

Phase II Report of the SAGES

March 15, 2004

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Introduction

The for full implementation was charged with developing a plan for bringing the Seminar Approach to General Education and Scholarship (SAGES) to all undergraduate students starting with the class matriculating in Fall 2005. In developing this new general education requirement (GER), we sought to retain most of the positive pedagogical factors that make SAGES a distinctive program. However, scaling issues in ramping up to a full class required us to make several modifications. We describe those changes and their rationale in the context of this final plan that we propose for faculty consideration.

Rationale for Modifications of the SAGES Pilot Program

Guided by the Phase I report, the SAGES Task Force conducted a series of forums during the 2003-04 academic year to examine the possibility of fully implementing the SAGES program as manifest in the pilot as the GER for all students by Fall 2005. The subsequent discussions were influenced by conversations held in UUF forums, forums within individual schools, meetings with individual departments, meetings with faculty and students who have participated in the SAGES pilot, as well as points that were considered in the SAGES Phase I report. Our conversations identified potential challenges to full implementation.

Among the major conditions required for a successful full implementation that were identified in the Phase I report were:

- sufficient reduction of present course offerings, thereby releasing faculty to teach SAGES courses
- significant faculty participation from professional schools in SAGES course coverage
- successful implementation of the Presidential Fellows program to extend mentorship beyond the campus
- the hiring of 25 –35 new faculty

Our discussions indicated that – although strong support for the pedagogy of SAGES exists in all schools – all of the above conditions could not be achieved to the degree indicated in the Phase I report, neither could they be accomplished in a sufficiently rapid time frame to allow full implementation by Fall 2005. The College of Arts and Sciences (CAS) chairs' projection of the total number of courses that could be dropped after implementation of SAGES was lower than initial expectations. Many current GER offerings play a dual role, in that they often serve as introductory courses in the context of a department's major. Thus, although the enrollment in these courses may be reduced, many cannot be eliminated and must still be staffed by CAS faculty. Similarly, our initial estimates of faculty participation from the professional schools were overly optimistic. Nevertheless, the professional schools are enthusiastic about SAGES and commitments have been made to support the staffing needs. Finally, although the central administration agreed to provide 10 new positions in CAS by Fall 2005, the notion of hiring a total of 25 to 35 additional faculty within a year's time does not appear to be in the best long-term interest of the University.

In addition, other questions were raised. These included:

- Is there sufficient flexibility to meet the needs and concerns of individual schools?
- Is it efficient and/or effective to provide writing instructors for all of the seminars?
- Would the number of faculty who would be drawn away from teaching in departmental major or minor programs ultimately have a negative impact on departments and programs?
- Is it feasible to continue the intensive advising as a component of first year advising as was proposed in the SAGES pilot?
- Is it appropriate to ask faculty to teach outside their expertise in a common seminar as is done in the Pilot First Seminar?

With these questions in mind, we examined options that might alleviate the concerns while maintaining the pedagogical goals of the seminar-based GER as envisioned in the SAGES pilot. In making our recommendations we emphasize our strong belief that a successful SAGES format for full implementation requires more than acceptance by the various faculties. Rather, they must embrace this curriculum. Although true for any curriculum, enthusiasm by seminar leaders is particularly important for a program such as SAGES that generates close mentorship relationships between faculty and students. We also have come to recognize that given the current structures of our undergraduate schools and departments, the problems facing full implementation vary from unit to unit. These variations require some flexibility in the program, while maintaining common basic structures. We believe that we have arrived at a plan which meets these requirements. However, we recognize that an endeavor of this magnitude will require constant oversight and redirection as we seek the best curriculum for our university and we recommend a format for that oversight. We submit this revised plan to the faculty for their consideration.

Staffing Issues

The most critical issues facing full implementation revolve around staffing. SAGES, as brought forth in the pilot, is clearly staff expensive. The current GER provides writing instruction in a single one semester course (ENGL 150) typically made up of 20 student classes taught by graduate students from the English Department who are trained in writing instruction. SAGES spreads instruction in writing, oral presentation, information gathering and teaming among four seminar classes each restricted to 15 students taught by a full time faculty member and a graduate writing instructor. The inclusion of faculty from professional schools and the inception of the very successful Presidential Fellows program alleviates the staffing pressure but does not totally solve it. In the long run, additional full time faculty must be hired to contribute adequate instruction time without having a negative impact upon majors programs and the ability of faculty to perform scholarship. However, for various reasons, immediate hiring of sufficient faculty is considered unwise. The Dean of the College of Arts and Sciences proposes a program of term appointments (Dean's Fellows) that should go a long way toward solving staff issues in the short term. However, faculty members still expressed fears regarding staffing issues.

Given our desire to provide a program that can be embraced by the faculty, we have adopted modifications in the program that, although a compromise, leave the goals of SAGES essentially intact. Three changes are proposed. (1) Removal of one University Seminar (US) and replacement with a Departmental Seminar (DS) that allows control by individual departments, (2) a change in the format of the first seminar (FS) structure to allow thematic seminars, while retaining many of the benefits of advising, fourth hour activities and commonality found in the pilot program, and (3) changes in staffing especially in the third US that reduce the staffing load on the faculty.

As we go forward with this program, the recommends a guiding principle of flexibility. Regardless of the final programmatic structure, full implementation will create major changes on our campus. We encourage governance committees to be sensitive to the individual needs of departments and schools, especially in the initial years of full implementation. As the program evolves and new permanent faculty are added, many of these issues will be sorted out, but in the initial years, maximum flexibility must be preserved in order to prevent disruption to programs outside of SAGES. Modifications must, of course, not compromise the spirit of the SAGES curriculum. However, every effort must be made to bend where necessary to allow departments and schools to participate to their fullest capability.

