

Faculty Senate/All University Committee Report (2014-2015)

Committee:	Academic Affairs	Prepared By:	Sally Moomaw	Date: 4/9/15
-------------------	------------------	---------------------	--------------	---------------------

Committee Members at the Meeting:	Beverly Reigle, Deborah Page, Rebecca Leugers, Sally Moomaw, Chia-chi Ho, Lisa Beckelhimer
--	--

Topics Discussed: provide a brief description of each	Caroline Miller, Vice Provost for Enrollment Management, and Beth Fisher, Director of College Credit Plus, presented information on how UC is responding to a new state mandate titled College Credit Plus. Information on College Credit Plus is attached to this report.
--	--

Action Items: List item and attach supporting document if action requires such background	Upon review of the Task Force report on online teaching, AAC is proposing a resolution to be introduced to Faculty Senate at the May meeting (see below).
--	---

Describe action needed on items above (discussion and input, vote, etc):	By Whom:
Discussion and vote on proposed resolution on online learning.	<input checked="" type="checkbox"/> By Faculty Senate <input type="checkbox"/> By Cabinet <input type="checkbox"/> Others (List-)
Next Meeting: AAC will not meet over the summer.	

Draft Resolution from the Academic Affairs Committee

WHEREAS the Faculty Senate created a Task Force and charged it to:

"Create a report that addresses Faculty Best Practices in distance education and online teaching (DE-OT). This report should include, but not be limited to, recommendations in the following areas:

1. *Differentiation of faculty and staff role in development, implementation, evaluation, and revision of courses offered via DE-OT:*
2. *Faculty Workload Best Practices addressing, but not limited to, such topics as various instructional roles within a course, faculty student ratios, course ownership, workload credit, variation factors among disciplines;*

3. *Faculty Development for DE-OT, including but not limited to, core knowledge including regulations i.e. FERPA required, recommended administrative and staff (IT/ID) support, suggested knowledge updates for faculty involved with DE-OT; and*
4. *Program and course curricular alignment, including but not limited to, normalization of grading and other pedagogical practices between instructor of record and other instructors within a DE-OT course and faculty adherence to program and course curricular design.*

A final report is due to the Chair of the University Faculty no later than November 1, 2014 with a mid-project report no later than July 31, 2014."

WHEREAS the Task Force thoroughly investigated the items above and produced a final report addressing them, including recommendations for best practices;

WHEREAS it is UC's stated aim to offer Distance Learning (DL) courses and programs that maintain the same academic integrity as all other course offerings;

WHEREAS the faculty have responsibility for academic affairs and the content of courses taught;

THEREFORE BE IT RESOLVED that the Provost for Academic Affairs charge the faculty and administration in each unit/division/college to develop a policy for distance learning in courses and programs in their unit/division/college during the 2015-2016 academic year; that each report to the Provost that the policies have been created; and that the policies address and fall within the guidelines of the following:

1. Ensure adequate training of all faculty prior to teaching distance learning courses;
2. Provide appropriate support of faculty with the unit, division, or college;
3. Clarify workload expectations for DL courses, including relative obligations of faculty and facilitators within large enrollment classes;
4. Identify faculty as having primary control of course content;
5. Ensure protection of faculty Intellectual Property;
6. Clarify the role of ID/IT support personnel;
7. Identify the criteria for determining the creation of DL courses;
8. Identify the maximum students per instructor/facilitator in DL courses;
9. Align, where appropriate, DL course/program expectations with face-to-face course/program.
10. Identify how DL courses/programs will be assessed and improved on an ongoing basis.

Rationale: The Academic Affairs Committee thoroughly researched the issues regarding distance learning courses, and their programs, from a faculty perspective. The report discusses this research, as well as the findings of the surveys and interviews. Since the University wishes to continue and expand distance taught courses and programs, and that there are few policies which faculty have had a voice in developing, the AAC found that the impetus needs to come from the chief academic advisor.

The AAC lists the important areas such policies need to include, but recognizes that the each unit, department or college has different and often unique needs. However, the faculty need to have a voice in the creation of such policies.

The AAC also found that this would need to be a full-year project to ensure that the policy was well-thought out, and that both faculty and administrators needed to work together.



What is College Credit Plus?

The College Credit Plus (CCP) program replaces programs previously known as “Dual-Enrollment” and “Post-Secondary Enrollment Options” (PSEO).

- Open to college-ready students in grades 7-12, free to those who enroll at a public college
- Students must apply to and be admitted to the college or university in order to participate.
- Students may choose any course that applies toward a degree or workforce certification (must meet all course pre-requisites).
- A student can earn up to 30 credit hours per year (summer is not included) and up to 120 hours maximum while in the program.
- College courses must be weighted the same as Advanced Placement and International Baccalaureate in the same subject area.
- Students will earn transcribed credit for the coursework they enroll in.

