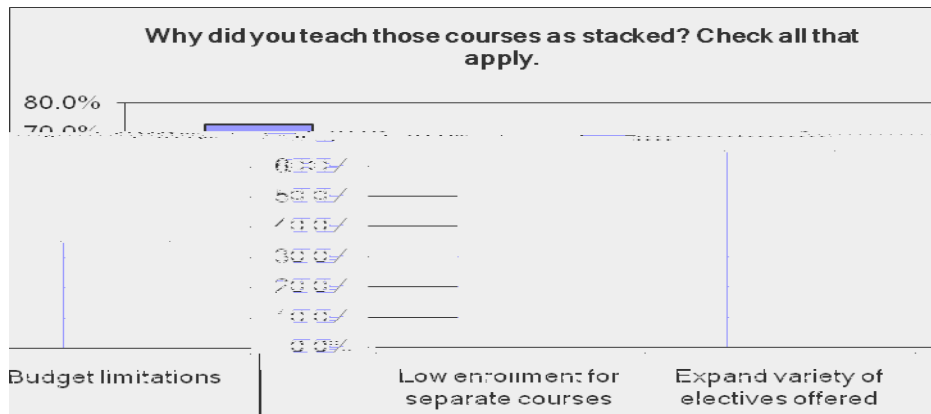
Question 4

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
answered question		43
skipped question		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
answered question		37
skipped question		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

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.