The Departmental Seminar:

The essence of this modification is to replace one of the University Seminars (US) with a new type of course which we refer to as a Departmental Seminar (DS). Each student would be required to take one DS after completion of the First Seminar (FS) and USs. Typically, each student would take the DS in the department of their major. Students however could take a DS in another department as long as they had the appropriate prerequisites for that course. The DS would be under the control of individual departments, and at the department's discretion could count as an elective in a major requirement. The DS could also have prerequisites, should the department chose to add these. None of this precludes schools making specific requirements with regard to choices of USs and DSs for their degree programs. We also recognize strains that this structure may create in some schools. To respond to these issues, schools are encouraged to propose creative ways to achieve the goals of the DS within their own systems. Approval will be considered by governance committees that are described later.

To comply with SAGES requirements the DS must:

- be taken after the completion of the FS and the two USs.
- be seminar based, with an enrollment capped at 15 students in the seminar
- involve the various kinds of discussion formats which take place in the FS and USs, although the topics would be more disciplinary. Topics could revolve around principles of specific fields, primary literature or experiential events that are engaged in at other times in the course. For example, a science DS could involve some hands-on experiments that then provides the basis for regular, on-going seminar discussions. Lecture formats would be employed only occasionally, as a strategy to stimulate discussion, or to aid students to more fully engage in otherwise difficult concepts.
- include a writing component which – unlike the FS and USs – would be disciplinary; i.e., instruction will be provided in the forms of writing that are typical in the department of

choice.

Since the form of writing in DSs is disciplinary, a writing instructor would not be provided. **However, the strongly believes that a University Writing Center – one significantly expanded beyond its present configuration in the English Department –will be essential to the ultimate effectiveness and success of the SAGES program.** In addition, to ensure that a sufficient amount of writing and writing instruction is included in the DS, samples of each student’s disciplinary writing will be included in their writing portfolio as a graduation requirement. Since “C” competency in writing will be assessed at the end of the student’s second US (i.e. before the DS is taken), these additions to the writing portfolio will provide a necessary mechanism both to monitor individual progress and guide the course in meeting its programmatic goals.

Anticipated Impact and Results of the DS Modifications

From a pedagogical standpoint, we believe replacing a US with the DS establishes a stronger developmental sequence than that found in the pilot; one which progresses from general skills in the FS through more specific experiences in the USs, then builds upon this base by introducing the craft of disciplinary writing in the DS, before moving on to an effective synthesis of an idea and its expression in the capstone project. These modifications infuse the SAGES philosophy across the student’s experience at Case.

From a staffing standpoint, we have eliminated one US, while asking the departments to replace this seminar with the new DSs. We believe these department-based seminar courses can be staffed with less disruption than would be the case with a third US. Many DSs could be generated by modifying elective courses that are already in existence. Additional courses could be generated by dividing some larger electives into multiple sections. Even if additional courses are required, they could serve the dual function of departmental electives and DSs. Thus, the departments would not be relinquishing as many faculty to the GER.

The has identified a concern with respect to the DS structure: namely, certain departments have large numbers of majors, but currently provide relatively few if any upper level courses with enrollment small enough to allow conversion to DS. As of this writing, we continue to seek ways to help these departments provide a sufficient number of DS courses without overburdening their faculty. Flexibility will be critical here.

Thematic Format for First Seminar

In the course of meeting with individual departments, many faculty questioned both the wisdom and effectiveness of teaching a seminar whose focus would fall outside a faculty member’s field of expertise. This concern was addressed in a thoughtful proposal made by a group of five faculty members from various departments in CAS that suggested changing the First Seminar to a thematic format similar to the USs while retaining many of the First Seminar’s distinctive components (e.g. the scheduled fourth hour of class time, including UCI programs, and advising by the FS instructor). At a UUF meeting where this proposal was presented, a number of faculty indicated that such a change might move them toward enthusiastic participation in SAGES.

In reviewing this proposal, the Task Force sought opinions from faculty who had taught FSs

as well as students who had participated in SAGES. These conversations revealed that the common experience found in the FS was an important benefit for many students, often acting as a catalyst for rewarding intellectual and social interaction beyond the formal classroom environment.

Our goal then was to create an FS structure that retained the beneficial qualities of the pilot FS, while providing a program that could be embraced by the vast majority of the faculty. We thus propose a modified FS, one whose topic can fall within the categories of academic inquiry that form the thematic organization of the current seminars. All other aspects of the pilot FS would remain in the modified FS.

In order to retain commonality, we recommend dividing the FSs into four category-based working groups, each with approximately 15 faculty: a more manageable number for discussions on programmatic issues. During the pilot, faculty and organizers of the FS found such interaction to be extremely valuable. We propose that three of the groupings be along thematic lines of academic inquiry (the symbolic world, the social world and the natural world). We also suggest that “the natural world” be expanded to include “the natural and technological world” to encourage greater participation of engineering faculty and to provide discussions on technology for our students. A fourth grouping could be made up of an additional designated theme (e.g. “Life of the Mind”). The use of this fourth grouping on an experimental basis will facilitate the assessment of whether a cross-disciplinary common theme provides sufficient pedagogical merit and faculty interest to earn it a permanent place in the FS structure.

