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Implementation and Resource Plan for the Common Academic Program

Coordinating and Writing Task Force

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I. Introduction

The Coordinating and Writing Task Force presents this Implementation and Resource Plan as a guideline for the further development and implementation of the CAP. The Plan is not designed as rule book to state how all aspects of the CAP will be implemented. It does not project exact cost figures for implementing the CAP. Rather, this Plan is built on the many ideas, comments, suggestions and proposals of the nine Working Groups and the many faculty, staff, and administrators who have participated in the process over the past few years. The budget estimates reflect some specific recommendations from the groups as well as the University's experiences with faculty and curricular development in recent years. Faculty and administrators will be able to adjust and adapt this Plan as they develop and implement the Plan.

This Plan is designed to have the full CAP ready for the class of first-year students who enter UD three years after the program is approved. For example, if the program is approved in April, 2010, the first class of students to participate in the full CAP would enter the University in August 2013. Courses designed for second through fourth year students would be phased in over succeeding years for that class of students. The final courses in the CAP for this first group of students should be in place by the 2015-2016 academic year.

There are a number of reasons to extend the implementation process over this time frame. First, every component of the program needs to be discussed, developed, piloted, and refined. Second, very few existing courses explicitly and intentionally incorporate the HIR learning outcomes. Third, even existing courses which address HIR outcomes in some way will need to be significantly changed. Since CAP is designed to be developmentally integrative, the significant revisions that are already being discussed for the First-Year Humanities courses need to set the stage for development of CAP courses for the second through fourth year courses. Those courses need to build on the outcomes of the first-year courses. Fourth, the CAP calls for significant change in pedagogy from the traditional teaching model to a learning model. Some faculty will need time to understand the meaning of this transformation and then develop or redesign courses consistent with this change. For CAP to be successful, all faculty teaching CAP courses must understand and embrace this change. This includes tenured and tenure-track faculty as well as the many non-tenure track instructors and part-time faculty and graduate students who will contribute to the CAP. Fifth, many of the CAP components encourage a significant amount of cross-discipline or cross-unit understanding, collaboration, and cooperation. This requires longer term, ongoing efforts. Lastly, the resources necessary to address the extensive faculty

development, curricular innovation, staffing and physical needs could not be provided in a short-term budget cycle.

To implement the CAP for all first year students in August, 2013, planning would begin in May 2010. This will allow a three year process that would include faculty development, curriculum development, and the implementation and assessment of pilots in 2010, 2011 and 2012.

II. Timeline Goals

Fall, 2011- Spring, 2012: Pilot First-Year REL, PHL, HST, all Writing Seminars, CMM, Social Science courses

Fall, 2012-Spring, 2013: Pilot Natural Science, Mathematics, Arts courses and some courses for Faith Traditions, Practical Ethical Action, Inquiry, advanced REL, PHL, HST and Diversity and Social Justice components.

Fall 2012- Spring 2014: Pilot Integrative and Capstone courses and additional courses from above list.

Each of the initial pilot courses for the CAP would be assessed and revised accordingly. The proposed schedule would allow for each component to be piloted during two years (four semesters) before the initial class – the class entering UD in 2013-- would enroll in that component.

A. Tentative Schedule

The schedule and budgeted items for each of the CAP components that are listed below are tentative. The faculty involved in the process and the Assistant Provost, in consultation with department chairs, deans and the Office of the Provost may adapt the schedule as appropriate. For example, in some cases, faculty may want to take advantage of valuable opportunities for faculty or curricular development that are offered but are not in the sequence described here. The estimates of resources needed to implement CAP are one indication of the significant scale of his effort. While some of the financial support for the implementation of CAP may come from new resources, the significant investment that the University currently directs to the current General Education Program can also be used to support the implementation of CAP.

The Assistant Provost and faculty groups will need to recognize that the pilots they develop for the CAP are being offered to students who are still in the current General Education Program. The CAP pilots will need to satisfy the current GE requirements and be approved by the current General Education Committee for those students. CAP pilots will also have to be approved by the University Committee on the Common Academic Program and Competencies.

1. Summer, 2010

The appointment of the Assistant Provost for the Common Academic Program should be given a high priority. 1 person 12 month salary = \$ + 42.4% benefits.

The establishment of the CAP Leadership Team should be completed by August, 2010.

