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To: Dirk Messelaar, Dean CCDE  
From: Peter Taylor, Coordinator, CCT Program  
Denise Patmon, Chair, Curriculum & Instruction  
Cc: Les Goodchild, Dean, GCOE  
Re: Partnership with Cont. Ed. around CCT Certificate  
Date: 1 June 2004

This memo reflects our agreement about CCDE partnering with the CCT Program to promote the 15 credit CCT Graduate Certificate, which allows people to take two core courses and choose three electives. Initially the electives offered through CCDE would allow students to pursue a focus on “Creative Thinking at Work,” but, after consulting with Arthur Eisenkraft, the incoming director of the proposed Center for Math and Science Education, we may consider adding a second focus on “Science in a Changing World.” The contribution of Cont. Ed. will be to:

- a) publicize the certificate in its catalogs (starting with the Fall '04 catalog) and website, and through brochures as CCDE sees fit (see draft description attached); and
- b) provide an annual stipend for a Certificate Coordinator equal to a regular graduate instructor’s one-course salary. Under the direction of the CCT faculty, the Certificate Coordinator would arrange staffing for courses, answer queries about the certificate and courses, co-ordinate review of applications to the Certificate, distribute publicity materials prepared by Cont. Ed., represent the Certificate at Open Houses, advise Certificate students, and handle other matters that arise in the day-to-day running of courses.

The CCT Program will develop online versions of selected courses so that within two years a certificate student could complete the 15 credits online, although the certificate partnership will continue to accommodate both regular and online offerings and for M.A. students no more than four on-line courses from UMass Boston may be counted towards their degree.

# **Critical and Creative Thinking (focus on Creative Thinking at Work)**

This 15 credit graduate certificate in Critical and Creative Thinking trains people to tackle challenging real-life problems, generate new ideas, and take them through to realization in their various educational, professional, artistic, and social settings. A variety of approaches are introduced to invention, dialogue, listening, and teamwork that promote creativity. Certificate students learn to confront ambiguous and complex problems, reflect deeply and bring insights to the surface, transform the giving of feedback into a mutual learning experience, build relationships of trust and enthusiastic acceptance of diverse perspectives, articulate a practical vision, and collaborate in bringing it to fruition. CCT Certificate students take two core courses, three elective courses, and complete an exit performance as part of one of the courses taken. CCT Masters students, graduate students from other programs, advanced undergraduates, and special students are welcome to enroll in individual courses.

For more information, contact Nina Greenwald (tel 617 287 6523, Email [nina.greenwald@umb.edu](mailto:nina.greenwald@umb.edu)) or visit [www.cct.umb.edu/CTAWcert.html](http://www.cct.umb.edu/CTAWcert.html)

Development of the CCT-CCDE partnership, (11/12/08)

A. Starting June '09, the CCDE-funded assistant position for CCT will be increased to a 50% time, 12-month, Assistant Coordinator of the CCT-CCDE partnership, with the following areas of responsibility:

1. Teaching 4 sections/ year offered through CCDE, including the CCT Certificate in China
2. Assist the CCT Coordinator to develop & implement marketing plan to increase enrollment in existing CCDE-funded CCT courses (but without drawing students away from state-funded courses).<sup>1</sup>
3. Assist the CCT Coordinator to attend to the myriad day-to-day administrative and student and faculty support tasks of a graduate program and the CCT-CCDE partnership.<sup>2</sup>

Without this administrative assistance and continuity, the CCT-CCDE partnership at its existing level takes the CCT Coordinator beyond the limits of his time and attention. With this administrative assistance:

- \* CCT-CCDE courses can be marketed to achieve the necessary enrollment and new courses/sections added (including the China online sections);
- \* the “Science in a Changing World” certificate emphasis can be promoted.

To cover costs of the 50% position, enrollment per course, not number of courses offered, is the key issue for budgets and thus for marketing.<sup>3</sup>

B. The CCT certificate will be offered online for school teachers and administrators through the elite Renmin High School in China.

1. Eventually this would require a CCDE-funded coordinator over and above the 50% position under #A, but the 50% assistant would contribute time and experience on the necessary administrative work.
2. In the short-term (for the first year, or until the CCDE-funded coordinator is hired, whichever comes first) CCDE-funded assistant and, from June '09, the Assistant Coordinator assists the CCT Coordinator in arranging 2 online courses for Spring '09 and additional courses for subsequent semesters to complete the certificate.<sup>4</sup>
3. Job description, search and hiring of the CCT China coordinator expected by end of 2009. Hiring recommendation made by CCT faculty.