The intent, process, and challenge of these working groups is for individual faculty to create course syllabi tailored to their specific interests or expertise, while at the same time effectively incorporating certain key elements of the FS experience and learning goals. They are also expected to provide an opportunity for mutual support and collaboration among FS instructors.

Staffing Sensitive Modifications for the USs

Although the modification of the third US into a DS was intended to reduce faculty staffing requirements for what were considered to be primarily GER courses, the level of reduction failed to alleviate concerns of many faculty members in respect to the teaching load borne by individual departments.

The most straightforward manner in which to further reduce staff load is to remove one more US. We considered this proposal and found that it came at a very high pedagogical price: a severe truncation in the amount of writing instruction found in the pilot. If we reduced the number of seminars in the first two years to two, we would have to compress into just two seminars the skills instruction currently taught through the course of four seminars in order to still achieve the SAGES goal of significantly increased writing instruction and practice. This solution would significantly diminish the time available for content within both remaining seminars, and would also lose the benefits derived from continuous skills instruction over a two year period. The timing of the two seminars presented another programmatic challenge.

- If the FS took place in the first semester with the remaining US in the second year followed by the DS in the third year, then students would take a SAGES seminar in each of their first three years, culminating in the capstone in the fourth year.

However, this would produce an interruption of skills instruction, since it would lead to a gap of one to two semesters between the two seminars. The felt that such an interval was undesirable.

- Another possibility that was considered would have the FS in the first semester followed by the US in the second semester of the first year. This structure has the advantage of continuous skills instruction, but creates a larger gap in the second year where no seminars are offered.

We believe the following strategies, when used in a coordinated synergy, effectively address the full range of staffing concerns while retaining, and in some cases enhancing, the philosophical, pedagogical, and social experience for both faculty and students.

- ***Dean's Fellows***

A program of term appointments in the CAS was proposed to allay staffing concerns. These "Dean's Fellows" will provide the necessary support for the required seminar classes. The program may also provide additional benefits in bringing talented people to campus for short periods of time. This is anticipated to be a temporary program that will be scaled back as permanent faculty are hired.

- ***Raising the Seminar Enrollment Limit to 17 Students***

Among the students we interviewed, there was a consistent feeling that modest increases in the size of seminars would not damage the program nearly as much as removing a US. This thought was echoed by a number of SAGES faculty. However, there are limits to how large seminars can grow and still be effective. Our experience indicates that the value of the interpersonal seminar-classroom dynamic diminishes as the seminar size approaches 20 students. A reasonable compromise would limit the enrollment to 17. By placing the cap on enrollment at 17 instead of 15 students, the estimated number of seminars needed at steady state drops from 184 to 162 (a reduction of 22 seminars).

- ***Summer Offerings***

Another way to reduce the impact of SAGES on the academic year teaching load is to offer at least 5 seminars during the summer session. These USs could be staffed by faculty receiving one month summer salary and would fit into the increasing schedule of classes that are being offered in the summer at Case.

- ***Peer Discussion Leaders***

This approach employs peer discussion leaders (PDLs) to increase the size of each class, while retaining the effective small size of discussions. This notion has benefits beyond the staffing issues.

PDLs would be recruited on a highly selective basis from upper class students who had completed with distinction the underclass SAGES seminars or other programs that promote seminar formats such as the College Scholars Programs. These students would receive further training as seminar leaders, a short-course program designed to sharpen and augment the seminar skills acquired through their experience in SAGES seminars.

With the addition of a PDL to the instructional team of faculty member and writing instructor, the number of students in a seminar class could rise to 26 students with discussion sections reduced to 13, each led by a PDL. The faculty member would move between the two sections and would direct the content and assignments. Discussion sections could either remain constant or vary depending on the desires of the seminar team. On some occasions where a special event is planned, the two sections could come together to form one group.

A carefully designed and administered PDL system would take its place as an integral SAGES component, one which provides valuable leadership training along with a unique experiential learning opportunity for the upper class Case students. It is also possible that a peer discussion experience could be used as the basis for a capstone project for the peer leader.

We do not recommend this staffing option for seminars taken in the first year. SAGES would continue to staff all its first year seminars through use of regular faculty or those drawn from one of the Fellows programs. By the third seminar, students will be well versed in seminar technique and ready to derive full benefit from peer leadership.

The strategy described above will have nearly the same desirable impact on undergraduate faculty time as removing one US, without the unacceptable pedagogical difficulties associated with that plan. Before addressing the numbers, it is important to consider the implications of dropping the third seminar. The distribution of undergraduate faculty among the various seminars is not homogeneous. Rather, the largest load exists in the FSs, which is unaffected by deletion of USs. More than one-third of the USs is scheduled to be taught by professional school faculty and Presidential Fellows. Half of those would be lost with a removal of a third seminar. The loss of those personnel would damage the distinctiveness of SAGES. Moreover, this means that the actual benefit to the undergraduate teaching faculty from removing a seminar is not 62 seminars but rather no more than 42. Under the proposed plan, we expect to achieve a net reduction of 33 academic year seminar leaders (by increasing seminar size, including summer classes, and utilizing PDLs) to reach a total of 151 at steady state. The difference in the reduction of seminars between the two plans is 31. However, the real impact on the teaching load of the undergraduate faculty (the difference between 42 and 33) is less than 10.

