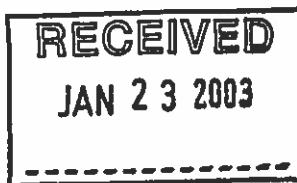
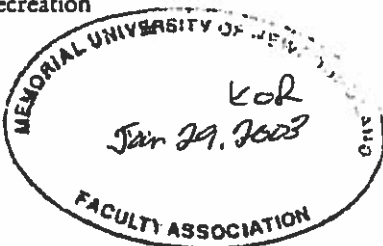




Memorial

University of Newfoundland

School of Human Kinetics and Recreation



January 16, 2003

TO: Jack Strawbridge

FROM: Colin Higgs

RE: Course equivalencies in the School of Human Kinetics and Recreation

Jack:

As I explained to you, the faculty in the School of Human Kinetics and Recreation held a retreat just prior to Christmas to revisit the issue of course equivalencies. Those discussions are ongoing, and are not resolved. Therefore I present below the last equivalencies to which there was agreement back, I believe, at the time of the first collective agreement.

Regular lecture course=1
Courses with lab=1.5
Activity courses = 2

The current discussions and disagreements concern equivalency of courses in which there is one lab session compared to those with 5 or 6 lab sessions, and the additional weighting that should be given to instruction of large classes (100+ students). There is also some discussion concerning whether all activity courses are equal.

If you require any additional information, please let me know.

Colin Higgs, Ph.D.
Director

School of Human Kinetics and Recreation

November 24, 2003

Course Equivalencies

Background

The Collective agreement signed earlier in 2003 contained a clause that required certain academic units, including the School of Human Kinetics and Recreation, to convene committees that would make recommendations to the Dean or Director concerning course equivalencies within the academic unit. The purpose was to ensure equity of teaching loads within the academic unit, not to address the inequities in teaching loads between academic units; an issue that is specifically covered in the collective agreement where the normal teaching load for our School is currently determined to be 6 courses per year.

A three-person committee for the School of Human Kinetics and Recreation was struck, and following its consultations and deliberations, a report was submitted (a copy of which is attached). The recommendations from the committee contained both principles to be applied in the determination of course equivalencies, and numerical values.

It is probably fair to say that there is greater agreement between the committee and I on the principles than there is on the numerical values. Based on the framework of the committee's recommendations the following types of course offered by the School have been identified:

- **Lecture courses** that meet either 3 x 50 minutes per week, 2 x 75 minutes per week or 1 x 3 hours (with break)
- **Lecture courses with associated laboratory sessions:** Here the work load variants include the number of separate laboratory slots and the support available to the instructor from laboratory assistants.
- **Activity courses:** These meet for a total of 72 hours per 3 credit course, but include courses in which all of the course is completed within that time period and courses in which there is a requirement for extended (sometimes considerably extended) additional student contact. Examples of this type of course would be summer and winter outdoor activities with their associated multi-day experiential wilderness components. There is also a work load issue with activity courses related to the degree of coordination required when there is either a single activity taught by one instructor, or a wide range of activities taught by multiple different instructors.
- **Special Topics courses/independent reading supervision.** Here again there are variants, with the teaching load dependent not only on the number of students, but on the grouping of students – that is, it is arguably less work to supervise three

groups of three students in the same independent reading course than nine students supervised one at a time in nine different courses.

- That with the rapid increase in graduate numbers the work load of graduate thesis and internship supervision has risen to a point that it can no longer be considered an “add-on” for which no course load equivalency is assigned,

In principle therefore, there is clear justification to allocate different course load weights to different courses. Where there is less agreement, however, is on the relative weighting of the various types of courses.

Following the circulation of the committee’s recommendations, I spoke to many faculty members about this issue, and it appears that there is little agreement among or between them – although we do all appear to subscribe to the same set of principles. It is in the detailed application of the principles to specific courses where there is disagreement.

It falls to me to make the final determination of course equivalencies, and I make that determination in the expectation that few, if any, faculty members will be completely satisfied with my decisions. You are therefore reminded that if there is reason to believe that my decisions are unreasonable, there is an avenue of appeal through the collective agreement’s grievance procedure.