UC Uptown created several “pathways” that were shared with local high schools to help students, families, guidance counselors, etc. select appropriate courses based on a student’s area of interest. (ex. Pre-Med, Liberal Arts, Business) and to determine what types of courses we can offer at the high school.

Academic advising is mandatory and will be provided initially via BlackBoard and then in person/one on one or in a group setting where necessary. Students will not be permitted to register for classes until they’ve completed the academic advising module. Students must demonstrate that they fully understand the risks and benefits of participation in the College Credit Plus program.

We anticipate that the vast majority of students that will participate in CCP through UC Uptown campus will be students who take our courses at the high schools. But we will have some students who elect to take courses on our Uptown campus or online.

College Credit Plus costs

- School districts now bear the burden of the cost. In the past, the family was responsible for this.
- School districts are responsible for any books or fees associated with the course(s).
- Students/families are responsible for cost of parking and transportation.
- Ohio Board of Regents set a default price floor structure based on course delivery method as follows:
 - \$40 per credit hour for courses taught by credentialed high school teachers at the high school
 - \$80 per credit hour for course taught at high school with UC faculty as instructor of record
 - \$160 per credit hour for courses that are taken on UC’s campus or online

Teacher Credentialing

156 teachers sought credentialing to teach UC courses at high schools. 115 are fully credentialed, 30 have been approved with a waiver which means they are either “uniquely qualified” or have been informed that they must enroll in additional graduate level coursework to be listed as “transitioning with quality.” Eleven were not approved. All high school teachers are paired with a UC faculty mentor, will undergo at least one, full-period classroom observation and will receive at least three hours of professional development from UC.

Course Type	Credential Standard	Transitioning with Quality
General Education	Master’s degree in the discipline, or minimally a master’s degree and a cohesive set of 18 semester credit hours of discipline relevant graduate coursework	Chief academic officers can grant exceptions to individuals who are: <ul style="list-style-type: none"> Enrolled and making progress in educational programs to meet credentialing requirements (must be mentored by individuals who meet requirements) Uniquely qualified for the course being taught (validated by means other than a degree in the discipline)
Other than General Education	A bachelor’s degree if teaching in an associate degree program A masters’ degree if teaching in a bachelor degree program	
Technical or Practice Oriented	Must have practical experience in the field and hold current licenses and/or certifications Must meet applicable professional accreditation standards for supervising educational experiences (for courses involving clinical experiences)	
		Chief academic officers are ultimately responsible for ensuring that: <ul style="list-style-type: none"> Faculty credentialing requirements are met Instructors who are working toward credentialing requirements are mentored and making progress toward their programs Exceptions are carefully considered and justified Exceptions are reserved for a small number of uniquely qualified individuals

- For 2013-2014, under the Dual Enrollment program, we offered 108 unique courses across 35 schools and enrolled 608 students resulting in \$242,110 in revenue.
- For 2014-2015, under the Dual Enrollment program, we offered 134 unique courses across 38 high schools and enrolled 953 students resulting in \$323,620 in revenue.
- For the 2015-2016 academic year, under College Credit Plus, we anticipate that we’ll offer 119 unique courses across 32 schools.

How do we evaluate candidates for admission to College Credit Plus?

Students must submit the following application items for review:

Option A: ACT or SAT scores	Option B: Accuplacer or Compass scores	Option C: No standardized test scores available
ACT or SAT scores (with subscores)	Accuplacer or Compass scores	Recommendation form from HS guidance counselor or administrator
High School/Middle School Transcript	High School/Middle School Transcript	High School/Middle School Transcript
UC Math Placement Test (if taking math or science coursework)	UC Math Placement Test	UC Math Placement Test
Basic Data & Consent Form	Basic Data & Consent Form	Basic Data & Consent Form
Registration Form	Registration Form	Registration Form

Students must demonstrate minimum scores based on OBR’s “Uniform Statewide Standards for Remediation-Free Status” as shown below.

	English	Mathematics*
ACT	18 on English/Writing 21 Reading	22 on Math
SAT	430 on Writing 450 on Critical Reading	520 on Math
Accuplacer	88 on Sentence Skills or 5 on Writeplacer; 80 on Reading Sub Score	108EA or 69CLM
Compass	88 on Reading Scale	52 on College Algebra Scale score

* Remediation-free standards are only used to determine student admission eligibility. Students who take math or science courses are still required to take the Math Placement Test

- Applications are due on 4/15/15 but we will be flexible with this date.
- As of 4/9/15 we’ve received roughly 100 applications, about 80% of students plan to take their courses at their high school and 20% hope to come to campus and/or take courses online.
- 35% of 2014 graduating Seniors that participated in Dual Enrollment through UC Uptown, matriculated at UC.

College Credit Plus Contacts:

Beth Fisher
Director, College Credit Plus
UC Uptown Campus
Beth.Fisher@uc.edu
(513)556-1955
www.admissions.uc.edu/highschool/ccp

Sue Doh
Program Coordinator, College Credit Plus
UC Uptown Campus
Suehyun.Doh@uc.edu
(513)556-2225