We recommend the following structure for the SAGES seminars:

First Year

Semester 1: Thematic First Seminar

Semester 2: University Seminar

Second Year

Semester 1 or 2: University Seminar

Semester 2: Possible DS after last University Seminar

Third Year

DS and/or planning for Capstone

Fourth Year

Capstone Experience

School Specific Degree Requirements:

In addition to the seminars listed above, students would also be required to complete additional courses to ensure academic breadth as determined by each school/college for its bachelors' degrees. Individual schools may require that students complete their seminars within specific thematic areas.

The Writing Portfolio Requirement and Evaluation

The Writing Portfolio (to be evaluated after the First Seminar and two University Seminars) should contain:

1. All original papers from First Seminar
2. At least one paper from each of the three University Seminars, including one 10-12 page paper from a University Seminar that involves research and demonstrates knowledge of the proper use of sources, plus any two papers of any length from other university seminars
3. A sample of effective editing and rewriting of another student's paper chosen from the SAGES archive
4. Evidence of having taken and passed a plagiarism test.

Each portfolio will be evaluated by a trained committee of faculty representing several different departments to determine if the portfolio meets the standards for "C-Competence". For the duration of the pilot study, this committee will be composed of approximately 8 faculty, 5 from the current Writing Portfolio Committee. It will be the task of this initial group to not only evaluate the first round of writing portfolios but also to establish a standard procedure for doing so. Two alternate forms of this committee are currently under review for use upon full implementation. One option would be to distribute the evaluation task among the First Seminar faculty. An advantage of this method would be the creation of a feedback loop on the development of writing skills attained after three SAGES seminars. This approach would require that each person evaluate around 15 portfolios per year. Another option would be to have 100 faculty from across the university trained as evaluators and to ask each one to evaluate 8-9 portfolios. The feasibility of these approaches will be determined after the summer of 2004 when the first set of writing portfolios are evaluated and the committee has determined a standardized evaluation process. It is also possible that neither option will be optimal and another approach will be developed.

Advising of First Year Students

Rationale for Modification of the SAGES Pilot Program

The advising plan for first year students that was implemented in the SAGES Pilot program was innovative and met with considerable success. However, it also generated some challenges that may prove significant in the context of full implementation. The pilot program had the first year seminar instructor serve as the adviser until the student declared her or his major and was assigned to a departmental adviser. Many students commented that having the professor that they are already interacting with in the FS generated a very close relationship. That kind of mentoring relationship is something that we strive for in SAGES and has been identified as attractive to students as they decide on a school to attend and later in retention. We would, therefore, like to retain this aspect of the advising program at full implementation. However, it means that faculty must truly and confidently become generalists. That is, they will be advising students outside of the departments or even schools where they hold appointments. Therefore, they must understand the basic curricula of programs throughout the university or at least be able to find answers to each student's questions.

Although quite often satisfied with the teaching and mentoring relationship established with their First Seminar instructor, many students indicated that they wanted to have someone from their intended major with whom to discuss their educational plans and opportunities beyond graduation. To help in this challenge, the pilot sought to have supplementary advisers for some programs. For example, engineering designated supplemental advisers to assure that engineering students were on the right track. This idea was not particularly effective. Students rarely sought out supplemental advisers. Rather, they would speak to the faculty member who held their registration pin number and not go further. Often the students worried about whether they were getting appropriate advice. Although they usually were well advised, there was apprehension reported in the student comments.

The pilot also envisioned a period of intensive advising in the spring semester of the first year. Students were expected to interact on a very regular basis (approximately every other week) to discuss and develop their educational plan and discuss progress toward this plan. To allow for the faculty time that this would involve, FS instructors were granted a release from one course during that semester. Unfortunately, this intensive advising program never really materialized in the pilot. As such, and recognizing the already heavy staffing load that full implementation generates, the Task Force suggests eliminating this aspect of advising and the associated course release.

The discussed a decidedly different alternative for advising in full implementation. This second plan would turn over the scheduling aspect of advising to professional advisers hired by Undergraduate Studies. We expected that four new personnel would take over this role and handle all course scheduling until a student declared a major. Since advising would be the primary job of these personnel, they would be very proficient in the various curricula that their students were pursuing. In this proposed model, the FS instructor would still maintain a mentorship role to discuss progress in their education and their goals. However, the registration pin would be distributed by the professional adviser.

We felt that although this program had some distinct advantages, it would diminish the mentoring relationship with the FS instructor. Without the need to discuss course enrollment

with the adviser, the mentor would, in many cases, become irrelevant. In addition, the cost of hiring four professional advisers rendered this plan the most expensive one that we considered.

The Proposed Modification

The sought to find a plan that had both the mentoring found in the pilot and the assurance of accurate advice found in the professional adviser plan. We believe that the option that we are proposing accomplishes those goals. We propose keeping advising in the hands of the FS instructor, but providing enhanced support to answer questions on the various curricula and assure accuracy. Under this plan one additional professional adviser would be hired to augment the role of the current Assistant Dean of First Year Students. Together they would provide support to the FS instructors in the form of initial training and regular meetings to answer programmatic questions both by students and FS instructor/advisers. We propose that the FS instructors take advantage of the 4th hour period that is scheduled for their class to hold these meetings and to meet with the students especially during the pre-registration period. With this support, we expect that the FS instructors will be able to maintain the beneficial mentorship relationship while providing accurate information to the range of students in their class.

In light of this proposed “generalist adviser” model, the Task Force suggests that departments devise creative ways to develop connections to first year students to help facilitate not only informed decisions about academic major/minor and curricular decisions, but also to help first year students learn about research and scholarship opportunities within their departments. Many departments have already adopted these practices by offering introductory/exploratory courses, research courses and opportunities, brown bag lunch series, invitations to colloquia, departmental student organization mentoring programs, and many more “welcoming” programs for first year students. These measures used in concert with enhanced and on-going adviser training and support present not only a workable solution for first year advising at full implementation, but also an innovative approach to advising, mentoring and connection to the academic life of the campus.

