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APPLICATION GUIDELINES
The Arizona Board of Regents
Learner-Centered Education
Course Redesign Initiative (LCE CRI)

The Arizona Board of Regents (ABOR) invites Arizona's state universities to participate in a new initiative to redesign large-enrollment, multi-section courses using technology-supported active learning strategies. The goal is to achieve improvements in learning outcomes as well as reductions in instructional costs.

In 2001, the Regents authorized funding for a Learner-Centered Education grant program, providing monies from the Proposition 301 TRIF Regents Innovation Fund for grants to faculty to improve and expand learner-centered education throughout the university system. The LCE Course Redesign Initiative (LCE CRI) takes the Regents' interest in learner-centered education to a new level and incorporates the LCE grant funding for 2007-2009. During its first round, the LCE CRI expects to award up to 15 grants to university-initiated redesign projects. It is anticipated that most course redesign projects can be completed for $40,000 to $50,000, and most awards will be in this range, with the option of funding one or more projects of exceptional merit at up to $100,000.

The goals of the program are to simultaneously
- Adopt new ways to improve student learning outcomes
- Demonstrate these improvements through rigorous assessment
- Reduce institutional costs
- Free up instructional resources for other purposes
- Develop the internal capacity of Arizona Board of Regents faculty and staff to continue the redesign process

The Arizona Board of Regents, in partnership with NCAT, will build on the successful models and lessons learned from NCAT's national course redesign programs to create a course redesign initiative within the Arizona Board of Regents for multi-section, large-enrollment courses. The LCE CRI will engage with NCAT to support an initial course redesign projects, which will enable us to develop internal capacity to support this process on an ongoing basis throughout the System.

The high level of success achieved in NCAT's course redesign programs can be attributed to selecting participants who were ready to succeed, teaching them the planning methodology and

actively supporting them as they developed their redesign plans. Faculty and administrators involved in NCAT's course redesign programs have repeatedly indicated that understanding the planning methodology is the key to the success of their redesigns. And once learned, the methodology is easily transferable to other courses and disciplines. In the LCE CRI, we will replicate this process by engaging with NCAT to provide prospective participants with a variety of planning resources through a series of workshops and consultations. Prospective participants will be supported directly by NCAT staff throughout the process.

Following the orientation workshops held on each campus in February 2007 described in the Call to Participate, the program will employ a seven-stage application process:

Stage One: Establishing Institutional Teams

Institutions will establish *institutional teams* to undertake large-enrollment course redesigns. These teams should include the following people:

- *Faculty Experts*. Course redesign requires that faculty experts explicitly identify the course's desired learning outcomes and agree on course content. Large-enrollment courses typically include more than one faculty member. To ensure course consistency, these faculty experts must work together on the redesign, resolving any differences in how the course will be offered, and collaboratively plan the most effective way to accomplish the redesign goals.

- *Administrators*. Because these redesigns impact multiple sections, large numbers of students as well as academic policies and practices, it is important to involve academic administrators on the team. Each institution will determine for itself whether it would be more appropriate for administrative involvement to be at the level of the Provost's Office or the dean or department chair. These team members play an important role when institutional issues such as changes in scheduling or the use of classroom space arise. If unexpected implementation issues arise in the process of redesign implementation, administrators can help the team resolve them quickly and effectively across institutional offices.

- *Technology Professionals*. These team members provide expertise so that the redesign goals are accomplished in ways that make the technology as easy for students to use as possible. Technology professionals contribute ideas about how to increase interaction with content as well as with other students. They also suggest design approaches to ensure that the technology does not limit students' learning options.

- *Assessment Experts*. NCAT will suggest straightforward methods to enable student learning in the redesigned course to be compared to that of the traditional course. It is, however, useful to include someone who is knowledgeable about assessment and research design on the team, particularly if the institution seeks to measure additional facets of the redesign such as performance in downstream courses or student satisfaction, to name a few. This expertise may be found in departments of education or psychology or in offices of institutional research.

Stage Two: Identifying the Course

Some courses may be more ready than others to be the focus of a large-scale redesign effort. Because of prior experiences with technology-mediated teaching and learning, and because of numerous attitudinal factors, some faculty members may be more ready to engage in large-scale redesign efforts to achieve the program's goals.

Those interested in participating in the redesign program will be asked to think carefully about which courses are good candidates for redesign at their institution and to respond to the following Course Readiness Criteria:

Completing the readiness criteria also enables each institution to assess collectively its strengths and weaknesses, gaining an understanding of what it needs to do to address gaps in its preparation early in the process. No institution perfectly meets all of the readiness criteria; every institution will discover things it needs to work on in order to carry out a successful course redesign. The readiness criteria are designed to help you select the course with the highest chance of success. Answering each as honestly as possible—and providing data to support your answers—will lead to the most positive outcome for your institution.

- What impact would redesigning the course have on the curriculum, on students and on the institution—i.e., why do you want to redesign this course?