To help you understand my reasoning, I have tried to lay out the thinking behind my decisions:

Some principles

1. That all faculty members enjoy the academic freedom to make decisions about the pedagogy they deem most appropriate for a particular course, and for their teaching style. However, choosing a time intensive pedagogy does not alter the basic teaching load value of a course.
2. That the size of a class does not impact the teaching load value of a course but is directly related to the instructional support that it is appropriate for the School to provide.

Course Load equivalencies

1. That unless otherwise specified all courses offered in the School of Human Kinetics and Recreation are assigned a course load equivalency factor of 1.0

Rationale: This is the basic course value against which all other types of course are compared

2. That laboratory courses are assigned a course load factor of 1.25 if the laboratory sessions are taught by a full-time staff employee of the School of Human Kinetics and Recreation. Please note that I am working to have a full-time permanent position of laboratory instructor created for the School.

Rationale: If there is a full-time employee assigned to a course, the preparation work for the instructor, related to the laboratory sessions, will be relatively limited. The additional 0.25 course equivalency is meant to compensate for time spent supervising the employee, marking laboratory

assignments, and meeting with students experiencing difficulties with the lab material or the laboratory instructor.

3. That laboratory courses are assigned a course load factor of 1.5 where the instructor has either no laboratory instructor or a part time laboratory assistant is teaching the course.

Rationale: The additional 0.25 course load value represents the additional time required to deliver the laboratory sessions or to work with a part-time laboratory instructor in their delivery.

4. That activity courses with the exception of summer and winter outdoor activities are assigned a course load equivalency factor of 1.0. In addition, the coordinating instructor will receive an additional payment of \$750 for the coordination function in multi-instructor activity courses. Summer and winter outdoor activities are assigned a course load factor of 2.0 to cover both the instructional time associated with the "in-class" instruction and the extended overnight camping experiences.

Rationale: The \$750 additional compensation is for the additional time required to coordinate multi-instructor courses, and collect and collate final course marks. This compensation is comparable to that paid first year course coordinators in other units who play a similar role. Summer and Winter Outdoor activities usually include expedition experiences, and it is often the case that the instructor, for safety reasons, must limit the number of students on each expedition. This means that it is not unusual for the instructor to be engaged in 2-6 full days and nights of instruction over and above the 72 hours of in-class instruction. The 2.0 course load equivalency therefore reflects this very significant additional work load.

5. Graduate supervision: For each successfully completed thesis (or internship supervision plus internship report) the thesis or internship supervisor shall accumulate 0.25 of a course load. Supervisory committee members shall receive no course load equivalency.

Rationale: With the very rapid expansion of our graduate programs the work-load associated with graduate student supervision has increased to a point that it is no longer feasible to expect faculty members to take on this responsibility without compensation. The credit is assigned on the successful completion of the thesis or internship report to encourage faculty members to assist students to graduate in a timely manner.

6. Special topics courses/Independent Reading and Research. These courses represent the greatest number of variations and combinations and therefore, for me, the greatest difficulty. The table below will be used to calculate equivalencies:

Rationale: In this table I have tried to ensure that different combinations of students/student groups equate to approximately equal work loads. This table is based on the principles that (a) working with several students on the same special topic is less work than working with the same number of students each working on different topics, and (b) that as

numbers in a special topic course increase, there is a point at which the work-load equivalency equates to a normal lecture course.

Students in single course	Course equivalency	Notes
1	0.2	For single student in a course
2	.30	Smaller increment for additional students
3	.40	Then 0.05 for each additional student
4	.45	
5	.50	
6	.55	
Each additional to 15	.05	More than 15 or more students in the same class, regular 1.0 equivalency

End note

If in reviewing this course load equivalency document you believe that I have made errors that seriously under-represent the work load of a specific course or courses, please let me know which course, and your rationale for believing that I am in error. I will then reconsider.



Director, School of Human Kinetics and Recreation

COURSE EQUIVALENCY

Undergraduate Courses

Course
1000
1001
2000
2001
2002
2004
2005
2100
2210
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