C. Timing and budgets.

Spring '09. For work under 2b, CCDE transfer to CCT's ESS account additional funds for the current CCT assistant to cover additional 5 hours/week (18 weeks @ \$95/week = \$1710) and a matching amount for CCT Coordinator's contribution (as discretionary funds for Coordinator's initiatives on Science in a Changing World).

Summer '09 onwards. 50% Assistant Coordinator position (at \$30K with benefits) begins, with the responsibilities described in A, subject to the following caveat:

One of the courses each semester, “Reflective practice,” has to get through governance and build up student numbers. If this doesn't happen, the teaching load for the Assistant Coordinator might be lower and the course load enrollment boost for the existing courses would have to be on the higher side (i.e., up to 25%).

Fall '10. Evaluation of whether the 50% Assistant Coordinator position has yielded the desired results.

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- <sup>1</sup> a. Liaison with CCDE publicity group about CCT material on web & in CCDE catalog; publicity plans for bookmark, poster, advertisements; publicity for Science in Changing Work certificate focus.
- b. Follow up with UMass online & other inquirers and event attendees.
- c. Organize CCT (alum) Network events, wiki, and social network site (“ning”) to publicize the Program and organize alums in outreach activities that promote the Program (including keeping the contact database up to date).
- d. Keep CCT website information up to date and make enhancements to attract interest from visitors.
- e. Evaluate impact of various efforts and adjust future plans accordingly.
- f. Other tasks as emerge.

- <sup>2</sup> a. Help getting online courses up and running and online instructors learning from each others' experiences (students & instructor in touch with each other before start of semester; technical snafus and developments; lessons from evaluations; conference call and wiki dialogue among instructors)
- b. Help in development of online courses for the CCT certificate online in China. (Before June '09 the current CCDE-funded assistant provides this help. Primary assistance on China partnership to shift to a separate assistant by Dec. '09.)
- c. Collect and get updates on student course plans, registration, and transcripts; input them in database to allow for effective advising, enrollment management, followup on lapsed students, and scheduling of courses.
- d. Keep CCT handbook and other website information up to date and follow up on changes to WISER to allow for effective advising.
- f. Record keeping, paperwork, and follow up for recruitment (especially of non-matriculated students) and admissions.
- g. Promote student development of research and study competencies and assist students who need help during research and writing through to synthesis (capstone) completion.
- h. Other tasks as emerge.

<sup>3</sup> Based on 2007-08 figures, a 12-25% increase in enrollments needed, from an average of 11 to 12.5-14, is needed to cover the additional costs (salary & benefits) of the 50% Assistant Coordinator teaching 4 sections/year. (See C for explanation of the range in the estimates.)

<sup>4</sup> Possible courses & instructors

- \* CCT601, Critical Thinking (Bob Schoenberg) Spring 09
- \* CCT602, Creative Thinking (Delores Gallo and Luanne Witkowski) Spring 09
- \* CCT611, Seminar in Critical Thinking (Theme: Information Literacy, Jeremy Szteiter%)
- \* CCT612, Seminar in Creative Thinking (Theme: Inside the Creative Process, Suzanne Clark)
- \* CCT616, Dialogue Processes (Olen Gunnlaugson)
- \* CCT655, Metacognition (David Martin)
- \* CCT692, Processes of Research & Engagement (George Hart%)

% subject to approval by CCT faculty

Date: Thu, 25 Feb 2010 05:58:20 -0500  
To: Dennis.Maxey@umb.edu  
From: peter taylor <peter.taylor@umb.edu>  
Subject: revised proposal & rationale  
Cc: burton.holmes@umb.edu

Revised proposal ([changes in blue](#)). Jack Levy, C&I Chair, has been briefed about this proposal.

**Background:**

The position of half-time assistant coordinator of CCT, funded by CCDE, assists in the administration of the CCT program and supports growth in numbers of students enrolled in CCT courses offered through CCDE. As originally proposed this would include promotion of the CCT certificate, with its foci on Creative Thinking at Work and Science in a Changing World (SICW), and operating an M.A. program for students in China.

[Although the position was not scheduled to start till June '09 \(and was then subject to the hiring freeze until October '09\), the CCT Program Director and CCDE-funded assistant began work together on these goals in January '09.](#) Since then the China initiative has been put on hold and instead effort has been put into promotion and expansion of CCT course offerings to students in the non-licensure M.Ed. track, now called Learning, Teaching and Educational Transformation (LTET). In part due to those efforts there was a marked increase in student numbers in CCT online courses this last fall.

At the same time, with the Provost's backing, a fully-fledged SICW graduate track has been approved in CCT (to offer a Masters and Professional Science Masters, as well as Certificate) and is now recruiting students.