Because FS instructors would be expected to attend additional meetings for training and for interaction with the professional support advisers, we propose a small compensation in the form of a discretionary account be provided to these faculty. However, we do not envision that this time commitment would rise to the level of a full course and, therefore, the second semester course release will not be reinstated. At steady state, this program is, in fact, the most cost effective of the three programs that we examined.

Anticipated Impact and Results of the Proposed Plan

We believe that the proposed plan will maintain the strong relationship between the SAGES FS Instructor/Adviser and her or his students through classroom and advising interactions. With the additional support, we feel that the challenges faced by FS instructors in the pilot will be alleviated. The result will be a cost effective yet innovative mentorship program.

The table below compares the advising plan for the pilot to the proposed alternative SAGES First Year Advising Plan.

First Year Student Advising Models and Concomitant Requirements, Challenges and Opportunities

	SAGES Pilot Program Advising Model	Alternative SAGES Advising Model
<i>Advising Role</i>		
<i>SAGES Adviser</i>	Serve as generalist adviser; orient students to Case; support major exploration; make appropriate referrals; monitor academic progress of advisees; advise and monitor advisee schedules. Provides referrals to departmental representatives and advises until major declaration.	Serve as generalist adviser; orient students to Case; support major exploration; make appropriate referrals; monitor academic progress of advisees; advise and monitor advisee schedules. Provides referrals to departmental representatives and advises until major declaration.
<i>Professional Support</i>	Assistant Dean for First Year Students	Assistant Dean for First Year Students Professional Adviser for First Year Students
<i>Supplemental Adviser</i>	Engineering, Music and Nursing provided supplementary advisers.	No formal assignment of supplemental advisers.
<i>Major Advising (after declaration)</i>	Provided by departmental adviser for each declared major.	Provided by departmental adviser for each declared major.
<i>Advising Training</i>	3-4 hours in August; Training and training materials provided by Dean for First Year Students	1 full day, 2 half day training sessions Monthly 4 th hour advising meetings in fall semester.
<i>Meetings for Advisers</i>	August, October, March	August, October, March
<i>Student Interactions</i>	Class interactions Office hours Individual advising appointments Informal interactions	Class interactions Office hours Individual advising appointments Informal interactions Monthly 4 th hour advising meetings (group meetings with support from UGS)
<i>Student Data (midterm and final grades, test scores, etc.)</i>	Student data provided to SAGES Adviser.	Student data provided to SAGES Adviser.

	SAGES Adviser responsible for reviewing data with student and having relevant discussions.	SAGES Adviser responsible for reviewing data with student and having relevant discussions.
<i>2nd semester advising</i>	<p>Provided by SAGES Adviser until declaration with referrals to Departmental Representatives and supplementary advisers (see above).</p> <p>Intensive advising and creation of an Educational Plan.</p>	<p>Provided by SAGES Adviser until declaration with referrals to Departmental Representatives (see below) and other avenues for major exploration.</p> <p>Intensive advising plan eliminated.</p>
<i>Strengths</i>	Strong relationships developed between SAGES Professor/Adviser and students through classroom and advising interactions.	<p>Strong relationships developed between SAGES Professor/Adviser and students through classroom and advising interactions.</p> <p>Advising support provided through more extensive training, regular group advising sessions (4th hour) for professors and their advisees facilitated by UGS, enhanced role of departmental representatives.</p>
<i>Challenges</i>	<p>SAGES Professors/Advisers not all comfortable with serving in generalist role and dependent on outside supplementary advisers.</p> <p>Educational Plan not developed.</p>	<p>SAGES Professors/Advisers will truly have to serve as generalists and will not have supplementary advisers.</p> <p>Advisers will have to attend additional advising training sessions and assume greater responsibility for advising accuracy.</p>
<i>SAGES Intensive Advising Compensation</i>	<p>Provided to account for intensive advising in the second semester – 1 hour every other week for each advisee (15) amounting to 105 hours of advising. Compensation awarded in one of the following options:</p> <ul style="list-style-type: none"> • course release • \$3000 discretionary account • one time \$1500 salary supplement (taxable) 	No intensive academic advising in second semester.
<i>SAGES Adviser Compensation</i>		<p>Compensation is for participation in adviser training.</p> <p>Small discretionary account for each time FS taught</p>
<i>Costs</i>	\$180,000 (\$3000/adviser)	\$90,000 for SAGES Adviser Compensation – discretionary funds

	<p>Total - \$180,000 steady state</p>	<p>\$50,000 for professional adviser for first year students including fringe benefits (not including space and start-up)</p> <p>\$7,000 initial set up expenses</p> <p>Total - \$147, 000 first year - \$140,000 steady state</p>
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Capstone Experience

Rationale for the SAGES Capstone Experience

SAGES requires that students actively participate in a carefully crafted learning experience that gives them the opportunity to integrate, practice and demonstrate the skills they developed and honed through the SAGES curriculum and their major/minor studies at Case. Indeed, the Phase I report identified a successful capstone as the ultimate target of the general education requirement. We believe that Case students must be able to define a problem or question and produce a thoughtful and creative response to that issue. The capstone provides active participation that requires students to practice analytical and practical skills already learned and apply them to a specific project. In this way, their skills move beyond the classroom environment and begin to replicate the environment of the “world of work,” thus engaging the student in forms of analysis and articulation that are distinct from the classroom, and giving them a sense of accomplishment in the participation of their own research or creative initiative.

