

CALL FOR PROPOSALS: COURSE REDESIGN PROJECTS. FALL 2011 *DUE OCT. 7, 2011*

The AQIP Course Redesign Action Project invites full time faculty members to propose undergraduate courses that they believe would be improved by going through the process of Course Redesign (CR). **CR applies to all sections of a course.** For courses taught by multiple faculty members, at least two of these instructors must submit the proposal. Proposals must have the approval of both the Department Chair and the Dean. **There is no upper or lower limit on course size or level.** In Fall 2011, seven courses will be selected from among the applicants.

Background on Course Redesign (CR):

Course Redesign is a researched process of rethinking how instruction is delivered to our students. According to the National Center for Academic Transformation (NCAT), using CR helps colleges and universities improve student retention and achievement, provide more time for faculty members to offer more in-demand classes, reduce time to graduation by relieving bottleneck classes, and improve consistency across multiple sections of courses. This is accomplished by better use of technology, alternative class organizations, and alternative staffing patterns. At Southeast we are implementing Course Redesign, and the first 11 courses are in progress. Learn more at <http://cstl.semo.edu/cr>, where there are links to NCAT resources.

Benefits to faculty of participating in the AQIP-CR Project:

- Release time during the instructional planning phase of the CR process. May also be banked or taken as overload.
- Priority access to FFR and ITC funds.
- Participation in a structured seminar led by CSTL providing support during the design, development and implementation of Course Redesigns.
- Development of expertise with new instructional materials and course delivery options.
- Potential for enrichment of faculty dossiers with pedagogical innovations.

Expectations of faculty members selected to participate in the AQIP-CR Project:

1. The faculty members are required to take part in 8-10 meetings per semester of a small group faculty seminar led by the CSTL Faculty Innovators that is project-based and outcomes-oriented. Beginning in later Fall 2011, this group of faculty will be together for at least three semesters:
 - A. **Fall 2011 Structural planning:** designing the delivery system for courses in enough detail that requests for teaching staff, equipment, and rooms can be provided to the department chairs in time for scheduling the first implementation (e.g., by February 1, 2012 for courses offered in Fall 2012). Initial instructional/assessment planning will also occur.
 - B. **Spring 2012 Instructional and Assessment planning:** Seminar will help faculty to identify educational technology resources; develop online/face-to-face teaching materials; and plan for data collection on student learning outcomes and course effectiveness.
 - C. **Fall 2012 Pilot Section Implementation:** This is a small scale implementation and assessment. Seminar focus will be on data analysis and improving the initial design of the course.
 - D. **Spring 2013:** Additional data analysis, tweaking and work on scaling up. No seminar is planned at this time.
 - E. **Fall 2013 Full Course Implementation:** with continuing data collection and analysis, with all course sections using the redesign. No seminar is planned at this time.
2. Faculty are required to use assessments to measure student learning outcomes in the redesigned courses. Other aspects of the redesigned course may also be assessed.
3. The participating faculty are expected to have continued communications on the CR courses with other faculty teaching the course, as well as with their home department, and to share their innovations with other faculty members on campus.

How to apply:

The proposal includes a title page and narrative. The title page requires signatures from participating faculty, the relevant department chairperson, and the Dean of the School or College offering the course.

The narrative must contain:

- A. Identification of the teaching/learning problem that will be affected by the Course Redesign.
 - B. A clear statement of the model of CR chosen to address this problem and rationale for that choice. Use a substantially different model of instruction from what is now used, generally built around one of the 6 well-vetted models used in Course Redesign. For details, please visit <http://cstl.semo.edu/cr/>.
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|-----------------|-----------------------------------------------------------|
| Supplemental | Add to the current structure and/or change the content |
| Replacement | Blend face-to-face with online activities |
| Emporium | Move all classes to a lab setting |
| Fully Online | Conduct all (most) learning activities online |
| Buffet | Mix and match according to student preferences |
| Linked Workshop | Replace developmental courses with just-in-time workshops |
- C. Expected impacts of Course Redesign on learning.
 - D. Estimate of the number of sections and students the course will impact when fully implemented in ALL sections.
 - E. Answers to 1-4 below, plus at least one of criteria 5-8.

The narrative should be single-spaced, in 11 point font or larger. It is limited to three (3) single-spaced pages, 1 inch margins. No appendices are allowed.

Proposal Submission

- Proposals are to be submitted by 11:59 pm (CST), Friday October 7, 2011 via the DropBox at CSTL. **Username:** CR proposal **Password:** submit
- A hard copy of the title page with all signatures must be delivered to the CSTL. (Title Page may be downloaded from <http://cstl.semo.edu/cr/>)

Evaluation of Proposals:

AQIP-Course Redesign Proposals must address the whole course (all sections) and aim to improve student learning. Proposals must address criteria 1-4 and at least one other criterion.

1. Assess student learning. What concepts, skills, values will be targeted? What is the plan to measure student learning on the targeted content? This will be developed further in seminar.
 - a. Describe indicators of success/data to be tracked, including a description of baseline data to be utilized in evaluation.
2. Use active learning methods to increase student engagement with the course materials. See <http://cstl.semo.edu/cr/documents/Activelearning.pdf> for some ideas about active learning
3. Take advantage of technological efficiencies afforded for aspects of course administration, testing and grading, online resources and online learning.
4. Use faculty time differently to increase effectiveness of teaching and learning and to take advantage of the things only a faculty member can do. (A lecture, for example, does not have to be done by a professor – the content could be found online. However, helping students with problem solving and applications does require expertise of a professor.)
5. Offer an alternative staffing plan to reduce costs.
6. Potentially be adaptable for a heavily blended or entirely online course delivery
7. Use mastery learning.
8. Provide on-demand help.