



# THE UNIVERSITY OF ARIZONA

TUCSON, ARIZONA 85721

ASSISTANT EXECUTIVE VICE PRESIDENT

September 19, 1977

MEMORANDUM TO: Members of the Faculty Senate

REGARDING: University Credit Proposal

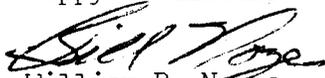
The enclosed material is a recommendation to the Faculty Senate to change the existing nomenclature and procedures for off-campus credit course work. The reports and recommendations are the culmination of the efforts of a significant number of individuals over the past two years.

The following three documents are enclosed: (1) the narrative of a report from an administrative committee consisting of Mr. Butler, Dean Nelson, Dr. Onate, Dean Paulsen, and Dean Rhodes, chairman; (2) the narrative of a report from a faculty committee consisting of Dr. Beeker, Dr. Ray, Dr. Rehm, Dr. Sankey, Dr. Swanson, Dr. Williams, and Dr. Noyes, chairman; and (3) the joint recommendations for standards for off-campus University credit presented by the committees and approved by the Graduate and Undergraduate Councils. The changes suggested represent an important restructuring of the form and guidelines for off-campus credit from the University of Arizona. It is expected that most on- and off-campus offerings will be described as University credit.

Both the Graduate and Undergraduate Councils have carefully reviewed the residence requirements of the University as specified under recommendation VII. Reflecting their concern for the maintenance of high academic standards, the Councils specified that an appropriate form be developed by which off-campus, University credit courses may be checked and approved by the respective department head, dean, and a central office.

It has taken a considerable length of time to prepare this report for the Senate because it was necessary to carefully survey the University of Arizona faculty, as well as the graduate deans, continuing education deans, and registrars of more than fifty other institutions. The committee deliberations and final Graduate and Undergraduate Council approval required further time and care.

If you have any questions about the suggested changes, I shall be happy to discuss them with you.

  
William R. Noyes

WRN:mcn  
Enc.

RESIDENCE CREDIT FOR OFF CAMPUS WORK

This paper will constitute the report and recommendations of a committee of five appointed by President Schaefer by memo of 21 March 1975 "to develop a position paper for the consideration of the Advisory Council on the subject of residence credit for off-campus studies and off-campus degree programs." It is herewith submitted to the President and Advisory Council with the recommendation that, with or without modification, the recommendations be accepted in principle and submitted at the earliest possible dates to the appropriate faculty groups (Graduate Council, Undergraduate Council, and Faculty Senate) to the end that they be accepted as University academic policy and implemented at an early date.

We are aware that a faculty committee under the chairmanship of Dr. William R. Noyes has also addressed the same questions as we and will soon report, or has already done so. While we are not submitting a common report, the two committees have kept in close enough contact through their chairmen that we know that there are no points of major inconsistency or conflict between them.

For a good many years, The University of Arizona has offered course work for credit at locations away from the campus and much of this extension work has been applied toward meeting requirements for academic degrees, both baccalaureate and advanced. A careful distinction has been maintained, however, between "residence credit" earned for on-campus work and "extension credit" earned for off-campus work. Much of the off-campus work has been good but much of it has failed to meet the quality standards of comparable offerings given on the University campus. It is this failure of certain off-campus offerings, both at this institution and elsewhere, that has led to the widely held view of inferiority that taints the entire system.

Off-campus work may be subject to a number of limitations and abuses which lead to substandard instruction. Certain limitations are inherent in the nature of the typical offerings and others arise from abuses accepted or fostered by a few administrators and instructors whose sense of values permits abuses they would not condone if they were operating on campus among their peers. A partial inventory of questionable features associated with much off-campus work includes the following: (1) Generally speaking, extension classes are held in the evening when the instructor is tired from the day's activities, and frequently a long trip to the remote site, and students are tired from a day's work as well. The instructor's teaching efficiency and effectiveness may be lower than usual and the student's learning efficiency and potential may be at low ebb. (2) Classes are usually taught on an overload basis for extra pay and therefore generally attract less experienced, less well qualified instructors. Because more experienced instructors may not be willing to take off-campus assignments, department heads sometimes even use instructors who would not be permitted to teach the same class on the campus. (3) The overload system tends to encourage instructors to decrease or omit certain homework assignments, examinations that must be graded, projects that must be evaluated, etc. (4) The telescoping of 2 or 3 1-hour classes into one 2 or 3-hour period raises serious questions regarding the effectiveness of the learning session toward the end. It also encourages the shortening of

