

These are the Faculty Senate guidelines regarding UAF course stacking:

400 level (senior) courses may be double-listed (stacked) as 400/600. The 600 level version of the course must require additional student effort, such as a seminar or a term paper, to reflect the greater acuity that we expect from graduate students.

In the case of 400/600 level stacked courses, graduate standing or permission of the instructor is required for graduate enrollment and a higher level of effort and performance is required on the part of students earning graduate credit.

The additional effort required for higher level credit must be clearly spelled out in the course syllabus. This reduces the opportunity for later conflicts by providing students with a clear understanding of the differences in requirements and grading. This will be given serious consideration in the approval process for such courses.

It is impossible to offer identical courses simultaneously at two different levels. We use stacking because it helps with course enrollment problems, but the challenge is to create something that's not simply one level between 400 and 600. We recognize that the design of a 400/600 'stacked' course requires compromises to create content that challenges graduate students while remaining accessible to undergraduates. We offer the following guidelines to help you prepare such a course and to provide the UAF Faculty Senate committees with sufficient information to enthusiastically endorse what you've created.

The creation of two different syllabi—undergraduate and graduate versions—will help emphasize the different qualities of what are supposed to be two different courses. We encourage at least weekly, if not daily, differences in reading assignments, homework assignments, meetings with students, and other class activities. Only adding an extra term paper to the graduate section of a stacked course is unlikely to transform an undergraduate class into a graduate class. Such an extra paper, however, can be part of a systematic difference between the two versions.

Stacked course applications are reviewed by the (Undergraduate) Curricular Review Committee (CRC) and by the Graduate Academic and Advising Committee (GAAC). The committees will determine: 1) whether the two versions are sufficiently different (i.e. is there undergraduate and graduate level content being offered); 2) are undergraduates being overtaxed?; 3) are graduate students being undertaxed? In this context, the CRC and GAAC are looking out for the interests of the students taking the course. Typically, if either committee has qualms, they both do.

In developing a proposal for a new stacked course or for revising an existing course, keep in mind the education level and training needs of undergraduates and graduates and provide documentation to show each section of the course will offer learning experiences appropriate for your students. Your students will thank you for giving them—within the limitations of the 'stacked' framework—the best possible educational experience.