**Proposal:**

The position of assistant coordinator of CCT, funded by CCDE, would be increased from 50 to 75% time starting on 1 June 2010 with additional responsibilities of: teaching a fifth CCT course through CCDE each year, assisting in the coordination of the LTET M.Ed. track (especially in relation to advising students about CCT course offerings), and supporting the LTET faculty in their efforts to promote that track. [The scheduled one-year-in review by CCDE of the assistant coordinator position would still occur in Fall '10.](#)

**Rationale:**

1. LTET students are taking CCT courses through CCDE now that lines of communication (email & wiki) and faculty advising have been regularized and course requirements clarified. Indeed, even though the high numbers in the fall dropped in the spring, the year's average is well above the numbers needed to cover the costs of the 75% position ([see Figures below](#)).
2. LTET has potential for further growth, but because all the LTET faculty have primary commitments to other programs, this growth is not likely to happen without staff assistance in promotional efforts and continuation of CCT's key contributions to the organization and student advising for the LTET track.
3. [Numbers](#) in CCT courses offered through CCDE and student numbers in those courses [have yielded](#) enough students to cover the costs of a 100% position, but this is not requested. (Jeremy Szteiter has other employment, including course development and instructional design at Dana Farber and at Excelsior College for online courses.)
4. A 75% position, much more than a 50% position, would provide enough presence (on-campus and online) for the Program Director, Peter Taylor, to delegate core tasks to the Assistant. Such

delegation should lead to a situation where the Assistant could cover CCT administration and LTET support when Peter Taylor is on leave or has research-related release. Most importantly, however, the increased assistance will help make the administration of the CCT courses through CCDE sustainable--this last year's increase has come at the expense of Peter Taylor's research, publication, grant-writing, and non-UMB commitments.

**Figures:**

The target was to increase from 100 to 112 per year. The total enrollment from summer '09 through spring '10 is 159 --many times the increase needed to meet the enrollment targets to cover the costs of the 50% position. The year's average, over 13/course (counting only the courses that reached the minimum for a regular instructor salary), is 18% more than enough to cover the costs of the proposed increase to a 75% position, which requires only an average of 11/course in 11 courses/year.

## **Development of the CCT-UC partnership around the CCT M.A. degree (12/10/10)**

A. Starting immediately, the CCT Program will schedule sections of required courses and electives so that both the regular track and the new Science in a Changing World (SICW) track can be completed by students over a 2.5 year period entirely by taking sections offered through UC. As an incentive to add online sections and increase enrollment in all CCT sections offered through UC, UC will increase its support for CCT program assistants, offer revenue sharing, and continue its support for program promotion.

B. Starting 1/15/2011, UC will fund a 50%, 12-month, non-benefitted assistant position for the Science in a Changing World track, with the following areas of responsibility:

1. Teach 3 sections/ year offered through UC.
2. Assist the CCT Coordinator to develop and implement marketing plan for SICW to generate strong enrollment in existing and future UC-funded CCT sections.
3. Assist the CCT Coordinator and assistant Coordinator to attend to the myriad day-to-day administrative and student and faculty support tasks of the SICW track and the CCT-UC partnership.

Continuation of this position will be subject to annual review by UC in relation to enrollment levels achieved.

C. Starting 1/15/2011, the UC-funded Assistant Coordinator position for the CCT Program as a whole will be increased to 100% time, with the following increased responsibilities:

1. Teach an average of 5.5 sections/ year offered through UC.
2. Assume more of the load in working with the CCT Coordinator to develop and implement marketing plan to increase enrollment in existing UC-funded CCT courses.
3. Assume more of the load in working with the CCT Coordinator to attend to the myriad day-to-day administrative and student and faculty support tasks of a graduate program and the CCT-UC partnership.

D. A shadow UC section will be created for certain courses so students can be brought into regular class meetings from a distance using Skype or WIMBA until enrollments rise to a level that warrants a separate online section. Building on the extensive online materials needed for web-enhanced regular courses, the online sections will be prepared at a steady pace so that they are ready when needed.

E. Any net revenue for the partnership will be split as per the University-determined percentages between UC and College of Education & Human Development.

F. The annual per course dividend to CCT's ESS account will be continued (academic unit fund).

G. If any sections are offered through UC that count as part of the regular load of a regular faculty member, this will result in payment from UC to the instructor's home college according to a standard formula to be established by the relevant deans. Current costs are approximately \$5000 plus fringe.

H. CCT students with state-funded GAships taking UC courses during fall or spring semesters will have fees waived.