the class period and the taking of one or more rest periods which may not be adequately compensated for by extending class time. (5) Classes may be given in substandard facilities or without important facilities such as adequate library collections. (6) Because most classes must be self-supporting and paid for from student fees, the system encourages building up class enrollments by questionable means such as admission of poorly qualified students and admission later than the late registration period for campus courses would allow. (7) Although selected individual classes may be of reasonably high quality instruction, the student fails to become fully involved with academic peers and faculty colleagues, the libraries and other academic features of the campus, the ongoing advanced inquiry and intellectual ferment of the campus context that may approach or even surpass in importance the actual class work, especially for many graduate programs.

No off-campus offering suffers from all these limitations and, indeed, many such offerings suffer from only a few. But the recognition of the possibility of these features and a history of shoddy work has given extension work an unfortunate reputation among many of the faculty. Although many conscientious instructors are pleased to work with the more mature, dedicated, serious students that frequently make up an extension class, a residue of suspicion of the system remains. A distinction between off-campus and on-campus work therefore also remains and specific limits are placed on the amount of extension credit acceptable toward meeting requirements for degrees.

If the University is to serve adequately the public which created it and continues to sustain it, it must serve the state widely; its services must not be confined to the campus or to those operations or persons who can be brought to the campus. The widespread, carefully organized Agricultural Extension Service has brought the expertise and services of the University to remote localities across the state for many years in magnificent fashion. And the offering through the Division of Continuing Education of a substantial program of off-campus classes has brought great benefits to thousands of off-campus students for many years. Much of the original looseness in the off-campus program has been eliminated and much good exists in the present program, but it is not yet uniformly comparable with the campus instructional programs. So the distinction remains.

As the state's population grew in the fifties and sixties, the demand for off-campus work, especially for graduate level work applicable toward meeting master's degree requirements beyond the traditional six-unit limit on extension, grew at least proportionately. By 1965 there developed circumstances in the Yuma area which made it possible, for the first time, for the University to offer certain classes off-campus under conditions reasonably comparable with on-campus conditions. With the full cooperation of the administration of Arizona Western College the Graduate Council authorized the offering for "residence-equivalent" credit several courses on the college campus during the summer session under conditions designed to duplicate as nearly as possible the academic conditions of the home campus in Tucson. For courses to qualify for "residence-equivalent" credit, it was required: (1) that the courses offered

be regular campus offerings, (2) that the instructors be regular University of Arizona campus faculty, (3) that the instructors be actually resident in Yuma throughout the duration of the courses they taught, (4) that college campus classrooms and libraries be available for our students' use, and (5) that the instructors be provided with office space so they might confer with students and carry on other appropriate out of class activity. These courses were numbered with 4-digit numbers, with the initial digit 9 designating residence-equivalent credit and the other 3 digits being the same as the catalog number of the campus course. Thus was born the 9000 series of courses. Since that time a number of courses have been offered on the Arizona Western and other college campuses for graduate residence credit. Shortly after this program was initiated, the Advisory Council authorized the use of the 9 designator to identify off-campus courses for undergraduate residence credit, offered in greater numbers under controlled, but less rigidly specified, conditions.

The need for off-campus instruction applicable toward meeting degree requirements continues to grow and limits on off-campus credit applicable to baccalaureate programs have been progressively and extensively reduced. In 1973 the traditional six unit limit on extension work for master's degrees was abandoned and replaced by the present policy that permits a student to apply toward a master's or specialist program a number of units of University of Arizona extension graduate credit up to 40% of the minimum number of units required for the degree in question.

In response to the continuing needs of public school personnel at both elementary and secondary levels and a growing need for a field oriented program involving the concepts of performance-based education and certification of teachers, the University in 1974 introduced the Master of Teaching degree. This program, which can be completed entirely off-campus, permits the use of increased amounts of graduate credit transferred from other institutions, acceptance of limited amounts of certain extension credit from ASU and NAU, and combinations of UA extension and off-campus residence credit. The establishment of program centers at Yuma and Sierra Vista combined with the development and offering of special courses involving the concepts of performance-based criteria should fill an important need for certain school teachers and administrative personnel.

Similarly, restrictions on extension work for undergraduate credit have been progressively relaxed during the last decade or so until now as many as 60 units of extension and correspondence work can be applied to meeting requirements for a baccalaureate degree.

As the State and the University continue to grow, the demand for off-campus educational service continues to grow and our liability and capability to deliver it in a responsible fashion grow as well. Few would deny the responsibility of a public institution to deliver high quality educational services to the best of its ability to as great a number as possible of the citizens and communities to which it owes its existence. With these thoughts

in mind, the Committee invited comments and suggestions from all members of the faculty and administrative staff of the University, and sought information from a large number of institutions similar to our own in order that we might have the guidance of faculty sentiment and suggestion, and become familiar with the policies and perhaps benefit from the experience of others.

Some three dozen concerned members of the faculty and staff submitted suggestions and comments in writing, most of them carefully thought out and presented in detail. Although it is quite impossible to divide detailed comments on a complex question clearly into pro and con categories, and although substantial statements of opposition were submitted, expressed faculty sentiment clearly favors an expansion of the University's off-campus program to include greater amounts, or even unlimited, residence credit. A number of respondents stated their belief that, at least in their areas of academic concern, a great deal of work can be presented off-campus as effectively as on. Throughout all presentations, as might be expected, there ran the admonition that the University must take adequate precautions to insure, through the use of competent faculty and adequate facilities, the attainment of a level of quality in off-campus instruction comparable to that of the campus program.

In answer to specific letter inquiry, the graduate deans of 42 universities (all but one of which are major public institutions with responsibilities comparable to our own) outlined various features of their policies. Of these institutions, nine or ten apparently make it theoretically possible to complete a master's degree off-campus. (One of these notes the possibility is actually limited to one field owing to the paucity of offerings; another employs a course-by-course review by the graduate council which has approved about 100 courses; a third expressed dissatisfaction with the policy which is presently under review). About the same number indicated they accept little or no off-campus work toward a master's degree (except for that accomplished at branch campuses). The remainder stated that they give residence credit "fully creditable toward meeting degree requirements for classes taught away from the university campus" but qualified this statement by describing an over-riding residence requirement that varied from "at least eight units must be taken on campus" through "half of the courses must be completed on campus" to "a maximum of six units may be applied toward any graduate degree".

Throughout the answers ran the constant theme of concern for quality of instruction and comparability or identity of off-campus and on-campus offerings. No question had been directed specifically to faculty but about half of the replies volunteered faculty requirements. One half of those specified that the courses must be taught by regular on-campus faculty; the remainder require on-campus faculty or others of comparable credentials reviewed and approved in advance by appropriate university procedures, usually by the graduate school or, in at least one case, requiring a formal letter of appointment by the president. In addition to requiring comparability of off-campus and on-campus facilities or condition of instruction, it was commonly specified that only regular on-campus courses may be taught at off-campus locations.

(In a very few cases other courses previously approved by the curriculum committee or graduate school may be offered for graduate credit).

The question of whose approval must be obtained in order that off-campus graduate courses qualify for residence credit was almost invariably answered by indicating the graduate council or graduate dean (sometimes with prior department head and college dean approval). Although a minority of institutions apparently do not distinguish between on-campus and off-campus work on the student's permanent record, they are out numbered by those that do.

The Committee believes it important that the University serve the state even better than it does now by substantially expanding its off-campus program. For the expanded program to be truly effective, it is important that the off-campus work be as closely comparable with on-campus work as we are capable of making it. If conditions are maintained to guarantee the equivalence of off-campus and on-campus work so that the only real distinction is one of location, then the traditional distinction between residence credit and extension credit should be removed; and credit earned either off-campus or on should be referred to by a common term such as "university credit." Although the Registrar should maintain a record of the location at which all instruction is held, adoption of the single term "university credit" should serve to foster the same type of high quality work off-campus as is available on-campus. The term "extension" would then be reserved for those off-campus courses which carry no credit or are given under conditions less rigorously controlled.

Dean Herbert D. Rhodes, Chairman  
David Butler  
Dean Lawrence O. Nelson

Dr. Andres D. Onate  
Dean F. Robert Paulsen

June 2, 1976  
Faculty Committee

### Residence Credit for Off-Campus Work

On April 10, 1975, President Schaefer established a faculty committee consisting of Dr. Ruth Beeker, Dr. Donald Ray, Dr. Thomas Rehm, Dr. Robert Sankey, Dr. Gerald Swanson, Dr. Edward Williams and Dr. William Noyes, chairman, to "survey the entire problem [of residence credit] and prepare a report for the consideration of the Advisory Council at some future date."

This position paper constitutes the results of the deliberations of that committee. Those deliberations included review of approximately 40 letters from concerned faculty members; consultation with colleagues; solicitation, summarization and evaluation of the responses from 38 registrars at universities which are generally comparable to the University of Arizona; and numerous meetings including one joint meeting with the similarly charged administrative committee chaired by Dean Rhodes.

Throughout the course of our investigation and the writing of the report, we have maintained close contact with Dean Rhodes' committee. While we have consulted all the data available to both committees, our conclusions were arrived at independently. Nevertheless, while the following analysis may differ somewhat in form and scope from the report of the administrative committee, our recommendations are essentially the same and are provided in the same order in hopes of simplifying the process of formalizing such recommendations.

This report is herewith submitted to the President and the Advisory Council with the recommendation that, with or without modification, the recommendations be accepted in principle and submitted at the earliest possible dates to the appropriate faculty groups (Graduate Council, Undergraduate Council and Faculty Senate) to the end that they be accepted as university academic policy and implemented at an early date.

In the development of our recommendations, the committee examined the existing system of "residence credit, residence equivalent credit, and extension and correspondence credit." We found numerous problems with the existing system, not the least of which was a general faculty belief that the existing off-campus effort of the university was less than comparable with ongoing campus academic programming. We developed our recommendations with a full awareness of the problems of substandard staffing for courses, inadequate facilities, time constraints for travel and extra-long classes, and inadequate compensation for work. While such problems and history have not been detailed in this report, we commend to the reader the report of the committee chaired by Dean Rhodes, which made the effort to more carefully delineate this portion of the problem.

Despite the numerous historical and current problems with off-campus offerings, the committee concluded that there was significant merit in both improving and expanding the off-campus effort of the University of Arizona. It was

felt that it was not sufficient to simply urge an expansion of the effort, for that could permit and even perpetuate the kinds of problems which are mentioned above. What was needed was a careful restatement of overall university policy with respect to the academic credit it granted, particularly in relation to the location of offering, plus a policy which details the specifics of providing for a significant expansion of residence credit by whatever name it might be called.

PHILOSOPHY: The traditional philosophical base upon which the rationale for the term "residence credit" rests is essentially that "the university educational experience must be an on-campus experience, since only on the college or university campus can the student obtain the proper mix of facilities, teachers and colleagues which provide the breadth that is the mark of a college degree."

While this philosophy is still valid and remains at the core of the philosophy of the university educational experience, it is time that the statement of philosophy be expanded to include a recognition of the worth of the off-campus experience. Far from being revolutionary, such a long-overdue change recognizes the existence of a large body of coursework which proves the worth of off-campus activity, as well as the significant and growing educational needs of a state population often isolated from the university-level educational opportunities provided in Tucson, Phoenix and Flagstaff.

IT IS PROPOSED that the traditional philosophical concept be expanded to state that "the university educational experience is a composite of coursework, environment, individual effort, and the accumulation of knowledge leading to the development of a more complete person. While the important and often intangible benefits of the campus environment are central to that experience, significant portions of the learning process may be provided in a variety of locations and physical settings, so long as quality and comparability are maintained."

The rationale for the philosophical base stems from the numerous changes in the nature and structure of higher education over the past decades.

The coursework experience has been effectively delivered in a variety of locations and through an increasing diversity of mechanisms. Some courses, such as internships, must, of necessity, be taught off campus. Field-based learning has moved beyond the experimental stage to a functioning and important reality. (The University of Arizona's Master of Teaching degree is just one example of numerous types of field-based degree programs found throughout the nation.) A considerable amount of data indicates that students can learn the individual course material just as well in a local setting if proper facilities and faculty are provided and comparable standards maintained. (While there is little substantive research on the viability of the accumulation of knowledge within the context of the single off-campus course, there is a considerable body of research which indicates that students working off campus and close to home on academic degrees test as well as those involved with similar programs on campus.)

A variety of technological changes enables the delivery of an increasing number of comparable learning experiences off campus. Sufficient library material for individual courses may be provided through microfiche and microfilm. The University of Arizona has become a leader in the use of television to provide comparable classroom learning experiences in a variety of locations. The Microcampus experiment has proven the concept of bringing the classroom setting to the individual who has access to television tape viewing facilities. Since 1972 such courses have been granting residence equivalent credit to students throughout the world. The possibility exists for expanding such efforts both through Microcampus and through simultaneous broadcast of campus courses to remote locations in the state.

The University of Arizona itself has steadily moved toward recognition of these types of changes in the learning process. Residence or residence equivalent credit is currently being offered for a variety of off-campus experiences ranging from Microcampus to undergraduate coursework in places as distant as Yuma, Sierra Vista, Ft. Huachuca, the Navajo Reservation and throughout the city of Tucson. While the expansion of residence credit work has not been sufficient to meet the growing demand, it has been significant and it has left the university with a serious conflict in terminology: we offer residence credit for work not taken in residence, but which fulfills residence requirement regulations.

The survey of registrars at like institutions which was conducted by the committee (and which was complemented by a like survey of graduate deans at the same institutions completed by Dean Rhodes' committee) revealed that the University of Arizona is among the leading institutions in the nation in giving expanded opportunities for residence credit off campus. For example, while 16 of 38 respondents indicated that they provide for unlimited residence credit off campus, most of those responding in this manner indicated that little use was made of such opportunities since, "There is in our state a campus facility within 50 miles of most citizens"; or "We have been unable to staff our off-campus activities"; or, "While students can take such off-campus coursework without credit limitations, we still maintain a residence requirement"; or "We allow for residence credit if the course is funded by the state, if not, the course receives extension credit." Moreover, the University of Arizona is among a relatively limited number of institutions which offer off-campus coursework as far away as 350 miles, without the existence of a branch campus or a university center.

Despite this national leadership, it is proposed that the suggested change in philosophy (and the subsequent recommendations for policy) be adopted in order to better meet the needs of the dispersed population of the state of Arizona (which has limited the number of universities to three) and to provide a coherent and meaningful system wherein the citizens of the state and the faculty of the university may function. This will help to provide for a clear understanding of the responsibility of the faculty, administration, state and the public in the developing role of university education in Arizona.

Dr. William Noyes, Chairman  
Dr. Ruth Beeker  
Dr. Donald Ray  
Dr. Thomas Rehm

Dr. Robert Sankey  
Dr. Gerald Swanson  
Dr. Edward Williams

THE COMMITTEE THEREFORE RECOMMENDS that the term residence credit be abandoned at the University of Arizona and that the term university credit be henceforth used to designate the academic credit earned in regular campus offerings for which residence credit is now awarded and all off-campus offerings which meet all of the following mandatory conditions of instruction (which are designed to establish equivalency or comparability between off-campus and campus instruction):

I. Courses:

A. Courses offered should fit within a "program" context. Every effort should be made to insure that students are advised on the applicability of coursework to specific programs. Individual courses which do not fit into a regular academic program should not be offered as university credit.

B. Only those courses included in the General Catalog, or approved completely for inclusion in a future catalog, may be offered, through the appropriate academic department and college, off-campus for university credit. If other courses seem warranted, they must be proposed and approved in advance by the same process as required for campus offerings and a separate listing of such courses should appear in the General Catalog or in a catalog supplement. The office of the Coordinator of Curricular Matters must be involved in off-campus work in the same manner and to the same extent as for campus programs.

II. Course Requirements and Instructional Features: All course requirements and characteristic features of off-campus offerings for university credit such as required attendance, assigned papers or other "homework," group discussions, periodic and final examinations, grading criteria, etc. must be identical or closely comparable to such features of the same or comparable campus courses.

III. Schedule: All academic course offerings for university credit must be scheduled to include the same amount of instructional time as similar courses offered on campus. The distribution of instructional time among class meetings and instructional days must be comparable to campus schedules except for substantial departures in specific instances that may be authorized by the appropriate academic (Graduate and/or Undergraduate) Council.

IV. Facilities and Resources: Each academic course offering for university credit must be conducted in physical facilities acceptable to the Head of the Department and the Dean of the College through which the course is offered. Similarly, student access to library reference materials and other resource materials must be comparable to that available to campus students in similar course offerings.

V. Admission and Registration: Admission requirements and registration procedures and requirements for all off-campus academic course offerings for university credit must be the same as, or closely comparable to, those for similar on-campus offerings.

VI. Faculty:

- A. All off-campus academic offerings for university credit must be taught by regular on-campus faculty or by adjunct faculty selected and certified by procedures (of recruitment, interviews, review of credentials, recommendations, etc.) essentially the same as those used for certification of regular faculty. Such adjunct faculty should be put on regular appointment, given an appropriate title, and listed in University publications (e.g., catalogs), where other University faculty are listed (e.g., in department head notes and in the alphabetical faculty listing).
- B. Teaching activities for such university credit work should be an integral part of the faculty's regular load where possible. Regular faculty engaged in such activities should receive additional adequate compensation either through load or contract adjustment.

It follows that off-campus work offered for university credit must be planned well in advance in order to give the sponsoring department and college adequate time to arrange for faculty and to meet other requirements which justify inclusion of the work in the university credit program.

The Committee realizes that these recommendations immediately raise the question of the formal residence requirements that have long existed for the several degrees the University grants (the strictly defined residence requirements for doctoral degrees; the residence requirements for master's degrees, no longer specifically stated as such in catalog text but clearly implied by the limitation on transfer and extension credit; and the similar limitation on baccalaureate degrees).

- VII. THE COMMITTEE THEREFORE FURTHER RECOMMENDS that residence requirements be carefully reviewed and considered for modification and/or restatement by the appropriate faculty bodies (Graduate and/or Undergraduate Council, Advisory Council, and Faculty Senate) at the same time the recommendations of this Committee report are considered. Indeed, the recommendations of this report are made contingent upon such review.

Two other matters of general concern are important determinants of the quality of an off-campus academic credit program and the extent of real service the University might provide its constituents who are remote from the campus. The matters of financing and programmatic content deserve at least brief mention here. In order for the program to be of uniform high quality and maximum service, the Committee feels that it is quite important that financial support be shared by both the state and the consuming public. It is simply not sufficient to take the attitude that the program must pay its own way. Costs of a program of high quality are such that it is unrealistic to expect the student to shoulder the entire load through the payment of course fees. It is important that regular faculty be involved to a considerable degree and that this involvement be a part of the instructor's regular teaching load. This added financial burden combined with increasing costs of transportation and,

in some cases, other operating expenses, makes it clear that we cannot expect the student participant to bear the whole load. A considerable amount of added revenue, of course, will accrue to the University by our including all "university credit" enrollments in the computation of FTE counts, but it may be necessary for the University to provide even more support if we are to keep course fees at a practical level.

Finally, it should be pointed out that the greatest potential for strength and high quality instruction lies in offering in a particular location a planned series of courses which constitutes a regular academic program leading to a certificate or a degree or permitting substantial progress toward such a goal. While scattered, miscellaneous courses may bring benefits whenever and wherever taught, every effort should be directed toward offering well planned programs in any location where the population of potential consumers makes it feasible to do so.

ADMINISTRATIVE COMMITTEE

Dean Herbert D. Rhodes, Chairman  
David Butler  
Dean Lawrence O. Nelson  
Dr. Andres D. Onate  
Dean F. Robert Paulsen

FACULTY COMMITTEE

Dr. William R. Noyes, Chairman  
Dr. Ruth Beeker  
Dr. Donald Ray  
Dr. Thomas Rehm  
Dr. Robert Sankey  
Dr. Gerald Swanson  
Dr. Edward Williams

GRADUATE COUNCIL

UNDERGRADUATE COUNCIL