

THE UNIVERSITY OF NORTH CAROLINA AT ASHEVILLE

FACULTY SENATE

Senate Document Number 6810S

Date of Senate Approval 04/08/10

Statement of Faculty Senate Action:

APC Document 63:

**Add New Course Prefixes within MLA Program;
Change degree requirements for MLA**

Effective Date: Fall 2010

1. Add: On page 211, before the listing for **MLA 571-3, 671-3:**

Courses in English (ENG)

520 Seminar in English (3)

Interdisciplinary seminar on questions of human nature and human values raised by the study of literature, linguistics, and the process of creative writing. May be repeated as topics vary.

571-3, 671-3 Special Topics in English (1-3)

Courses not otherwise included in the catalog listing but for which there may be special needs. May be repeated for credit as subject matter changes. See program director.

Courses in Climate Change and Society (CCS)

560 Seminar in Climate Change and Society (3)

Interdisciplinary seminar on questions of human nature and human values raised by the study of climate change and society. Topics include the fundamentals of climate change science, and provide tools for decision-making, modeling, and communicating climate science to the general public to improve the understanding of how these issues impact the human condition. May be repeated as topics vary.

571-3, 671-3 Special Topics in Climate Change and Society (1-3)

Courses not otherwise included in the catalog listing but for which there may be special needs. May be repeated for credit as subject matter changes. See program director.

2. Delete: On page 209, under **Degree Requirements:**

Each student will complete 30 semester hours of MLA course work with a minimum grade-point average of 3.0. At least 24 of these credits must be taken at UNC Asheville. Courses offered through the Asheville Graduate Center may be taken as MLA electives with the prior approval of the Graduate Council.

- I. Required courses for the degree—30 hours including: MLA 500, 520, 540, 560, 670 and 680. In addition, students must select 12 hours from 500-600 level liberal studies electives.

Add: On page 209, in place of deleted entry:

Each student will complete 30 semester hours of course work within the Master of Liberal Arts program with a minimum grade-point average of 3.0. At least 24 of these credits must be taken at UNC Asheville. Courses offered through the Asheville Graduate Center may be taken as program electives with the prior approval of the Graduate Council.

- I. Required courses for the degree—30 hours including: MLA 500, 540, 670, 680; 3 hours from ENG or MLA 520; 3 hours from CCS or MLA 560. In addition, students must select 12 hours from 500-600 level program electives.

3. Add: On pages 60 and 61, in the appropriate locations:

Climate Change and Society	CCS
English	ENG

Impact Statement:

The requested changes will not affect any major, minor, or university requirements. The only effects will be on how some MLA courses are prefixed, and on the university's financial resources.

The new prefixes will be more accurate. They also will benefit the university financially. If, for example, 8 courses prefixed "MLA" courses are taught in one year, with 12 students in each course, the budget impact would be \$175,655. If these same 8 courses are taught using the prefixes "ENG" and "CCS," the budget impact would be \$300,802—a difference of \$125,147. Finally, the new prefixes will allow the university to generate FTE at a more advantageous rate. MLA currently must generate 303.93 SCH to generate one Faculty FTE; by contrast, ENG needs to generate only 169.52, and CCS, only 186.23. (See Appendix A for details.)

Rationale:

Currently, MLA courses in English are offered under the generic title MLA 520 Seminar in the Humanities; MLA courses in climate change and society are offered under the generic title MLA 560 Seminar on Science and Human Values. The newly prefixed courses would fit into the MLA program just as new MLA courses have traditionally, since 1988, fit into the program, but they would have new prefixes. There is no plan for ENG or CCS to expand into its own separate master's degree program. Rather, these prefixes will allow MLA to emphasize the content of these areas of study, which will add to enrollment, just as the focus on the three current areas of focus—Humanities and Creative Writing, Globalization Past and Present, and Science and Human Values—has served to

increase student enrollment in MLA courses. All new courses with CCS or ENG prefixes will be subject to Graduate Council approval, as is the case with all new MLA courses.