Is there an academic problem in this course such as a high failure rate? Does the course face a resource problem such as how to meet increased enrollment demand with no commensurate increase in resources? Is the redesign linked to some larger institutional goal—e.g., a Quality Enhancement Plan (QEP), campus strategic plan, a re-accreditation process?

- What is the level of departmental support for the redesign project?

A collective commitment is a key factor for the success and the sustainability of redesign projects. Are the faculty ready to collaborate? Have they engaged in joint conversations about the need for change? Are decisions about curriculum in the department made collectively--in other words, beyond the individual faculty member level? Will the department agree to let a sub-set of the faculty try it?

- Are the participating faculty members able and willing to incorporate existing curricular materials in order to focus work on redesign issues rather than materials creation?

Ideally, one wants the faculty to have a "head start" in the redesign process if possible. Is the discipline one with a comparatively large existing body of technology-based curricular materials and/or assessment instruments? Are the faculty willing to use these materials if they meet course objectives? Will they employ an appropriate blend of using these materials and created "home-grown" materials in a non-dogmatic fashion? Are they willing to partner with other content providers such as commercial software producers or other universities who have developed technology-based materials?

- Do the course faculty members have an understanding of and some experience with integrating elements of computer-based instruction into existing courses to support active learning?

Some faculty may have a great deal of enthusiasm for large-scale redesign but little prior experience in this area. It is difficult to complete a successful project by starting from scratch. Having experience with integrating smaller IT elements into courses helps to prepare for large-scale redesign efforts. What evidence can you provide to demonstrate faculty experience with integrating computing into existing courses?

- Have the course's expected learning outcomes and a system for measuring their achievement been identified?

Successful large-scale redesign efforts begin by identifying the intended learning outcomes and developing alternative methods other than lecture/presentation for achieving them. Have those responsible for the course identified the course's expected/intended learning outcomes in detail? Does your campus have assessment processes in place—e.g., the ability to collect data? the availability of baseline data? the establishment of long-term measures? Is there a system for measuring the achievement of these outcomes at both the individual student level and the class level?

- Do the project participants have the requisite skills to conduct a large-scale project?

Do each of the parties have the requisite skills (i.e., are they competent to do the job) and are they prepared to partner with others when necessary? What evidence do you have that the participants possess the required skills? Does the potential project have strong leadership? Is there evidence that the faculty and staff involved are ready to move a project forward in a timely manner?

- Do the faculty members involved have an understanding of learning theory?

Sound pedagogy is the key to successful redesign projects. When sound pedagogy leads, technology becomes an enabler for good practice rather than the driver. Do the faculty provide a wide range of options for achieving required learning outcomes? Have the faculty systematically thought about and investigated alternative methods for empowering students to learn? Ds the faculty seek to use technology to transform the teaching and learning environment rather than merely automating existing instructional practice?

- Is your campus committed to a partnership among faculty, IT staff and administrators in both planning and execution of the redesign?

Substantive changes cannot rely on faculty initiative alone because they are systemic and involve changes in such areas as policy (class meeting times, contact-hour requirements, governance approvals); budgeting (planning and processes that support innovation); systems (registration systems, classroom assignments); and, infrastructure (equipment purchase and deployment.) Who will you involve in your redesign project—i.e., who will constitute the redesign team? Have you conducted other projects that demonstrate a partnering approach?

Institutions will be asked to send a brief narrative addressing each of the course readiness criteria (about one page each) as they apply to the selected course, <u>focusing on evidence that demonstrates the way in which they meet each criterion</u>.

Institutional responses to the Course Readiness Criteria should not exceed eight pages and should be submitted electronically to Pat Bartscherer at <u>patb@theNCAT.org</u>.

Deadline for submission: March 30, 2007.

Stage Three: **Planning for Redesign**

Based on their responses to the Course Readiness Criteria, institutional teams will be invited to participate in a second one-day workshop, "Developing the Proposal," conducted by the National Center for Academic Transformation on April 25, 2007.

This workshop will provide an in-depth understanding of the redesign process with emphasis on selecting an appropriate redesign model, determining how the redesign model will embody key pedagogical principles, planning for cost savings, assessing student learning outcomes, and

developing a budget for the redesign project. Participants will learn how to use NCAT's Course Planning Tool, a spreadsheet-based tool that enables teams to analyze the activities and costs of both the traditional course and the redesigned course in such a way as to improve student learning while reducing instructional costs.

Workshop participants will be the core team members who will implement the redesign project. The workshop will also give participants an opportunity to share ideas, to obtain feedback from program staff, and to assess the quality of their proposal ideas in relation to others.

Stage Four: Developing Final Project Plans

Institutions that participate in the January workshop will be invited to submit a final project plan. Staff from NCAT will provide individualized assistance as prospective participants prepare their plans. Institutions will be encouraged to submit drafts of their plans for review and feedback before the final submission.

Final proposals should include the following sections:

Abstract

Following a title page, write a one-page abstract. The abstract should conform to the following format:
- Paragraph 1 – summarize the current (traditional) course including numbers of students enrolled.
- Paragraph 2 – summarize the academic problem that you are addressing.
- Paragraph 3 – summarize the planned course redesign.
- Paragraph 4 – summarize how the redesign will enhance quality.
- Paragraph 5 – summarize how you will assess the impact of course redesign on learning.
- Paragraph 6 – summarize how the redesign will produce cost savings and what you intend to do with the savings.