2. Projects beginning in 2010- 2011

The primary focus of faculty and curriculum development during 2010-2011 will be on first year courses. This will include the first-year humanities courses, including the Writing Seminars, the Oral Communication and Social Science courses. Not all students will take all of these courses in the first year due to the requirements of their majors, acceptance of CLEP and AP credits, and other factors. Furthermore, some students will take other CAP components during the first year in addition to, or instead of these CAP courses. But given the type and level of Oral Communication and Social Science courses described in the proposals, and the work that has already been done on these courses, it should be possible for these components to move forward in the immediate future. Considerable work also has been done on the first-year writing seminars although continued refinement is necessary. All of these courses will be piloted in the Fall of 2011 and Spring, 2012. Each of these components will be assessed and revised for the 2012-2013 academic year.

The various faculty groups responsible for these components of CAP will work with the Assistant Provost and the College of Arts and Sciences Associate Dean for Integrated Learning and Curriculum to determine appropriate and effective strategies to develop the pilots. The departments responsible for delivering the first-year humanities curriculum will work with each other to identify the common elements and to ensure that these elements are adequately incorporated into each department's courses. The Department of Communication would establish a process to design the pilot and prepare a select number of faculty to offer the pilots for the Fall of 2011. The Departments of Economics and Finance, Political Science, Psychology and Sociology, Anthropology and Social Work would establish a process to design the pilot and select a number of faculty in each area to offer the pilots in the Fall of 2011. The planning process for each of the groups should include a design to assess each of the pilot courses.

a. First Year Humanities (includes ENG Writing Seminars)

The May, 2010 Humanities Base workshops could be used to begin discussion of the development of the introductory REL, PHL, HST, and Writing Seminars. The discussions could focus both on the process for developing the courses as well as the content of the courses, including the common elements.

Faculty in some of these departments are already preparing to introduce courses in Fall, 2010 that serve as pre-pilots. Faculty from REL, PHL, HST, ENG will be identified to develop pilots for August 2010, assess these pre-pilots, and work with other department colleagues and to draft proposals for larger-scale pilots for Fall, 2011. Eight faculty x \$2,000 = \$16,000 + 42.4% benefits.

Send a five person humanities team to participate in the July, 2010 AAC&U Engaging Departments Institute in Philadelphia. \$9,000

December, 2010: Workshops for 1st year humanities faculty \$200 x 150 faculty = \$30,000 + 42.4% benefits.

January, 2011: Department consultations on courses.

May, 2011: Appoint CAP Humanities Coordinator ?% FTE x \$?? =
Assess 2010-11 pilots \$5,000 + 42.4% benefits.

Department workshops for REL, PHL, HST, ENG. \$100 x 150 faculty = \$15,000 + 42.4% benefits.

Fall, 2011/ Spring, 2012: Offer revised pilot courses.

May, 2012: Assess Fall and Spring pilots \$12,000 + benefits.

Department workshops for REL, PHL, HST, ENG. \$100 x 150 faculty = \$15,000 + benefits.

Fall, 2012/Spring, 2013 Offer revised pilots. Assess pilots. \$12,000 + benefits.

b. Oral Communication

Summer/Fall, 2010: Identify 3 faculty to develop CMM 1xx syllabus, assignments, etc. \$6,000 + 42.4% benefits.

Identify director of basic course: \$5,000 for 2010-2011 year + benefits.
Consult other universities, best practices, curricular conferences. \$3,000.
Department consultations on course.

January, 2010: Submit proposals for pilots in Fall 2011 and Spring 2012.

Spring, 2011: Instructor preparation workshops for pilots \$200 x 5 faculty = \$1,000 + 42.4% benefits.

August, 2011: Additional preparation workshops \$200 x 5 faculty = \$1,000 + benefits.

Fall, 2011 and Spring, 2012: Pilot CMM 1xx.

May, 2012: Assess 2011-2012 Pilots \$2,000 + benefits.

May/Aug, 2012: Faculty workshops for revised pilots $\$200 \times 8 \text{ faculty} = \$1,600 + \text{benefits}$.

Assess 2011-2012 Pilots $\$2,500 + \text{benefits}$.

c. Social Science:

Summer/Fall, 2010: Identify faculty from each of the 5 social science disciplines to develop common elements across sections, prepare draft proposal. This would take the form of summer stipend or course release in Fall. $9 \text{ faculty} \times 2,000 = \$18,000 + 42.4\% \text{ benefits}$.

Late Fall, 2010: Department consultations; develop final proposal.

January, 2011: Submit proposal for Fall 2011/spring 2012 pilots.

Aug 2011/Spring 2012: Offer pilots in each discipline.

May, 2012: Assess 2011-2012 pilots $\$2,500 + \text{benefits}$.

Workshops for social science faculty $40 \text{ faculty} \times \$100 = \$4,000 + \text{benefits}$.