The “capstone project” is an effective method to engage students in the integration of learning theory and research or other creative interests. The best format for this project includes all aspects of the SAGES curriculum in which students:

- create and implement their own learning plan
- engage in discussion with a mentor that advises on the specific focus of the project
- engage in planning and discussion with an adviser in the department within which the project is supervised.
- are given the opportunity for cross-disciplinary learning
- are given the opportunity to conduct research with Case professors or work with community partners
- evaluate and analyze their learning process and project outcome through written documentation and reporting
- engage their communication skills and share their research/creative work with the community at large

Case already has many Senior Project experiences that are thriving in departments and schools. Roughly 60% of Case graduates participate in an experience akin to a Senior Capstone. The Schools of Engineering and Nursing require senior projects of all undergraduates. Within the College of Arts and Sciences, senior projects of some form are required within English, Geology, History, Physics, Political Science, Religion, and the College Scholars Program. In the Weatherhead School of Management, the Department of Economics requires capstones of undergraduates. These requirements range from hands-on research and written theses to required seminar classes. Many other departments also allow students with sufficient GPA's to participate in Senior Honors Projects.

Guidelines for the SAGES Capstone

The nature of the fully implemented SAGES program as a university-wide curriculum is both distinctive and problematic. The capstone must fit into each of the unique ways in which

people respond to issues in the various different disciplines that are found on our campus. We hope that some capstone projects will span multiple departments and also extend beyond Case's campus to the community at large. With these complexities, we hesitate to dictate a single format for university-wide capstone experiences. Rather we provide guidelines for what we believe a successful capstone should include in the context SAGES. The programmatic specifics should then be developed by individual departments and undergraduate degree granting schools where each capstone will originate.

The guidelines described in the "Report of the on the Proposed Changes to the General Education Requirements" (dated 9/10/2001) still apply. These were in turn taken from an original proposal presented by the CEP subcommittees in the January 2001 proposal (Supplement A). We provide them here, with minor revision, as a starting point.

The Senior Capstone Experience or Senior Project is required of all students across the University in their senior year and will consist of one or two semesters of work, 3-6 credit hours under the guidance of a faculty adviser. The student will be required to pull together the knowledge and skills obtained throughout their education to address the demands of a new and original project. Acceptable formats for the senior project are varied and flexible, but each must satisfy the following requirements:

- critical thinking
- focus on methodology, with clear goals, an appropriate plan of action, and a good likelihood of success
- regular oversight by the project adviser
- periodic (e.g. twice per semester) reporting of progress
- writing throughout the project (drafts, progress reports) with a final thesis in prose format, although the project may also include different media especially for public presentation
- oral reports throughout the project and a final public presentation of the student's work in a campus-wide open house research day or conference

The capstone requirement can be fulfilled by any of the following formats:

- Existing or new department-based Senior Project courses.
- Individual (or small group) projects arranged with a university faculty member. Such projects may be proposed by the faculty or by the students. Each student within the team will generate their own capstone paper describing their role in the project.
- Projects based primarily on work with a professional outside the college or university, but supervised by a college faculty member.

Each school will be responsible for overseeing their own Capstone programs and for approval of all courses that satisfy the Capstone requirement. It is suggested that a Capstone Committee be formed in each school to carry out these functions and to organize that school's contribution to a Senior Fair at the end of the academic year where finished projects will be presented to the public. Grades will be assigned by the official faculty adviser or by the course instructor.

In designing their Capstone program, each department should consider the following important points.

- The project does not have to originate in the student's major department.
- The student will make a declaration of the capstone to be filed in the Office of Undergraduate Studies.
- If a student's major requires a capstone project, the student must ensure that their project satisfies the requirements of both programs - the major and SAGES.
- The adviser is from the department of the capstone origin, but does not necessarily have to be from student's major department. The adviser must be a member of the regular undergraduate faculty.
- A capstone can be performed outside of undergraduate degree granting departments or schools (e.g. professional schools or institutions outside of the Case community). In those cases the student should identify a mentor where the capstone is to be performed and an adviser in department where the capstone originates who will assure that the educational goals are achieved and assign the official grade in consultation with the mentor.
- Departments may choose to require a capstone preparation course in the third year, but it will be a departmental, rather than a SAGES requirement
- Interdisciplinary projects are encouraged, but must conform to the guidelines created by the department of capstone origin.
- Capstone projects may be team efforts, but they must have well-defined roles for each team member.

Timetable for the SAGES Senior Capstone

Each SAGES student is responsible for creating her or his own capstone project, based on the following:

In the First and Second Years:

- The student meets with his/her SAGES first-year adviser, major adviser, and faculty in the department(s) of potential major(s) to discuss majors, possible Capstone project ideas, and curricular choices to fulfill requirements and enhance the student's learning plan.

During the Third Year:

- The student is assigned a departmental capstone adviser and if the project, will be done outside of the department, finds a mentor where the capstone will be performed.
- The student, with counsel from his/her adviser and (if applicable) mentor, creates a capstone proposal to be turned in to the capstone adviser and the corresponding department for approval. In general, the capstone proposal should include a process

of evaluation, written component(s), the type of public presentation for the project, and if applicable, a plan and budget for the public presentation.

In the Summer Before the Student's Final Year:

- The student may wish to participate in research, independent study, internship, coursework, or partnership to prepare for the project. However, summer work is optional.

