

The following motion passed at Faculty Senate meeting #232 on May 7, 2018

**MOTION:**

The UAF Faculty Senate moves to update the regulations and guidelines on course stacking.

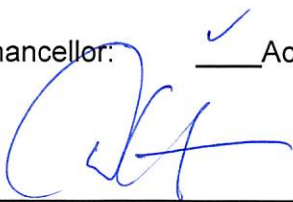
**Effective:** Immediately

**Rationale:** The current regulations and guidelines on course stacking are unclear and need clarification for the purposes of CourseLeaf coding and its relationship with Banner. Stacked courses are being defined in order to codify the processes that are currently used for these types of courses.

The policy on Stacked and Cross-listed Courses was updated for the catalog at meeting #123 on May 3, 2004. Courses are sometimes offered simultaneously at different levels (100/200 or 400/600, for example) with higher level credit requiring additional effort and possibly higher order prerequisites from the student. Such courses are referred to as "Stacked" courses and are designated in the class listings by "Stacked with \_\_\_\_". 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. For all stacked courses, the course syllabus (not the catalog) must stipulate the course content and requirements for each level. The catalog should indicate the difference in prerequisites for each level.

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\_\_\_\_\_  
Chris Fallen, UAF Faculty Senate President

The Chancellor:  Acknowledges  
  
\_\_\_\_\_  
Daniel M. White, UAF Chancellor

Vetoes  
  
Date: 5/18/18

Please see attached regulations and guidelines.

[[ ]] = deletions  
BOLD = additions

## COURSE STACKING REGULATIONS

With the exception of 400/600, stacked courses must be of adjacent levels (e.g. 200/300). Other stacked combinations (e.g. 100/600) are not allowed under any circumstances. **STACKED COURSES ARE REQUIRED TO HAVE THE SAME TITLE, COURSE DESCRIPTION, AND NUMBER OF CREDITS. THE ADDITIONAL EFFORT REQUIRED FOR HIGHER LEVEL CREDIT MUST BE CLEARLY SPELLED OUT IN THE COURSE SYLLABUS.**

[[ ]] = deletions  
BOLD = additions

Guidelines for Stacking [[of 400 / 600 level]] 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. WE RECOGNIZE THAT THE DESIGN OF A 'STACKED' COURSE REQUIRES COMPROMISE 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 DIFFERENT LEARNING OBJECTIVES REQUIRED FOR CREDIT AT EACH LEVEL MUST BE CLEARLY SPELLED OUT IN THE COURSE SYLLABI. 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.**

**THE CREATION OF TWO DIFFERENT SYLLABI WILL HELP EMPHASIZE THE DIFFERENT LEARNING OUTCOMES 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.**

**WITH THE EXCEPTION OF 400/600, STACKED COURSES MUST BE OF ADJACENT LEVELS (E.G. 200/300). OTHER STACKED COMBINATIONS (E.G. 100/600) ARE NOT ALLOWED UNDER ANY CIRCUMSTANCES. STACKED COURSES ARE REQUIRED TO HAVE THE SAME TITLE, COURSE DESCRIPTION, AND NUMBER OF CREDITS. THE ADDITIONAL EFFORT REQUIRED FOR HIGHER LEVEL CREDIT MUST BE CLEARLY SPELLED OUT IN THE COURSE SYLLABUS.**

[[400 level (senior) courses may be double-listed (stacked) as 400/600.]] The **[[600]]HIGHER** level version of the course must require additional student effort $[[,]]$ . **IN THE CASE OF 400/600 LEVEL STACKED COURSES ADDITIONAL STUDENT EFFORT FOR THE 600 LEVEL VERSION**, such as a seminar or a term paper, **SHOULD**  $[[to]]$  reflect the greater acuity that we expect from graduate students.  $[[$

In the case of 400/600 level stacked courses, **]]PREREQUISITES OF** 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 imply one level between 400 and 600. We recognizing that the design of a 400/600 'stacked' course requirements 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. $]]$

**400/600 LEVEL**  $[[S]]$ stacked course applications are reviewed by the (Undergraduate)  $[[Curricular]]$ **CURRICULUM** Review Committee (CRC) and by the Graduate Academic and Advising Committee (GAAC). The committees will determine: 1) whether the two versions  $[[are]]$  **HAVE** sufficiently different **LEARNING OUTCOMES** (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 **HOW** 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.