3. Projects beginning in 2011-2012

The primary focus of faculty and curricula development during 2011-2012 will be on the natural science, mathematics, and arts components and the Crossing Boundaries courses. Work to refine and assess the first-year courses will continue during this year. The various faculty groups responsible for these components of the CAP will work with the Assistant Provost to determine the appropriate and effective strategies to develop the pilot courses for these components. These components will be piloted during the Fall 2012 and Spring, 2013. They will be assessed and revised for introduction in the 2013-2014 academic year.

a. Mathematics

May, 2011: Faculty workshops to identify student learning outcomes $12 \text{ faculty} \times \$100 = \$1,200 + 42.4\% \text{ benefits}$.

Fall, 2011/Spring, 2012: Assess 2011-2012 courses $\$2,500 + \text{benefits}$.

b. Natural Science

Summer, 2010: Sencer Summer Institute $\$9,000$.

May, 2011: Science faculty workshop to prepare for CAP $40 \text{ faculty} \times 100 = \$4,000 + 42.4\% \text{ benefits}$.

May, 2011- Spring 2012: Faculty stipends or course releases to develop science laboratory courses in five disciplines for SBA and BFA students. 10 faculty x \$2,000 = \$20,000 + benefits.

May, 2011 – Spring, 2012: Computer Science faculty develop or revise courses appropriate for inclusion in CAP 3 faculty x \$2,000 = \$6,000 + benefits.

May, 2011: Appoint CAP- Science Coordinator to assure continued innovation/ integration. 1 FTE salary and benefits. Identify faculty coordinators for Review Leader Program.

Fall, 2012- Spring, 2013: Pilot new courses and labs.

Spring, 2013: Assess pilots \$12,000 + benefits.

Summer, 2013: New integrated lab facility and visualization center to accommodate innovative approaches to labs. Estimated \$700,000.

Fall, 2013: Additional 1.25 lab instructors or part-time equivalents. \$30,000- 40,000 + benefits.

c. Arts

A number of historical and physical factors make it difficult to address resource questions at this time. Departments and curricula have been built around the current requirements which do not include production and performance classes. The facilities and space requirements for these classes limit the number of students that might be able to enroll in these classes at the present time. It is also difficult to predict student interest in these courses. Due to these factors, it is a challenge to predict the precise resource needs for CAP at this time.

May, 2011: Arts Faculty workshop to prepare for CAP 30 faculty x \$100 = \$3,000 + 42.4% benefits.

Fall, 2011: Department consultations on CAP courses.

Fall, 2012- Spring, 2013: Offer pilot CAP Arts courses in each discipline.

Spring, 2013: Assess pilots. \$2,500 + benefits.

d. Crossing Boundaries (Faith Traditions, Practical Ethical Action, Inquiry)

There may be considerable curriculum development for these courses. We expect a wide range of courses and experiences might be developed to satisfy these components. The development as well as the delivery of these courses may involve collaboration across departments and units of the University. Even when courses may be proposed to be taught by faculty within a single department, consultation across units may be required to determine the needs of other units and the appropriate fit of the courses with the curriculum of other units.

Collaborative or team-teaching efforts require extensive planning and coordination. The delivery of these courses should not add significantly to the workload of faculty. Appropriate credit should be given to faculty for these efforts and departments should not be adversely affected when faculty participate in these efforts. There are a number of ways to avoid these situations. Since there are numerous permutations of collaborative teaching efforts, it is not possible to address how each effort would be supported. Yet, every effort should be made to fully compensate faculty for their participation and recognize departmental participation. In the simplest case where two faculty from different units develop and teach a course on a regular basis, the faculty should receive support to develop the course. When the course is offered, each faculty should have the course count toward their regular teaching load. There are at least two ways that the concern about SCHs can be addressed. SCHs for the course could be split between the two departments. If this is not possible, the SCHs could be assigned to one department, while the other department receives funds to hire a part-time faculty replacement.

May, 2011: Faculty workshops for Faith Traditions, Practical Ethical Act and Inquiry courses. 40 faculty x \$200 = \$8,000 + 42% benefits

Fall, 2011: Department consultations on courses.

January, 2012: Submit proposals for Fall, 2012/Spring, 2013 pilots.

Fall, 2012/Spring 2013: Offer pilots. Assess pilots. \$2,500 + benefits.

