THREE-YEAR, INTERCAMPUS, ONLINE, INTERDISCIPLINARY STUDIES DEGREE (ISD)
Status Report, October 25, 2017
Regents University Affairs Committee

Marjorie Levine-Clark, Associate Dean
College of Liberal Arts and Sciences
University of Colorado Denver
WHO WE ARE: TEAM ISD

Faculty

University of Colorado Denver
- Marjorie Levine-Clark (PI); Professor and Associate Dean; College of Liberal Arts and Sciences, Department of History
- Joanne Addison; Associate Professor; College of Liberal Arts and Sciences; Department of English
- Remi Kalir; Assistant Professor; School of Education and Human Development

University of Colorado Boulder
- Teresa Nugent; Instructor and Digital Pedagogy Mentor; College of Arts and Sciences and Division of Continuing Education; Department of English
- Ben Kirshner; Associate Professor; School of Education; Program Area in Learning Sciences and Human Development
- Sriram Sankaranarayanan; Associate Professor; College of Engineering and Applied Science; Department of Computer Sciences

University of Colorado, Colorado Springs
- Janice Thorpe; Senior Instructor; College of Letters, Arts and Sciences; Department of Communication
- Heather Albanesi; Associate Professor; College of Letters, Arts and Sciences; Department of Sociology
- Mike Martinez; Senior Instructor; School of Public Affairs

Administrators
- David Thomas; Director of Academic Technology, Office of Information Technology, University of Colorado Denver
- William Kuskin; Vice Provost and Associate Vice Chancellor for Strategic Initiatives and Professor of English, University of Colorado Boulder
- Sara Thompson; Dean and Vice Provost, Division of Continuing Education; University of Colorado Boulder
- C. David Moon; Senior Associate Vice Chancellor for Undergraduate Education and Academic Planning, University of Colorado, Colorado Springs
STATUS OF DELIVERABLES ARTICULATED IN 12/16 PROPOSAL

1) Development of Foundation Courses as ready for production

- The syllabi for all three Foundation Courses are complete, including learning outcomes and assessments.
- Faculty are building all three courses on Canvas.
STATUS OF DELIVERABLES ARTICULATED IN 12/16 PROPOSAL

• 2) Campus approvals of clusters and major

  - CU Denver approval completed September 2017

  - UCCS approval completed October 2017

  - The School of Education at Boulder will bring a proposal to their faculty meeting for a vote in November. If approved, CU Boulder is on track to present the proposal to the University's Undergraduate Faculty Committee in November 2017 and the CU Board of Regents in February 2018.
STATUS OF DELIVERABLES ARTICULATED IN 12/16 PROPOSAL

- 3) Instructional Budget Recommendation for ISD Execution

- Fund the three Foundation Courses. These courses will rotate campuses, and the costs of instruction will be determined by the Instructor Campus.
  - If a tenure/tenure-track faculty member or a rostered instructor teaches the course, the cost of instruction will be the cost of a buy-out from the regular course load.
  - If a lecturer teaches the course, the cost will be the cost of hiring a lecturer. These costs will differ by campus.

- Fund the Campus Directors of the Major (See below)
INSTRUCTIONAL BUDGET

• Instructional budget recommendations are based on the following assumptions:

  – Estimates of incoming students are conservative.

  – The majority of students will enter the program with at least some transferable college credit, even if they are new high school graduates.

  – Some students will take advantage of the three-year design of the degree and complete 40 credit hours per year, while others will take fewer. Some significant portion will be part-time students.

  – Students may be as likely to enter the program in spring or summer as in fall.
## INSTRUCTIONAL BUDGET

Foundation Course projection with 25 students per section

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PROGRAM FEATURES

- Students design majors around interdisciplinary topics of professional and personal interest
- Students, guided by advisors, take initiative in directing their own education not just through the choice of interdisciplinary topics but also through required experiential learning opportunities
- Students learn how to analyze and apply knowledge gained from multiple disciplines
- Students choose from among a large set of courses offered across the Boulder, Colorado Springs, and Denver campuses
- Degree focuses on fostering graduates who are able to write, problem solve, and communicate verbally
- Students are able to complete the full degree in three years
THE MAJOR

- Three required foundation courses (9 credits)
- Two student-chosen clusters
  - (minimum 5 courses/15 credits each)
- Minimum credits 39
- Three-year design
THE MAJOR – FOUNDATION COURSES

Introduction to Interdisciplinary Learning: Year 1
This course introduces the theories, methodologies, and practices of interdisciplinary studies through a specific theme that will focus on how to learn in an online environment and how interdisciplinary scholars combine the theories and methods of a variety of fields.

Interdisciplinary Experiential Learning: Year 2
In this course, students will bring the knowledge from their chosen clusters to bear on an experiential opportunity. Choosing an internship, community-based project, or job extension, students will collaborate with peers to design projects in this highly student-driven course.

Interdisciplinary Capstone: Year 3
This course brings together students who have been working on individualized majors to share a capstone experience. The goal is for students to integrate knowledge from their clusters and apply it to a project relevant to their field of interest.

ALL SYLLABI FOR THE FOUNDATION COURSES ARE COMPLETE.

FACULTY HAVE BEGUN TO BUILD THE COURSES IN CANVAS.
THE MAJOR – CLUSTERS

- Cultural Diversity
- Research Methods and Data Analysis
- Global Studies
- Digital and Media Studies
- Environment and Sustainability
- Policy and Security
- Social Justice Studies
- Organizations and Leadership
- Professional and Technical Communication
- Health, Science, and Society

The major consists of 10 interdisciplinary clusters from which students select two, with each cluster containing a common group of courses drawn from the three comprehensive campuses.

Cluster 1: at least five courses (at least 15 credits)
Cluster 2: at least five courses (at least 15 credits)
HOME CAMPUS

- Delivers majority of credits
- Establishes general education and other graduation requirements
- Always delivers Foundation Courses (through cross-listing)
- Provides student services
- Determines tuition
INSTRUCTOR CAMPUS

- Delivers wide portfolio of courses
- Supports existence of variety of clusters
- Enhances degree and provides unique character of course catalog
- Provides seamless experience for students from other campuses
MANAGING THE MAJOR

• Recommended Governance Structure
  – Campus Director of the Major at each of the three participating campuses
  – Campus Coordinating Committee
  – Intercampus Advisory Board
  – System Online Coordinating Committee
  – Campus advising point people
  – Intercampus advising group
NON-ACADEMIC PROGRAM NEEDS

• Tuition:
  – Home Campus will determine tuition. Finance teams working on details of tuition relationship between Home Campus and Instructor Campus regarding tuition and fees.

• Registration:
  – Registrars have worked out process so that concurrent enrollment students will not fall to back of registration queue. Intercampus Advisory Board needs to make sure courses are available and will run with less than optimal enrollment.

• Marketing and Recruitment:
  – Websites will be hosted by System and at each campus. Recruiting strategies will be developed at each campus.
ON-GOING ISSUES

• Technological Questions
  - Registrars: Identity provisioning across campuses and access to resources (library, software licenses, etc.)
    • Can we provide an “intercampus” identity?
  - IT: LMS provisioning across campuses
  - Registrars: Grade entry

• Budgetary Issues
  - CFOs: Where does the ISD budget come from?
    • Stipend/buyout for campus director, funds for Foundation courses, co-curricular program, marketing

• ISD Course Catalog
  - Intercampus Advisory Board and Registrars: Making sure ISD students don’t duplicate courses across campuses
  - Intercampus Advisory Board and Registrars: Flagging prerequisites
  - Intercampus Advisory Board and Webmasters?: Getting ISD catalog online

• ISD Websites