Application Narrative
- Select a redesign model and explain why you chose it and how you intend to embody the Five Principles of Successful Course Redesign within it.
- Describe the learning materials you intend to use.
- Select and describe a cost reduction strategy. Explain why you chose it and what you will do with the savings.
- Include a brief timeline for your redesign project. You must plan to conduct a pilot during the spring 2008 term and a full implementation during the fall 2008 term.

Worksheets and Forms

- Complete the Assessment Forms (2) for the pilot and full implementation of your redesign project.
- Complete the Course Planning Tool (CPT). Provide a brief narrative that explains the entries in the CPT where necessary.
- Complete the Cost Savings Summary Form (CSS). Provide a brief narrative that explains the entries in the CSS where necessary.
- Complete the Course Structure Form (CSF). Provide a brief narrative that explains the entries in the CSF where necessary.

Budget

It is anticipated that most course redesign projects can be completed for $40,000 to $50,000, and most awards will be in this range, with the option of funding one or more projects of exceptional merit at up to $100,000.

- *Match Requirement.* All proposals must include a commitment of matching dollars in cash or kind. Matches must cover at least 25% of the requested amount. Match sources may include the institutional contribution, external support, or a combination. **Indirect and overhead costs may be included in the institutional match, but may not be included in the amount requested.**

- *Faculty Compensation.* Funds may not be assigned to full-time, 12-month faculty or staff, or to full-time nine-month appointees during the academic year. Funds may be used to provide salary or stipends to nine-month appointees during the summer. Replacement costs for documented faculty release from teaching responsibilities are allowed.

- *Equipment Requests.* Budgets may include requests for such permanent items as computers or other electronic devices. These requests must be in keeping with the overall project budget; must be fully explained and justified in the proposal narrative; and must be specific to and for the primary use of the LCE CRI project.

- *Software and Licensing.* Costs related to software purchase or licensing may be included in the request. The costs must, again, be reasonable, in keeping with the overall budget, and fully justified for the LCE CRI project.

- *Indirect Costs.* All indirect costs of the LCE CRI project should be included in the institutional match. Indirect costs will not be covered by the grant and should not be included in the requested amount.

Submission of Proposal

Course Planning Tool (CPT) drafts must be submitted electronically to Pat Bartscherer at patb@theNCAT.org by **June 22, 2007**, for preliminary review.

Final proposals should be submitted electronically to Pat Bartscherer at patb@theNCAT.org. ***Deadline for Submission of Final Proposals: July 1, 2007.***

Proposals will be reviewed and final decisions will be made by the Arizona Board of Regents' LCE Advisory Council and staff, in consultation with NCAT. In addition to selecting projects that are likely to succeed and to have the highest impact, the LCE CRI will attempt to work in a variety of disciplines and approaches to the redesigned courses. For the 2007-2009 project period, the Board of Regents expects to award up to 15 grants to university-initiated redesign projects.

Award decisions will be made by July 15, 2007 so that campuses can begin work in the late summer.

Stage Five: Planning and Developing the Pilot

Institutional teams will be expected to engage in focused on-campus planning during the summer and fall of 2007. They will complete redesign preparations, finalize project teams, train faculty and staff, complete redesign activities, modify existing course materials when necessary, and incorporate additional content into course materials.

Stage Six: Piloting the Redesign

During spring 2008, campuses will conduct pilot implementations of their course redesigns. Teams will collect initial assessment data that compares student learning outcomes in the traditional course with those in the redesigned format. Teams will make adjustments in the course materials and organization, if needed, in preparation for a full implementation in fall 2008 term.

Stage Seven: Implementing the Full Redesign

In fall 2008, institutional teams will fully implement their course redesigns and collect data on comparative student learning outcomes and on final instructional costs.

TIMELINE

January 1, 2007	Call to Participate issued.
February 20-21, 2007	Workshop #1: Orientation to Course Redesign
February 20-21, 2007	Application Guidelines issued.
March 30, 2007	Deadline for submitting Course Readiness Instrument
April 25, 2007	Workshop #2: Developing the Proposal
May-June 2007	Course Teams Develop Final Plans
July 1, 2007	Campuses Submit Final Proposals
July 15, 2007	Grants Awarded
Fall 2007	Campus Planning and Development
Spring 2008	Campus Course Redesign Pilots
June 2008	Interim Campus Reports due
June 2008	Workshop #3: Mid-Course Sharing
Summer 2008	Campus Revisions
Fall 2008	Course Redesign Full Implementations
March 15, 2009	Final Campus Reports due
April 2009	Workshop #4: Dissemination of Results

For more information about the LCE Course Redesign Initiative, please see http://www.thencat.org/States/ABOR.htm or contact Maryn Boess, Arizona Board of Regents Grant Programs Manager, (602) 229-2560, maryn.boess@azregents.edu.