The new prefixes also will facilitate transferability of courses from MLA into graduate programs in English and in Climate Change and Society, the latter currently being developed at NCSU. With regard to this opportunity, the prefix will also facilitate our faculty working with NCSU faculty on developing syllabus-level curriculum for the four courses, which will be the first four courses in the NCSU Professional Science Master's degree: the transferability of these courses will allow our faculty to teach these courses as part of their workload, and will allow the university to generate SCH and FTE at more advantageous rates than MLA-prefixed courses do, rather than having our faculty teach these courses as overloads and as NCSU adjuncts. Finally, the new prefixes, both in ENG and in CCS, will increase the visibility of the MLA Program to new student markets, in the region's climate community and among public middle- and high-school teachers in math and science, as well as other WNC citizens interested in the subject-areas (see Appendix B for details).

Appendix A: Details on Impact:

As Archer Gravely points out, we've been "shooting ourselves in the foot" by not prefixing our MLA courses in a way that is (1) accurate, and (2) financially very much to the university's advantage.

This proposal to APC is a first step. The next step would be to consider more accurate prefixing of all MLA courses—which benefits the university financially, if these prefixes are in State Category 1 or Category 3. At present, all MLA courses are in Category 2, which does get us more money, since they're graduate-level courses; but we could do far better, by re-prefixing. Please see the following Tables 1, 2, and 3:

Table 1: "Funding Cost Category"

Table 2: "SCH Per Instructional Position" (i.e., the number of SCH required to generate a new faculty position).

These tables indicate the advantage of prefixing courses to indicate that they belong to Category 1 (as,-- see Table 1—the ENG prefix would indicate) or to Category 3 (as the CCS prefix would indicate), when those courses are taught at Masters level.

Archer Gravely points out that courses prefixed, e.g., ENG, LIT, CRW [Creative Writing], and many other prefixes, actual and potential, would fit under Category 1; and that courses prefixed CCS, and other many other prefixes, fit under Category 3.

Table 1:

UNCA disciplines by cost category are shown below:

Category 1		Category 2		Category 3		Category 4	
CIP	Discipline	CIP	Discipline	CIP	Discipline	CIP	Discipline
09	Communication	05	Area/Ethnic/Cultural Studies	26	Biology	14	Engineering
23	English	52	Business Admin & Mgt	11	Computer Science/Multimedia		
54	History	13	Education*	03	Environmental Studies		
27	Math	16	Foreign Languages/Classics	51	Health Professions		
38	Philosophy/Religion	24	Liberal Arts/Humanities	40	Physical Sciences		
42	Psychology	30	Multi/Interdisc Studies	50	Visual & Performing Arts		
45	Social Sciences	31	Parks, Rec, Leisure & Fitness				

Table 2:

(3) *SCH Per Instructional Position*: The number of projected/budgeted SCH required to generate a new faculty position varies by instructional cost category and level of instruction. These SCH figures are shown in the following table.

Funding Category	Undergraduate	Masters	Doctoral
Category 1	708.64	169.52	115.56
Category 2	535.74	303.93	110.16
Category 3	406.24	186.23	109.86
Category 4	232.25	90.17	80.91

Table 3:

This was prepared for MLA director by Archer Gravely to show the financial advantage of offering our campus's MLA courses with different prefixes—specifically, LIT and CS. (As mentioned above, these prefixes are flexible: it is the Discipline Cost Categories that count: see TABLE 1. Archer ran them, for this table, as LIT and CS: there is no problem adjusting those prefixes to ENG and CCS.) For purposes of contrast, this table compares the budget impact of teaching 8 “MLA”-prefixed master’s courses, each with an enrollment of 12 students, with the budget impact of teaching 4 “LIT”- and 4 “CS”-prefixed master’s courses (enroll. 12 each):