In the Final year

- The student will make a declaration of the capstone project to undergraduate studies.
- The student must earn at least 3 credit hours during the final year within the department of capstone origin for research and preparation of the project. (Note: these credits may be earned during the summer preceding the final year.)
- Credit may be issued for a class created for capstone preparation, as an independent study, or as a designated capstone course
- At the end of the semester, the student must document the research or creative process completed during the semester for a grade
- By the last day of classes of the student's final semester, the student must complete the project for a grade. Completion of the project includes:
 - A public presentation at the Senior Capstone fair, a conference, a performance, a public lecture, a teaching presentation, or other, as approved by the department of capstone origin
 - A written component such as a research paper, creative writing, a written evaluation of creative process for a performance, or other as approved by department of capstone origin

Additional requirements can be made by the school or department where the capstone originates. Therefore, students must assure that their project meets the requirements of SAGES and those of the pertinent department and school.

Completion of the Capstone Project with a passing grade is necessary for graduation from Case. If a student does not complete the project in his/her final year, s/he will be assigned an "I," and may march in graduation, but will not officially graduate until s/he completes the requirements. This may necessitate that s/he enroll for class an additional semester.

Anticipated Impact and Results of the Proposed Plan

A successful capstone experience will encourage each Case student to bring the information and skills acquired in SAGES seminars and their major to a fundamental issue. The student's response, whether a research project or creative endeavor, will provide her or him with experience in generating real world responses. As such, it will bring the educational experience to an exciting conclusion and prepare the student to move on to her or his next challenge, whether in professional or graduate school or in the work force.

Governance

Two aspects of governance will be essential for a successful program. First, there must be a director and set of committees who assume the duties of managing the SAGES program. We refer to this as administration. The second aspect is institutional impact evaluation. We feel that SAGES must evolve, and a mechanism must be in place to trigger action if SAGES is either not succeeding in crucial ways or if aspects are performing beyond our current expectations.

Administration

The administration of SAGES will include committees to provide guidance as well as administrators that assume ultimate responsibility for execution. The administrative format that is currently being put in place by the President encourages deans to serve as “University Officers” that assume responsibilities within the larger university community. Given that the greatest responsibility for SAGES resides in the College of Arts and Sciences, it is appropriate that the Dean of the College of Arts and Sciences, or his or her designate, will assume the role of Director of SAGES. The Dean’s designate must be a faculty member, and that person must be given appropriate rank to insure that s/he has full authority to meet the responsibilities of the position. The Director will have ultimate responsibility for the overall program, including recruitment of leaders for each seminar.

The deans of the other undergraduate colleges, or their designates, will oversee the department seminars and capstones run inside their colleges and schools and insure that they conform to the guidelines of the SAGES curriculum. They will also assist in identifying seminar leaders for FS and US courses and will meet regularly with the Director of SAGES to discuss concerns and opportunities.

Working with the Director of SAGES will be a series of committees with representation from all of the schools that grant undergraduate degrees (CAS, CSE, WSOM and FPBSN). The committees will in general be those that directed the pilot. A first seminar committee and a university seminar committee will direct those efforts. Department seminars will be controlled by individual departments. Therefore, no separate administrative unit will be required. A separate writing portfolio committee will oversee development and evaluation of each student’s writing portfolio. Finally, a single faculty member will serve as coordinator for the Presidential Fellows program. The Presidential Fellows coordinator will be responsible for recruiting individuals whose applications will be evaluated and selected by the US committee. The coordinator will assure proper training of Presidential Fellows and help them to make a smooth transition to university culture.

Each committee will have authority for their individual tasks. However, it is also important that programmatic continuity be maintained. To accomplish this, an executive committee will be formed from representatives of each of the administrative committees and the Presidential Fellows coordinator. The executive committee will hold regular meetings led by the Director of SAGES.

Institutional Impact Evaluation

The anticipated impact of SAGES on the University is large. Nearly all facets of the university will be affected. Thus, it is crucial that the impact of the program on the institution’s operation be monitored. Furthermore the information that is obtained must be used by those

individuals and groups that are empowered to make changes as required.

We stress that the Director of SAGES will have authority over and be responsible for the implementation and operation of SAGES. The assessment of impact is a separate function. What is needed is a role normally played by a visiting committee. In this case the impact of SAGES will be monitored by an “internal visiting committee”.

When considering the impact of SAGES on the University, some of the questions that need to be asked are:

- How will the student population change? This includes the total number of applications, but also includes student demographics such as distribution between majors, geographic origin, socioeconomic status, ethnicity and gender.
- Who teaches SAGES? It is desirable that the teaching faculty be distributed among the various colleges and schools and faculty ranks. Moreover, neither the untenured faculty, nor any other identifiable subgroup of faculty, should be forced to assume a disproportionate load. Unwavering commitment from all of the schools in the University is expected. The staffing must be tracked so that deviations from expectations are quickly identified and addressed.
- What resources are devoted to SAGES upon implementation? Although SAGES is derived from pedagogical desires of faculty and is designed to achieve academic goals, it is staff intensive and, therefore, expensive. Fiscal models project enhanced revenues that will be more than enough to offset increased expenses, but the revenues and costs must be monitored to insure that SAGES does not threaten the financial health of the schools or University.
- What is the effect of SAGES on institutional reputation? The profile not only of the University, but also the individual schools and colleges will be affected by SAGES. Citations in college guides, popular press, and rankings need to be tracked and analyzed to determine how the program affects how we are perceived by prospective students, their parents, our peers in the academic world, and the public at large.
- What is the effect on morale? SAGES offers the possibility for raising the level of student and faculty engagement in scholarship in a manner that results in vastly improved intellectual and personal satisfaction. Measures of student engagement and measures of morale need to be made to determine the nature (positive or negative) and intensity of the change on morale. It is important, also, to determine the range of responses, i.e., whether different identifiable subgroups are experiencing different consequences.
- What is the effect on the rest of the undergraduate curriculum? A successful program will extend the SAGES style into other parts of the university. Evidence that can demonstrate such a trend needs to be tabulated.