4. Projects beginning in 2012-2013

The primary focus of faculty and curricula development during 2012-2013 will be on the Integrative and Major Capstone components. Some developments on these components may occur earlier in the process in conjunction with work on other components or independently by departments working on their curriculum for majors. However, since these components are designed to build on previous courses and experiences in CAP, it would be appropriate for faculty to develop the pilots for these components after the reviewing the student learning outcomes and assessments of the earlier CAP components. Pilots for these advanced courses or experiences should be offered at least by the 2013-2014. This would allow time for the assessment and revision of these components by the time that students entering under the CAP in the Fall of 2013 would generally need these component during their junior or senior years.

a. Crossing Boundaries (Integrative)

The Integrative component of CAP is designed to have faculty develop, and students enroll in courses that transcend disciplinary boundaries and explicitly examines significant social issues or problems in a multidisciplinary or interdisciplinary framework. Collaborative,

interdisciplinary efforts by faculty are encouraged but not required for this course. Courses offered by one faculty member that bring together different disciplinary perspectives to enhance students' understanding of significant issues may also be developed.

May, 2012: Faculty workshops on Integrative courses. 40 faculty x \$200 = \$8,000 + benefits.

Fall, 2012/Spring, 2013: Workshops, seminars, collaborations to develop Integrative courses.

Fall, 2013/Spring, 2014: Pilot Integrative courses. Assess pilots. \$2,500 + benefits.

b. Major Capstone

Many majors currently offer capstone courses. Some of these experiences may address the proposed criteria for CAP capstones while others may need to be revised in various ways. Several majors do not currently offer capstone experiences. Some of these majors may be able to revise existing major requirements or courses to provide the capstone experience while other majors would have to develop completely new experiences.

Resources should be available to fund efforts by departments to develop capstone courses or experiences. While many departments already offer capstone courses or experiences, most of these would likely need to be modified to intentionally incorporate the HIR goals and to satisfy the criteria for capstones. The first students required to take a CAP capstone would probably enroll in these courses or experiences in 2016. This money should be made available beginning in 2012 for majors wishing to implement the capstone experience earlier.

70 majors x \$4,000 = \$280,000 + benefits.

By Fall, 2013: Develop pilot capstone courses or experiences. Assess capstone pilots as they are piloted. \$25,000 + benefits.

III. Summary

A. Staff:

Assistant Provost for the Common Academic Program (Summer, 2010)

Assessment Director (Summer, 2011)

CAP Humanities Coordinator

CAP- Science Coordinator and departmental faculty coordinators for Review Leader Program

B. Faculty positions:

The implementation of the CAP will affect staffing of courses throughout the University. Various working groups have identified the need for additional faculty lines in order to

effectively deliver the program (e.g., Natural Sciences, Social Sciences, Arts). While the professional schools indicate an interest or desire to participate in the CAP, they report that they are constrained by the need to use existing faculty lines to deliver their own major programs. Finally, the working groups have indicated that the nature of some of the CAP courses and experiences (e.g., team-taught, collaborative courses and significant mentoring of students in research and service experiences) will strain the workloads of participating faculty and departments. As the curricular components of CAP are more fully developed and piloted, a major priority for allocating faculty lines should be how those lines contribute to the CAP. Requests for faculty lines related to CAP would be made through the normal University process which begins at the department level and proceeds through the unit deans to the provost.

C. Facilities and Equipment

The ability of departments and faculty to effectively deliver some parts of the CAP is tied to the availability of appropriate space, equipment and supplies. For example, the CAP proposal to add a science laboratory for all students, the inclusion of studio and performance courses in the Arts component, and the inclusion of computer science in the Natural Sciences component have space implications. Laboratories, studios and gallery space are needed as are the computers, and supplies equipment to address the curricular needs of CAP. Additional faculty lines will also require space for faculty offices.

D. Ongoing Needs

The costs listed above are primarily the costs to develop and implement the program. There are also considerable costs to maintain the program over time. To maintain the appropriate level of integration both within and across CAP courses, ongoing consultation and collaboration among faculty is required. We also expect that faculty will continue to develop and enhance the program over time. As new faculty join the University and new curricular efforts are designed, continuing support will be required. It is estimated that \$200,000 per year will be required to effectively maintain an integrated, evolving, and innovative CAP.

**ESTIMATED RESOURCES:
NEEDED for CAP BY CATEGORY***

| Total by Category | One-time | | | | On-going |
|--|------------------|--|--|--|-----------------|
| Facilities | 700,000 | | | | - |
| New faculty lines | - | | | | TBD |
| Assessment | 92,000 | | | | 173,122 |
| Personnel Costs: Asst Provost, Assessment Director, Div Coordinators, Review Leaders | TBD | | | | TBD |
| Curricular and Faculty Development | 250,000 | | | | 200,000 |
| Develop capstones | 400,000 | | | | |
| Total | 1,442,000 | | | | 373,122 |

* Benefit costs are included at 42.4% for 2011; unknown for future years.