	A	B	C	D	E
1	UNC Asheville				
2	Office of Institutional Research				
3	25-Jan-10				
4					
5					
6					
7	Budget Impact of Teaching 8-3 Credit Hour Graduate Courses With Enrollment of 12 (288 SCH)				
8	MLA Prefix vs Climate & LIT Prefix				
9					
10			Prefix		
11			MLA	CS/LIT	Difference
12		Faculty Positions	0.95	1.62	0.67
13		Instructional Salary	73,200	125,420	52,220
14		Other Academic Costs	32,877	56,301	23,424
15		Total Academic Costs	106,117	181,721	75,604
16		Library Rate	12,182	20,862	8,680
17		General Institutional Support	57,356	98,220	40,864
18		Total Budget	\$175,655	\$300,802	\$125,147

The proposed changes in course prefixes will not add to the number of MLA courses taught. All MLA courses are “generic”—they describe categories into which specific course topics fall. What we propose is to change the prefixes of these general categories: i.e., for MLA courses that are taught, and that potentially could be taught.

We offer enough courses each semester to accommodate MLA enrollment. As the number of MLA students actively taking courses increases, then the number of courses we will offer also will increase. The number of MLA students who want to take courses determines how many MLA courses we offer.

The requested changes do not include a need for more faculty. Tommy Hays, Holly Iglesias, Gerard Voos, and Peg Downes all by contract are committed to offering MLA courses--though none is a full-time MLA instructor. Other MLA faculty are drawn from UNCA’s academic departments, once a department’s own courses are covered, and by adjunct faculty from our community. Now that UNCA’s faculty needs to teach 4+4, teaching an MLA course is quite helpful in filling the schedules of faculty from some academic departments. Furthermore, academic departments often help the university by teaching MLA courses, just as they help the university by teaching ILS and HUM courses.

Appendix B: Details for Rationale Statement

In Appendix B, our aim is more fully to address four key questions or issues that underlie, and are at the heart of, the Rationale Statement in the document proper.

A. Why “ENG” and “CCS”?

Courses that could use these prefixes are already taught in MLA, using the MLA prefix, and they are popular. There is a lot of interest among current and potential students for courses in these areas: they appear to be “sure money-makers”—the “ENG/CCS” courses we already teach, and the “ENG/CCS” courses that could be taught.

B. Financial Benefit to the University:

Right now, credit hours generated in the MLA program—in courses that use the MLA prefix—do add substantially to the university’s budget. However, data provided by Archer Gravely indicate that the university’s budget will benefit even more substantially if this APC proposal to add new prefixes is accepted. As Archer points out, “We do not need permission from the State to add new prefixes; and using prefixes that express content in Category 1 or Category 3 will get us more money from the State.”

Archer further emphasizes that, though the State does not receive our information on course prefixes until October, we need to have this change in place before then (i.e., for fall semester 2010 courses) so we can make our projections on enrollment for the Biennium, and so that MLA students can pre-register for the correctly prefixed courses.

Further, Archer points out that the State is calling for further budget cuts, and that these would be in part offset by altering the prefixes for some MLA courses.

As indicated by the three Tables presented above: the university will gain financially if we are permitted to prefix English courses as “ENG”, and Climate Change and Society courses as “CCS.”

C. How the newly prefixed courses would fit into the MLA Program:

Currently, MLA courses in English (literature, linguistics, or creative writing) are offered (as are other “humanities” courses) under this generic title--

MLA 520 Seminar in the Humanities (3):

Interdisciplinary seminars on questions of human nature and human values raised in the humanities, but drawing on insights from the natural and social sciences as well. Some seminars emphasize the creative writing

process. May be repeated as topics vary.

Currently, MLA courses in climate change and society (including sustainability, and consumerism & the environment) are offered (as are other “natural science” courses) under this generic title--

*MLA 560 Seminar on Science and Human Values (3):
Interdisciplinary seminars on questions of human nature and human values raised by the natural sciences, but drawing on insights from the humanities and social sciences as well. May be repeated as topics vary.*

All of the MLA course topics vary, no matter what course number they’re taught under. Sometimes a specific course topic may be repeated, but very often it is not. We are not requesting to “add courses,” but rather to change the prefixes for (1) some MLA courses that have been taught, and that might be repeated, and (2) potential new courses—ones that could, in our current catalog, be taught under current MLA course prefixes.

New course syllabi are approved by the Graduate Council, which considers new MLA syllabi proposals every semester. The new courses fit the Catalog’s MLA course descriptions.

How will MLA course topics vary? Following are lists of MLA courses (excluding MLA 670 and 680, master’s thesis/project) taught this academic year--fall 2009, spring 2010, and summer 2010:

Fall 2009, MLA Prefixed:

500 *Notions of Race: Early 20th Century*
520.001 *Chaucer*
520.002 *Prose Wkshop: Fict./Creat.Non-Fict.*
540 *The Great Depression*
560 *Climate & Society*
573* *Reclaiming the Commons*
610* *Black Arts & the Harlem Renaissance*
Mythology
Museum Studies
Native American Rights & White Expansion Policies
Beckett
Environmental, Food, and Agriculture Ethics

With New Prefix:

ENG 520.001
ENG 520.002

CCS 560

*tutorials/indep. study

Spring 2010, MLA Prefixed:

500 *Notions of Race: Early 20th Century*
520.001 *Prose Wkshop: Fict./Creat.Non-Fict.*
520.002 *Roots of the American Documentary Tradition*
540.001 *Science & Technology for Global Citizens*
540.002 *Political Thought*
540.003 *History of Judaism*
560.001 *Descartes: Mind & Body*
560.002 *Consumerism and the Environment*
610 *Body, Disability and Culture*

With New Prefix:

ENG 520.001
ENG 520.002

CCS 560.001

Summer 2010, MLA Prefixed:

520.001 *History of Eng.& Intro. to Linguistics*
520.002 *Fiction-Writing Workshop*
540 *Mind-Body Interactions and the Person*

With New Prefix:

ENG 520.001
ENG 520.002

The newly prefixed courses would fit into the MLA program just as new MLA courses have traditionally, since 1988, fit into the program: but they would have new prefixes.

D. Increasing MLA enrollments, without adding new graduate programs:

ENG courses and CCS courses will continue to be part of the MLA Program, just as they are now under MLA. They will just have different prefixes. There is no current plan for “ENG” or “CCS” to expand into its own separate master’s degree program.

A few years ago following Senate’s debates and votes about adding proposed graduate programs, former MLA Director Bill Spellman suggested that interest in some of those proposed programs might well be directed toward revitalizing our MLA, which was not full and healthy. Thus, this statement was added to our current catalog:

"The program offers three areas of study whereby students may focus their scholarly and creative energies. The areas are Humanities and Creative Writing, Globalization Past and Present, and Science and Human Values. (pg. 208)

The addition of this statement, and the addition of MLA courses that emphasize the content of these three areas of study, have unquestionably added to MLA enrollment. In particular, potential and actual MLA students are interested in learning about creative writing, and about climate and society.

We plan on developing new ENG courses (as faculty and student interest indicates), as well as using the new prefix for courses that already have been approved by Graduate Council, and taught in MLA.

We plan on developing new CCS courses (4—as faculty, student, and potential student interest indicates), as well as using the new prefix for courses that already have been approved by Graduate Council, and taught in MLA.

Interest in these new CCS courses will come from (has already come from) both those in “the climate community” (as, at NCDC)—recent surveys show us this interest-- and those public middle- and high-school teachers in math and science, as well as other WNC citizens interested in the subject-area. As of summer 2009 teachers earning the MLA degree receive a substantial salary increase, and MLA will benefit by offering more courses in math and science.

Although we could choose a prefix other than “CCS,” Asheville Graduate Center Director Sandra Byrd adds a reason to use CCS: she has grant money to spend—by a deadline of August 31, 2010—specifically for development of two CCS courses.