The above represents only some of the ways SAGES will have impact, but it serves to indicate the required breadth of continued study of SAGES efficacy. The question is how to make such measurement and how to disseminate the information?

The committee strongly feels that existing apparatus should be used for this purpose. The

University Undergraduate Faculty (UUF) Executive Committee will be charged with developing and executing recommendations for evaluating institutional impact. Furthermore, the UUF Executive committee should develop, on an annual basis, reports regarding the impact of SAGES using input from the Admissions Office, the Institutional Research Office, Undergraduate Studies – particularly the Dean of First Year Students, and its own constituent committees (Academic Standing; Curriculum; Student Life, Services and Environment; and Undergraduate Admissions).

We recommend that each report be distributed to the deans and executive committees of all schools and colleges for informational purposes. Most importantly, each report together with recommendations for action, based on trigger conditions as described above, will also be submitted to the Provost. Each action request will be routed through the Provost office with the expectation that the Provost will refer most requests directly to another office, including the Director of SAGES, a Dean, Admissions, etc., as appropriate. Each action request will result in a response that ultimately will be reported back to the UUF Executive Committee.

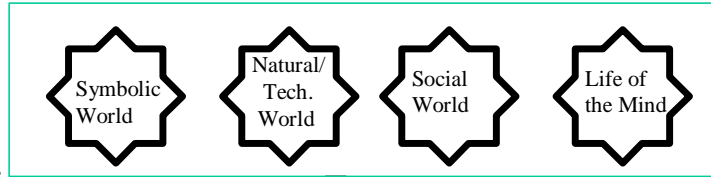
Conclusion

The for Full Implementation of the SAGES Curriculum proposes that the faculty of the undergraduate colleges and schools adopt the program described above and in the diagram below as the general education curriculum for the entire undergraduate class that will be entering in Fall 2005 and thereafter.

We appreciate the constructive input and discussions by parties throughout the university community. With their help, we have tried to address concerns of both faculty and students. In so doing compromises have had to be made. SAGES is based upon sound pedagogical principles and develops from a highly successful pilot program, and we anticipate that it will evolve through future iterations. We believe that adequate governance structure will aid in implementation and provide safeguards that will trigger prudent adjustments that correct structural errors and build on successes. Through these kinds of adjustments, we expect to bring our students a vibrant and exciting curriculum that meets their needs at any point in time.

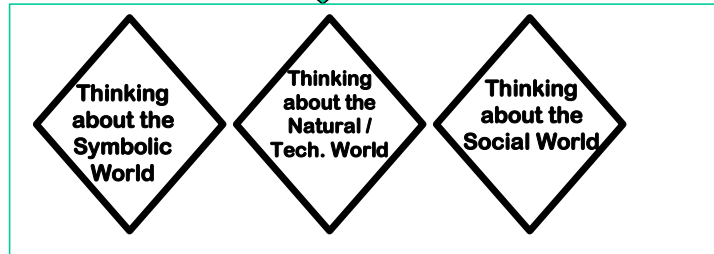
Fall First Year – Choose one First Seminar for 4 credits:

- Writing instruction
- Topical but with some common elements
- No prerequisites



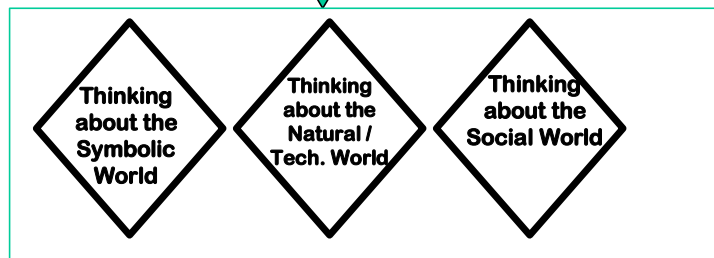
Spring First Year – Choose one University Seminar for 3 credits:

- Writing instruction
- Topical
- Prerequisite: First Seminar



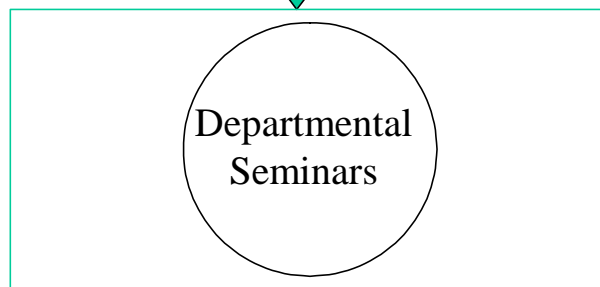
Second Year – Choose another University Seminar in a different theme for 3 credits:

- Writing instruction
- Topical
- Prerequisite: First Seminar



Third Year – Choose any Departmental Seminar for at least 3 credits:

- Disciplinary writing instruction
- Topical
- Can have prerequisites and count towards majors



Final Year – 3 - 6 credits:

