

## Critical & Creative Thinking Graduate Program, 07-08

### Numbers

15 M.A. students and 1 certificate student matriculated in 07-08. (Compared with 9 matriculants in M.A. program last year and an average over the previous three years of 13±2.)

As of April '08, there were 32 students in M.A. program and 3 in certificate program.

7 of the 32 had completed all course work and were working, some with significant life/family interruptions, on completing their capstone syntheses.

2 of the 32 graduated in May/June and 6 more plan for August degrees.

In addition, 3 graduated in December 07.

Synthesis topics ranged from "From humor in the workplace to humor as a means of healing from loss" by Sheryl Savage, a community college administrator, to "Meaning through metaphor: Visual dialogue and the picturing of abstraction," by John Quirk, a Dean of Students at a boarding school.

Anticipated M.A. matriculants for Fall '07 = 7±2 + 2 certificate students

### Developments 07-08

*1. The highest priority for CCT is providing the teaching, advising, mentoring, and a coherent program of study for students, and support for alums in their intellectual, professional, and personal development.*

A. The biggest challenge in this regard is to ensure coverage of CCT teaching and administration given that the GCE has no plan to seek authorization for a search for a second regular (tenure-track) member of CCT and is not committed at this point to continuation of a CCT lectureship (50% or 100%) after Nina Greenwald's position ends in August 2009.

- a. We prepared a multi-year plan that ensures that matriculated students can still be served (Attachment A). This involves the required courses being offered 1 semester in 3 and electives being offered every 2<sup>nd</sup> year. The main gap that needs to be filled after AY08-09 is funding for a dynamic, well-qualified instructor for the core course, CrCrTh 602 Creative Thinking, after Nina Greenwald's appointment ends (or the course is shifted to CCDE after Nina Greenwald's appointment ends).
- b. We clarified the administrative division of labor (Attachment B).<sup>1</sup> The biggest gaps in this regard are whether: a 100% replacement will be funded whenever Peter Taylor (as the only professor full-time in CCT) takes leave; whether CCT faculty members from CLA can serve as Program coordinator; and staff assistance for the program coordinator with the myriad of particular administrative needs of a small program. The 1 section/year course release for program coordinators ("PAL"s) was established in Spring 08 is a positive development. In addition, funding is being cobbled together to support

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<sup>1</sup> In September, Nina Greenwald, moved to a 2 and 2 teaching load and Peter Taylor stepped back in as coordinator. Larry Blum has been on sabbatical 07-08 and Carol Smith is on sabbatical for calendar year '08. Arthur Millman now chairs the Philosophy Department.

10 hours/week assistance, 11 months/year for one of the GAs, Jeremy Szteiter, who is committed to serving CCT and the CCT Network (see f below) for at least a year after he graduates. This continuity ensures a payoff for the time invested in training him.

- c. Coordination with the non-licensure track of the M.Ed. program, "Track A," has been enhanced so as to draw more M.Ed. students into CCT electives, have faculty from CCT & Track A share advising of capstones in the two programs and program administration, borrow ideas (e.g., capstone options) from each other, and, if worse came to worse for CCT, CCT students could be transferred to the M.Ed. track to graduate.
- d. Faculty discussion of what we are not doing well, with a view to identifying and prioritizing improvements, still lies ahead. Attachment C gives Peter Taylor's contribution to this process.

#### B. Curriculum enhancements

- e. The main shortcoming of the CCT curriculum is that some students get to the capstone synthesis course but are not well prepared to write a major paper and/or do not finish during the synthesis semester. Attachment D details the measures planned and underway.
- f. Faculty discussion of the CCT curriculum as a whole led to a proposal to help students perceive the interconnections among courses by compiling a Reflective Practice or MetaCognitive Portfolio during the course of their CCT studies (see Attachment E). This would feed into the exit selfassessment, which has now been made a formal capstone requirement.
- g. Building on gripping presentations by alums at a Fall Open house and the keen involvement of the two CCT GAs, several outreach activities have been folded under the umbrella of a CCT Network, which has been hosting month events this spring (Attachment F). The main goals of the CCT Network are to \*organize, in a sustainable fashion, personal & professional development, community building, and educational-innovation activities beyond the formal CCT program of studies; and \*supplement students' education through the involvement of alums and alums' education by their involvement in the education of students and each other. (Secondary recruitment goals are mentioned below under 2.)
- h. A series of steps have been taken and are continuing to promote the graduate certificate focus on "Science in a Changing World" and to build on faculty strength in this area in the M.A. program (Attachment G).
- i. The CCT wiki is evolving as a repository of tools and resources for creative thinking, critical thinking, and reflective practice (see <http://cct.wikispaces.com/IndexOfPages#CCTs>). Peter Taylor and GA Jeremy Szteiter are collaborating on a book manuscript of tools for Research and Engagement from CrCrTh692 and 693.

#### *2. The next highest priority for CCT is to attract applicants to the Program and advise them through to matriculation.*

- a. Open houses and CCT Network events are publicized to people who have inquired about the Program; the experience of the events complements the regular email and phone responses to inquiries. Graphic content has been added to the CCT website (<http://www.cct.umb.edu>), with links to the associated activities. The CCT news (monthly email bulletins) has been revived.

- b. Publicity packets (bookmarks, flyers, etc.) have been prepared for distribution at such events and records made of who takes them. Followup is planned to see whether these are being used proactively.
- c. Inquiries are tracked in CCT's database with periodic followup emails and calls made.
- d. The CCT Network is intended to support recruitment by stimulating alums to mention the Program to others and, eventually, to coach alums in hosting outreach events in their own communities and workplaces. Many hours have been spent tracking down active email addresses and phone numbers for alums; more are planned.
- e. Gail Hobin of Community Relations is providing resources for a major outreach event for Fall 08.
- f. International recognition for CCT is being pursued through: the Science in Changing World activities (see h above) and a pilot collaboration with the University of Exeter in which four students from each program support each other during the development of their thesis/synthesis projects. Local and national recognition is being pursued through the book project (see i above), a collaboration with UM Dartmouth regarding arts education, as well as the Science in Changing World activities.

Peter Taylor, CCT Program Coordinator, June 08.

<b>REQUIRED CORE COURSES</b>	<b>F08</b>	<b>WSp09</b>	<b>Su09</b>	<b>F09</b>	<b>WSp10</b>	<b>Su10</b>	<b>F10</b>	<b>WSp11</b>	<b>Su11</b>	<b>F11</b>	<b>WSp12</b>	<b>Su12</b>
CRCRTH 601 Critical Thinking	AM	BS(o)	JFS	BS(o)	AM	JFS		BS(o)	JFS	AM	BS(o)	JFS
CRCRTH 602 Creative Thinking	NLG	DG(o)		TBA	DG(o)		DG(o)	TBA		DG(o)		
Phil 501 Foundations of Philosophy				AM				AM				
Psych 550/ CRCRTH 651 Advanced Cognitive Psychology		CS					CS				CS	
<b>FINAL REQUIRED COURSES</b>												
CRCRTH 692 Processes of Research and Engagement (formerly 698) [d]	PT				PT					PT		
CRCRTH 693 Action Research for Educational, Professional, and Personal Change (formerly Evaluation of Educational Change) [d]		PT					PT				PT	
CRCRTH 694 Synthesis of Theory and Practice	PT(d)	AM		PT (d)	CS			CS			AM	
<b>ELECTIVES</b>												
CRCRTH 611 Seminar in Critical Thinking (Theme: Problem-based learning)		NLG										
CRCRTH 612 Seminar in Creative Thinking themes: NLG=humor; SC=Inside the Creative Process: Exploring Blocks and Finding Creative Ground	NLG		SC(o)			SC(o)	TBA		SC(o)			SC(o)
CRCRTH 616 Dialogue Processes	OG(o)	AB(w)		OG(o)	AB(w)		OG(o)	AB(w)		OG(o)	AB(w)	
CRCRTH 618 Creative Thinking, Collaboration and Organizational Change	AB(o)	WC(o)	AY	AB(o)	WC(o)	AY	AB(o)	WC(o)	AY	AB(o)	WC(o)	AY
CRCRTH 619 Biomedical ethics			JFS			JFS			JFS			JFS
CRCRTH 627 Multicultural and anti-racist education	LB						LB					
CRCRTH 630 Criticism and Creativity in the Literature and Arts					TBA						TBA	
CRCRTH 640 Environment, Science and Society: Critical Thinking												
CRCRTH 645 Biology in Society: Critical Thinking												
CRCRTH 646 The gifted & talented student		NLG						TBA				

CRCRTH 649 Scientific & Political Change (formerly: Science, Technology and Public Policy) [d]					PT						PT	
CRCRTH 652 Children and Science										CS		
CRCRTH 620 Moral Education												
CRCRTH 650 Mathematics Thinking Skills												
CRCRTH 670 Thinking, Learning and Computers												
WoSt 597 theme=Gender, Race & Complexities of Sci & Tech [d]		PT					PT					

**Instructors**

AB = Allyn Bradford; AM = Arthur Millman, AY = Abby Yanow, Gregg , Allyn Bradford; CS= Carol Smith; DG = Delores Gallo & co-instructor; JFS = Janet Farrell Smith; LB = Larry Blum; NLG = Nina Greenwald; OG = Olen Gunnlaugson; PT = Peter Taylor; SC = Suzanne Clark; TBA = to be arranged

**Codes**

d = regular classes can be taken at a distance; g = thru grad. consortium in women's studies; o = online; w = winter

## Division of labor within CCT/ delegation of primary responsibility

--subject to consensus decision-making at CCT program meetings and Chair's guidance transmitted thru coordinator

--scan left hand column to check on items needing your action

version 6/8/08, --items in red new since last update

Who? When? (=now if not stated)	Admin & general student advising	'07-09	Issues & Action Proposals for CCT faculty to discuss
	1. Prepare course schedule (State & CCDE), get chair's approval, and ensure that the correct version gets to the registrar on time.	PT	
PT	2. Enrollment projections (& planning so level of offerings match)	PT	
PT  NLG	3. Enrollment-boosting arrangements: Crosslisting of CCT science courses, Track A and substitution options through governance, coordinate course offerings with COSMIC, revised Teacher Ed handbook references to CCT science courses, revised description of 693, 612, 611.	PT (692/8 & 693 & 649 titles revised to attract non-CCTers, 612 description change thru governance -- done)	PT: crosslisting of 640, 650  NLG to prepare PBL syllabus to move thru governance?
PT&GA  NLG	4. Coordinate CCDE partnership around CCT certificates (incl. publicity, instructors for online & face-to-face sections, supervising assistant, promotion of Science in Changing World focus)	PT to promote Science in Changing World focus	Promote G&T focus?
	5. General student advising (incl. course plans from new students, assign students to CCT advisors, update CCT student handbook, promote competency requirement before final research courses, emails & flyers about course offerings, advise assigned advisees,	PT  PT, AM, NLG (2/3 of a share in fall07; no new advisees after then)	
	6. Use of Peoplesoft (for student info [esp. for online courses] & registration)	PT	Each of us learns how to do overrides & permissions
PT, CCT	7. Financial matters: Gallo fund, requests for use of ESS funds from CCDE (for dues, stipends for synthesis readers, etc.)	PT	CCT to budget ESS funds for 08-09
	8. Office admin & record	PT	

	keeping to prepare for program reviews (Database maintenance & liaison with GCOE database, preparing requested figures for annual reports, GA training, filing)		
PT	9. Synthesis completion (incl. binding, abstracts to database, exit self-assessment, certifying capstone completion, explicit agreements with students on completing during summer)	PT to coach synthesis instructors PT & GA to keep abstracts etc. up tp date	Each instructor sees all syntheses thru to binding; 692 repeat & other measures to prepare students too complete synthesis
	10. Website maintenance, <a href="http://www.cct.umb.edu">http://www.cct.umb.edu</a>	PT	
	11. Email News/communication with students & wider community	PT & GA	
PT	12. Awards, Gallo fund, International Tuition waiver	PT interface w/ bureaucracy (w/ rest of faculty in choosing Gallo & annual awards)	
	13. Liaison with Graduate Studies (incl. GPD meetings) & other duties (as defined in GS manual for GPDs and Graduate Bulletin)	PT	
	14. Coordination with other Programs within the Department.	PT (track A to highlight CCT & align CCT with Track A)	
	<b>Recruitment Outreach and Program Development</b>		
	15. Promote CCT courses to boost enrollment (incl. communicate with C&I student advisors)	PT & individual faculty re: their own courses	
NLG, PT, CCT	16. Recruitment Outreach and Advising (incl. CCT network & website enhancements, e.g., more graphic website)	Network: PT w/ GAs Website: PT w/ GAs NLG (PT as backup)	Kodaly revive (PT plan?)
NLG, AM, PT	17. CCT admissions subcommittee & liaison with Grad. Admissions  admissions advising	NLG & AM (PT to sign off & supervise record keeping) NLG (PT as backup)	Need to get matriculation up to at least 13/year, if not 18
NLG PT	18. Open Houses, Special events (including UMB & Grad studies open houses & showcases) CCT Network as Community-building initiative	NLG other events (PT to pinch hit) PT & GAs	CCT Network program & possible 1 cr course
PT	19. Program Development subject to AQUAD plans (incl. faculty involvement in	PT leads. First step: clarify items in 21 done (with some unresolved)	3 <sup>rd</sup> step: brief Chair & Dean

	revising plans)		
	19B. Prepare for AQUAD review (due 09-10)	PT (see 8 & 9)	
PT, CS fall09?	20. Train possible future coordinators in admin. history & procedures	PT; CS will work w/ GA & PT in fall 08??	
	21. Take lead in contesting/shifting the College's position about lines and resources for CCT (see minimal list for sustainable M.A. program, a-l, below)	PT wanted not to have to do this, but see 21f-l below & positive responses from Eunny H.	
	a. all or some of required CCT courses are offered 1 semester in 3 (as against once per year at present);	done	
	b. instructors in those courses find (more) ways to attract non-CCT students so as to buffer against the inevitable variations in enrollments in a small program;		
PT	c. innovations are pursued that open up face-to-face required courses to students participating from a distance (e.g., through skype);	PT continues to refine; CS & AM w/ student assistance & review of anyone shifting from certificaet to MA	
	d. electives are offered on a 2 year cycle to preserve the range of electives that the diverse CCT students need;	CCT faculty agrees (except NLG electives 07-09 - see 21k)	
	e. the number of electives offered does not exceed the projected demand from CCT students and, for cross-listed courses, students from other programs;	Brief Formula = If MA students matriculating in year 1 are assumed to take their 1.5 electives in year 2, then (after 10% attrition), the math works out to: 15 matriculants in year 1 = 1-2 cross-listed electives + 1 solely CCT elective. (NLG electives 07-09 exceed this formula)	
	f. funding is assured for a dynamic, well-qualified instructor for CrCrTh 602 after Nina Greenwald's appointment ends (or the course is shifted to CCDE after Nina Greenwald's appointment ends);		PT to seek written agreement from Chair & dean (not given yet)
	g. a 100% replacement is funded whenever Peter Taylor (as the only professor full-		PT to seek written agreement from Chair & dean (not given yet)



	time in CCT) takes leave;		
	h. CCT faculty members from CLA can serve as Program coordinator;		PT to seek written agreement from Chair & dean (unless CS & AM rule this out) (not given yet)
	i. the particular, diverse administrative and program development work required to sustain a small graduate program is recognized by the Department and College;	Eunny agrees to this (15 Oct 07), incl. 1 CLR/year for program coordinator ("PAL")	
PT CS, AM	j. (perhaps) the online sections are discontinued so as not to draw students away from the face-to-face sections and to reduce the high administrative load of getting such courses up and running.	No. Grad Studies has confirmed that certificate students who switch to MA can transfer in all 15 credits even if they are online. <b>Grad Studies has confirmed that CCT's face2face sections that bring in some students from a distance do not require special approval.</b>	
PT	k. Nina Greenwald and Peter Taylor teach more sections out of the CCT program;	No for NLG (teach CCT only for 07-09)	
CCT	l. the CCT faculty can make time to update the curriculum in light of new developments in teaching thinking and facilitating reflective practice;	<b>Reflective Practice/metacognitive portfolio, piloted by GAs, promoted to incoming students starting Fall 08</b>	Continue discussion Reflective Practice/metacognitive components from AM & NLG
	m. the smaller program passes muster in the 09-10 AQUAD review.	(See 20 as a first step)	CS hesitant about leading 09-10 review.
	22. Specific AQUAD objectives	Overall plan affirmed Non. '07, <a href="http://www.cct.umb.edu/aquad07plans.html">http://www.cct.umb.edu/aquad07plans.html</a> (Adjustments: Removed past target dates + minor changes mostly to reflect initiatives since 1/03 that are already happening.)	
PT	Science in a Changing World (objectives A3b, C3, D2, E5)	Overall plan affirmed by CCT faculty, <a href="http://www.cct.umb.edu/SICW.html">http://www.cct.umb.edu/SICW.html</a> ; <a href="http://cct.wikispaces.com/SICW">http://cct.wikispaces.com/SICW</a>	<b>PT to seek endorsement by Interim Provost Langley</b>

WAYS THAT CCT IS NOT A GOOD PROGRAM RIGHT NOW  
or THERE'S ROOM TO WORK ON IMPROVING...  
(arranged under 5 responsibilities we have as core faculty)

1. Teaching, advising, mentoring, and coherent program of study for students, and support for alums in their intellectual, professional, and personal development.

Need to reduce % of "all but synthesis" (Gather info + develop response)

Need to reduce attrition of students of color ( . . . . . )

Required courses offered w/out instructor cross-referencing (for more than 9 years)

Need collaborative work on supporting thinking + tutoring weaker students

Significant fraction of synthesis students don't finish in synthesis semester

Curriculum offered without review + update (except by individual instructors)

Range of expertise of CCT faculty much less than range of students' projects

2. Securing resources (staff support, \$\$, admin attention) and providing our own collegial service to fulfill #1.

No staff support. No budget, other than CCDE funds, which ~~are hard~~ <sup>require work</sup> to get access to.

Low priority in getting attention to <sup>admin</sup> requests/inquiries - multiple follow ups needed, ~~not~~ not successful

Commitments to home departments limit extra-ordinary CCT work for CS, AM, LB

Gallo Fund Money lost twice / No guarantee of replacement if PT goes on leave /

No guarantee of continuation of earmarked GAs / CCT \$\$\$ lost in C+I + GCE /

3. Making space/securing support to pursue the research, writing, teaching, and organizational development activities that excite us (that led us to be academics) and modeling this to students & colleagues.

Rarely meet around intellectual interests / Admin + scrambling comes before grant work + applications + writing (see #2 + 5 especially)

4. Arranging the operating, planning, evaluation, and ongoing development of the Program.

Takes a long time to get specifics settled. Follow through on specifics and commitments

Departmental demands (C+I, Psych, Phil) constrain CCT work/contributions.

New ideas promoted without covering existing operations.

imperfect (K 10%)

5. Dealing with the administrative & other mandates & uncertainties (from all levels; on day-to-day & in periodic reviews) in ways that don't detract from #1-4.

College strategic planning may eliminate CCT. Resources stripped from CCT.

Cross-college programs getting shoe-horned into "line" structure. CCT defenseless against this

Important decisions made without consultation or communication or accountability.

Important decisions made outside the AQUAD structure + without reference to the evidence. Culture of drafting/revising missions/missions w/out ~~reference to~~ <sup>addressing</sup> past problems +

No established systems of equitable resources for students in different programs. } performance

Blame the victim. Expediency trumps recognition of performance.

# Synthesis Guidelines

## Synthesis Measures

(existing, needing-to-be-revived\*, and proposed+; draft 28 Feb 08)

Goal: Prepare CCT students to complete a synthesis during the final semester.

Issue	Measure
Develop research & writing skills	Take 692, Processes of Research & Engagement, early in the program of study, with option of a second time+ as an elective just before synthesis (or an independent study to complete literature review).
Develop reflection/metacognition on CCT experience that will enter synthesis	Assemble <a href="#">Reflective Practice/Metacognition Portfolios</a> , starting with a workshop as part of the orientation for new students.+
Need for more specialized content knowledge (for some students)	Use additional elective added to requirements to take a specialized course outside CCT or do an independent study to complete literature review.
Prerequisites	692 completed*, Proposal submitted with advisors arranged before the do-or-die date for course cancellations.*
Technical skills	Assessment of <a href="#">competencies</a> 🍀 early in the program (after taking 692 early).+
More time needed than one semester	Start synthesis with meeting at end of previous semester* (see also prerequisites)
Fall back option if not finished during synthesis semester	Written completion contract with advisor (and copy to Program coordinator) to finish during following semester.+ Pay program fee (or 1 cr indep. study?). Mid-semester reckoning--if behind, tidy up what's been written, prepare Reflective Practice/Metacognition Portfolio to accompany this, and, if time remains, add more to synthesis.+ Marathon day in the spring to focus and get support in finishing.+
Wider range of advisors	Strengthen two-way relations with Track A -- CCTers help read their capstones*; Track A faculty serve as CCT readers.*

More practice synthesized in synthesis	Additional elective used for indep. study to pursue a supervised experience in a school, workplace, or community setting.+
Synthesis seminar not offered every semester	<p>For those semesters, incorporate synthesis students within 692. Open up places to some track A students to undertake their capstones within the CCT synthesis seminar.+</p> <p>Warn students that synthesis seminar is vulnerable to late cancellation, in which case they may have to delay taking it for a semester.+</p> <p>Faculty member signed up needs a fallback if course is cancelled at the do-or-die date.+</p>

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# MetaCognitivePortfolio

## Metacognitive and Reflective Practice Portfolio

(proposal in development, 24 Feb 08)

Rationale & mechanics:

Portfolio = Narrative + Exhibits, which include each of the components from the required courses plus optional additions from any other course. The narrative may well weave in excerpts from the exhibits. The portfolio should be updated each semester or two (depending on how quickly the student is moving through the program). With each update, additions would be made to the narrative. Sometimes, however, the previous narrative will be superseded and the old version might become an exhibit to show the student's evolving process.

The portfolio could be assembled as an omnibus word file, as a narrative wiki page with links to uploaded exhibit files (either on a personal wikispace or on this CCT wikispace), or in other forms (e.g., [Reflective Practitioners portfolio on a personal website](#)).

<b>Course</b>	<b>Assignment that becomes Portfolio Component</b>
Critical Thinking	Critical Thinking Manifesto
Creative Thinking	<i>under development</i>
Philosophy	<i>under development</i>
Cognitive Psychology	General Principles Journal
Processes of Research & Engagement	Self-assessment in relation to 10+10 goals
Action Research	Process review based on Personal/Professional Development Wikipages
Synthesis	Excerpts from the synthesis itself, plus exit Self-assessment in relation to 20 goals

<b>Elective</b>	<b>Optional addition to Portfolio</b>
611, PBL	
612, humor theme	

616, dialogue	
616, dialogue online	
618, online (AB)	
618, online (WC)	
618, summer	Plan for Practice
619, biomed ethics	
627, anti-racist ed.	
630, lit & arts	Professional Bio
640, environment	
645, bio in society	
649, sci & politics	Personal & Professional Development worksheet
650, math thinking	
652, children & sci.	
696, cog. modifiability	

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- seems to be relatively straightforward to copy the template page onto a new page when getting started, but it does help to have some level of comfort with copying and pasting between two different web pages; it seems possible that a person might lose his or her place in the process of moving between windows
  - when uploading files onto the wikispace, we should develop a very solid file naming convention in which all of the files start with some kind of unique identifier (such as the person's first initial followed by last name - e.g. I used filenames starting with jszteiter-...); because there are so many files already in the space, this can easily get out of hand
  - when using the file tool on the toolbar to link files to the page, we should keep in mind that the tool allows one to browse files by icon, which does not allow the full file name to be visible; people need to be aware of how to hover their mouse over the icon so that full filename appears as a little popup on the mouse pointer
  - when using the file tool to select a file, people should note that there is a default choice to "insert the file" into the page, which causes the icon to appear on the page along with the full file name, while the "link file" option does not show the icon but creates a link where the label of the link can be any text, not just the file name itself - of course, it requires using the text editor rather than the visual editor to edit the link label; I did it this way above without much trouble; still, we might want to steer people toward using the "insert file" option to save the trouble of the link while also having a visual way to tell the format of the file
  - a show-and-tell of this should probably be worked in to all CCT orientations, in addition to any more general wiki introductions that are given

# CCTNetwork

## CCT Network

- *organizing, in a sustainable fashion, personal & professional development, community building, and educational-innovation activities beyond the formal CCT program of studies.*
- *supplementing students' education through the involvement of alums and alums' education by their involvement in the education of students and each other.*

(a work in progress, last update of this wikipage 8 June 08)

Contents: [Events](#), [Rationale](#), [Organization](#), [Possible Additions](#)

## Events Ahead

June. Tues 10 from 7-9pm EST. Dialogue session by [conference call](#) (internet enhanced) on "Critical & Creative Thinking in Practice: Where have we come and what lies ahead?" Led by Jeremy Szteiter and assisted by Olen Gunnlaugson.

The theme is intended to allow for general thoughts about the field as well as for specific perspectives from graduates and students about the impact of the CCT Program. To seed the dialogue, but not to dictate the direction it takes, consider the following excerpt from the Overview of the CCT Program.

"Critical thinking, creative thinking, and reflective practice are valued, of course, in all fields. In critical thinking we seek to scrutinize the assumptions, reasoning, and evidence brought to bear on an issue-by others and by oneself; such scrutiny is enhanced by placing ideas and practices in tension with alternatives. Key functions of creative thinking include generating alternative ideas, practices, and solutions that are unique and effective, and exploring ways to confront complex, messy, ambiguous problems, make new connections, and see how things could be otherwise. In reflective practice we take risks and experiment in putting ideas into practice, then take stock of the outcomes and revise our approaches accordingly.

The rationale for a distinct Masters and Certificate program of study in CCT is that an explicit and sustained focus on learning and applying ideas and tools in critical thinking, creative thinking, and reflective practice allows students involved in a wide array of professions and endeavors to develop clarity and confidence to make deep changes in their learning, teaching, work, activism, research, and artistry. By the time CCT students finish their studies they are prepared to teach or guide others in ways that often depart markedly from their previous schooling and experience."

**Technical matters** Two practice sessions are scheduled so everyone can check their connectability beforehand. Please RSVP to [cct@umb.edu](mailto:cct@umb.edu) or consult these [details](#).

September, Friday 5th. CCT Community event: Reflecting and Connecting for Lifelong Learning (including New student orientation and introduction to compiling a "metacognitive and reflective practice portfolio.")

October, 1, 2 or 3 (date TBA). (provisional title) "Our Lives and Other Worlds II: Visual Images and Reflections from Graduates of the Critical & Creative Thinking Program"

October, 22-26?, date TBA. Major public event for recruitment, showcasing the work of CCT graduates (as well as including presentations by current students & faculty).

November, 19-21?, date TBA. Provisional, "Re-membering Michael White: An introduction to narrative work and its impact on our lives and communities, les by Laura Rancatore and Peter Taylor."

December 15? TBA.

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### **Past activities 2008**

May, Weds. 7 & 14, CCT in Practice: [Graduating students' synthesis presentations](#) (audio recordings to be posted soon)

April, Weds 16th, "[Artful Thinking](#): Using the Power of Art to Teach Thinking Across Curriculum," featured CCT alum & Project Zero principal researcher, Shari Tishman (organized by Greenwald & Martin) ([evaluation of the event](#))

#### [March, Monday 31](#)

Not a CCT Network event, but CCT Open House, Mon. 31st, 6.45-8.30pm, THE BOSTON UNIVERSITY BIO-LAB CONTROVERSY, An invigorating discussion with one of last semester's problem-based learning (PBL) teams (audio file linked to the [report on the event](#))

February, Tuesday 26

"[Our Lives and Other Worlds](#): Writing, Stories, and Reflections from Graduates of the Critical & Creative Thinking Program"

Includes links to the (imperfect) sound track of this wonderful, inspiring evening\*

January, Friday 25. Session at the Teaching for Transformation conference on the impact of



Processes of Research & Engagement course; CCT Community event (based around a "[Bingo](#)" activity to introduce everyone to the range of resources available on the CCT website and wiki); Organizing Group initial dialogue session.

## Rationale

1. The CCT Network serves to organize in a sustainable fashion personal & professional development, community building, and educational-innovation activities beyond the formal program of studies.

(Previously these have been pursued under the [ThinkTank for Teachers of Critical Thinking](#), [Reflective Practice Group](#), the Alum Network, the [Thinking for Change Outreach Unit](#), the CCT in Practice events, and [Changing Life](#), aka "Helping Each Other to Foster Critical Thinking about Biology and Society.")

2. The CCT Network enacts the "bongo" [\*] philosophy of students' education being supplemented by the involvement of alums and alums' education being continued by their involvement in the education of students. In this spirit the Network stimulates alum involvement as advisors of students, contacts for professional networking, participants in events, and organizers to make the Network self-perpetuating.

\*Source for bongo philosophy: Paul Jablon, Lesley University.

## Basic Organization

(updated May 08, after CCT faculty review)

### Core Organizers

Program Director (Peter Taylor), Program Assistant (Jeremy Szteiter), Graduate Assistant (Tara Tetzlaff), and 1-3 other volunteers drawn from the CCT faculty, alums, and wider CCT community (= current students, regular faculty members, part-time faculty members, alums, and other allies/associates of CCT). (Program assistant = person who works very part-time for CCT but stay with us longer than the average graduate assistant. Funds have been secured for Jeremy Szteiter to fill this position thru June 09.)

The core group

- \* makes sure that monthly activities (Sept-June) are organized, publicized, and reviewed afterwards (with notes posted on the wiki);
- \* nurtures any interest expressed by attendees in leading an activity sometime in the future and supports the person in making this happen;
- \* brings into the core organizing group any regular attendees who are ready to make a commitment to serve in the group; and
- \* solicits feedback and ideas for activities from other members of the CCT community.

In time, the core group may extend its work so that it also

- \* trains members of the CCT community to host "[talkshoe](#)" interviews or recorded sessions that are readily available to listen to as podcasts;
- \* makes the "[ning](#)" an active site for sharing of news and activities from alums and other members of the CCT community;

- \* coaches alum outreach in their local and professional communities in order to:

  - develop CCT as one model of adult/ mid-career education, and
  - publicize CCT so as to attract potential students;

- \* draws active attendees into informal advisory group meetings to help keep the CCT faculty abreast of new developments and connected to the activities of the Network.

As support for the network activities, the Program will endeavor to

- \* keep the CCT Directory up to date and available to members of the CCT Community.

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# SICW

## Science in a Changing World

Series of steps to promote this graduate certificate focus and build on faculty strength in this area in the M.A. program

Peter Taylor, 30 Nov 07, updated 31 May 08



### Description of emphasis/ focus

One area of emphasis in the CCT program is on "science in the context of conceptual development and social change." This is reflected in the description of the "Science in a Changing World" focus for the CCT certificate as studies "designed for educators and other concerned citizens who want to explore the relationships among new developments in scientific knowledge, in education, and in society. Innovative and inspiring instructors arrange course material, classroom activities, and teaching/learning interactions that provide students an opportunity to learn about science in its social context, to gain a set of models for their own educational or activist work, and to discuss practices and philosophies of education and social change."

### Steps

**1. Course offerings.** Stretched out cycle for required courses allowing PT, CS and AM to teach CCT and related electives in this area (as well as reducing chances of course cancellations). In partnership with other programs (esp. Honors, STV, & PPol), aim for 2-3 sections per year, including summer. [Pursue the partnerships, Cross-listings of CCT640 & 650 so that the courses serve as content courses for teachers seeking licensure, Consult with Sci. Ed. faculty to bring attention to these courses. Clarify whether AM & CS's other departmental commitments will allow them to recruit students for and teach electives.]

**2. Build recognition in the Boston/New England area** for CCT-centered work in this area through:

- a) Cont. Ed. publicity of this certificate focus [arrange to appear CCDE catalog, starting Spring 09]
- b) Continue the annual [New England Workshop on Science and Social Change](#) . Budget CCT funds (from CCDE) to provide essential facilities charges for this workshop (at Woods Hole) so that time-consuming grant applications are not absolutely essential (up to \$1200/year);
- c) PT co-teaches a graduate seminar on science-in-society (with innovative, interdisciplinary pedagogy) every few years through Women's Studies & the Boston area Graduate Consortium in Women's Studies (starting spr '09)
- d) PT continues to teach an [epidemiology for non-specialists](#)  grad. course that is open to UMB & UML students in policy, gerontology, nursing (permanent course approved by Grad. Studies; see <http://sicw.wikispaces.com/Epi> ).
- e) CCT 649, Scientific and Political Change (previously, Science, Technology & Policy) promoted as a

Policy course to the Intercampus Marine Sciences School.

f) PT applies for major grant for research and outreach around complexities of genes, environment, health, and development.

g) SICW-related activities assembled onto one wikispace [done] [sicw.wikispaces.com](http://sicw.wikispaces.com) (with subscription paid from CCT's funds if grant funding runs out).

### **Assistance**

3a. Dedicate one of the CCT AAs to assistance on these steps (e.g., #4, 6, 8, 9, 11).

3b. Get guarantee that CCT keeps its two 5 hr/week GAs. (Secured for 08-09.)

3c. Secure funds for 10 hour/week assistant who would work through the summers and stay with us beyond graduation (say for 2-3 years in total) (OK through Fall 09).

4. Publicity assistance to JFS and cross-listing with PPol to increase chances that her summer elective runs.

### **CCT measures**

5a. Advertise the substitution option for students specializing in this area of CCT 649, Scientific and Political Change, for the foundational Phil course.

5b. Advertise the substitution option for students specializing in this area of CCT 652, Children and Science, for the foundational Psych course. [\* discussion needed by CCT faculty?]

6. Promote online certificate focus in SICW and hybrid MA to librarians, community researchers, college teachers, teachers seeking professional license. Highlight innovative PBL and Action Research teaching in 611, 645 (Biology in Society), 649, 693 (Action Research), WoSt 597

7. Advertise that online SICW certificate students can complete the M.A. through participation in courses at a distance (e.g., PT's sections: 645, 649, 692, 693, 694, Epi, WoSt). (Require portfolio to be reviewed before approving the transfer from certificate to MA.)

"Several courses are offered in online sections (e.g., CRCRTH 601, 602, 612, 616, 618). These sections are intended primarily for Certificate and non-matriculated students; CCT M.A. students need permission of their advisors to take them in place of face-to-face sections. Several other courses, however, can bring in a small number of students by speakerphone (or "voice over the internet") during regular class meeting times. (Contact the Program for details and the Program Director for approval.) It is therefore possible to complete the entire M.A. at a distance by: undertaking the Certificate through online courses; getting approval to transfer to the M.A. program; and participating in the remaining regular classes at a distance. In no case may students count more than five on-line courses from UMass Boston toward their CCT M.A. degree."

([[<http://www.cct.umb.edu/SICW.html>|publicity for SICW]])

### **Interdisciplinary initiatives serving UMB**

8a. Continue [Inter-college faculty Seminar in Science and Humanities](#) .

8b. Continue [Health In Society Research Discussion Group](#) (started Nov. '07)

- 8c. Submit proposal for Transdisciplinary Research Workshop to support the Research clusters.
- 8d. Secure UMB recognition for [SICW efforts/initiative/umbrella](#) coordinated by STV and CCT.
  
- 9. Participate in revived faculty curriculum development workshops under [Education for Sustainability](#) 🌱 (in conjunction with ES Program). [Funds for stipends would help.]
  
- 10. Participate as guest lecturers in revived and revised Science in a Humane World and in other courses.
  
- 11. Supervise qualified, experienced CCT students who wish to teach undergraduate Gen Ed seminars.

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## **Critical & Creative Thinking Graduate Program, 08-09**

Report by Program Coordinator, Peter Taylor, May 27, 2009

### **Overarching Goals for '08-09**

- A. Through teaching, advising, mentoring, a coherent program of study, and post-graduation activities and community-building, support the intellectual, professional, and personal development of CCT and other students.
- B. Attract applicants to CCT and advise them through to matriculation.

### **Numbers**

13 M.A. students and 1 certificate student matriculated in 08-09 (right in line with the average over the previous four years and an improvement over 07-08.)

As of April '09, there were 36 students in M.A. program and 4 in certificate program.

4 of the 36 had completed all course work and were working, some with significant life/family interruptions, on completing their capstone syntheses. (Seven more are in this situation but are behind in paying program fees, so don't show up as students.)

8 of the 36 graduate in May and 3 more plan for August degrees.

In addition, 1 M.A. student graduated in December 08 and 1 certificate student graduates in May.

Synthesis topics ranged from "Social Action Teaching: Engaging Middle School Students in Knowing And Doing in the Social Studies Classroom" by Alyssa Hinkell, a middle school teacher, to the teaching of Intellectual Perseverance by Virginia L. De La Garza Sepulveda, a teacher educator from México, to "Exploring The Teaching Mind: Extending Participation in Lifelong Learning Through Engagement With a Supportive Community" by Jeremy Szteiter, an adult educator.

Anticipated M.A. matriculants for Fall '09 = 5-8 + 2-3 certificate students

Through regular, online, other CCDE, and cross-listed sections and some independent studies CCT instructors served over 220 three-credit equivalent students, made up of almost an equal number of non-CCT and non-matriculated students as CCT students. 60% of these three-credit equivalents were in sections taught by core CCT faculty; 40% were taught by part-timers through CCDE.

### **Developments and Achievements in '08-09**

1. Implemented a **multi-year course schedule** that ensures that, even if the CCT lectureship position is discontinued at some point, matriculated students can still be served by regular CCT faculty and have a maximum number of electives to choose from over a two-year cycle.<sup>1</sup>
2. Enhanced the **coordination with the non-licensure track of the M.Ed. program**, now called "Learning, Teaching and Educational Transformation," so as to draw more M.Ed. students

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<sup>1</sup> This plan involves the required face-to-face courses being offered 1 semester in 3 and face-to-face electives being offered every 2<sup>nd</sup> year, which also ensures that CCT courses are not cancelled for low enrollment.

into CCT electives and to allow faculty to borrow ideas (e.g., capstone options) from the other program.<sup>2</sup>

3. Addressed the **main shortcoming of the CCT curriculum**, namely, some students get to the capstone synthesis course but are not well prepared to write a major paper and/or do not finish during the synthesis semester.

The Program: a) initiated an entrance interview and a mid-program check-in<sup>3</sup>, both of which draw attention to a series of measures designed to support students through to timely completion of their degree<sup>4</sup>; b) explored various forms of writing support<sup>5</sup>; and c) regularized the scheduling of day-long intensive synthesis-completion sessions each semester ("Marathon days").

4. Piloted the practice of students assembling a "**Reflective Practice (or MetaCognitive) Portfolio**"<sup>6</sup> during the course of their CCT studies.

This should help students: a) perceive the interconnections among courses; and b) be better prepared to synthesize their theory and practice when they get to their capstones (see #3 above).

5. Institutionalized the **CCT Network**<sup>7</sup>, a series of monthly activities (with recordings made available as podcasts) and an online social network site.<sup>8</sup>

The goals of the CCT Network are to: a) organize, in a sustainable fashion, personal and professional development, community building, and educational-innovation activities beyond the formal CCT program of studies, supplementing students' education through the involvement of alums and continuing alums' education by their involvement in the education of students and each other; and b) stimulate visitors to apply to join CCT based on their experience of the Network activities and of CCT community-building.

6. Established a new course, CrCrTh688, **Reflective Practice**.

This course allows students to get credit for participation in and reflection on the CCT Network activities, as well as providing a structure for supervision of students outreach activities in schools, workplaces, and communities.<sup>9</sup>

7. Extended the use of the **CCT wiki** for documenting CCT activities, tools and resources, and enhancing course interactions.

The tools of CrCrTh 692 and 693 have been assembled using the wiki into a first draft of a book, *Taking Yourself Seriously: A Fieldbook of Processes of Research and Engagement*.<sup>10</sup>

8. Developed CCT's "**Science in a Changing World**" emphasis into a formal track<sup>11</sup> in both the Certificate and M.A. Program allowing four alternative core courses.<sup>12</sup>

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<sup>2</sup> This coordination may lead to faculty from CCT and LTET sharing advising of capstones in the two programs and program administration.

<sup>3</sup> Governance approval may be sought for making this check-in have teeth/consequences.

<sup>4</sup> <http://www.cct.umb.edu/SupportToCompletion.html>

<sup>5</sup> <http://cct.wikispaces.com/WritingSupport>

<sup>6</sup> <http://cctrpp.wikispaces.com> Governance approval may be sought for making this Portfolio a requirement.

<sup>7</sup> <http://cct.wikispaces.com/CCTNetwork>

<sup>8</sup> <http://cct.wikispaces.com/CCTNetworkNing>

<sup>9</sup> <http://www.faculty.umb.edu/pjt/688-xx.html>

<sup>10</sup> <http://cct.wikispaces.com/TakingYourselfSeriously>

<sup>11</sup> Awaiting final approval at the University level.

The SICW track builds on an area of strength for the CCT core faculty and is now bringing in associate faculty from the Sciences. It has the goal that "students graduate well prepared to move across the persistent divide between sciences and humanities, to participate in questioning and shaping the direction of science and society, and to teach and engage others to participate in this important endeavor."

9. Continued to build **recognition in the Boston/New England area for CCT-centered work in the SICW area.**<sup>13</sup>

In 08-09 CCT: a) provided some funds for the 6<sup>th</sup> annual New England Workshop on Science and Social Change<sup>14</sup>; and b) offered a cross-campus course through the Graduate Consortium of Women's Studies.<sup>15</sup>

10. Expanded the Certificate **partnership with Continuing Education (CCDE)** to increase enrollments, promote the SICW emphasis, initiate a CCT M.A. program starting in August for students in China,<sup>16</sup> and offer Certificate courses on Cape Cod.

11. Established a **separate CCT ESS account** so that funds received from CCDE (e.g., on the basis of courses taught) can be budgeted to support guests in CCT courses, events, publicity, a program assistant, etc. and any unused funds can be carried over to the next year.

12. Hosted a visit by faculty and students from the **University of Exeter pilot partnership** in which Master's students from both universities paired up to support each other through completion of their final syn/theses. A second pilot year has begun.

13. Received/awarded a number of **prizes for CCT students and faculty member**—  
Tara Tetzlaff: Delores Gallo Award for Creative Development and Outreach  
Jeremy Szteiter: Critical and Creative Thinking Award for Personal and Professional Development  
CCT Forum (the student group): Beacon Student Leadership award for Best Student Program, namely, the CCT Network (see #5)  
Professor Peter Taylor: 2009 Chancellor's Award for Distinguished Teaching.

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<sup>12</sup> <http://www.stv.umb.edu/SICW.html>

<sup>13</sup> Related, but more in the line of individual than programmatic recognition: Carol Smith was a Visiting Researcher at TERC for a year through January. Peter Taylor was a Visiting Fellow at the Konrad Lorenz Institute for Evolution and Cognition in Austria and a Visiting Theorist, Center for Drug Use and HIV Research in NYC.

<sup>14</sup> <http://www.stv.umb.edu/news09.html>

<sup>15</sup> <http://sicw.wikispaces.com/GRST09>

<sup>16</sup> To make this possible, a 50% Assistant Coordinator was to have been funded by CCDE, but the hiring freeze is preventing this position being filled.



## Areas that need more development

14. Efforts to boost recruitment have had limited yield; they need assessment and a possible shift in priorities (e.g., making greater use of the CCT Network events and social network site to coach alums to become active in outreach and recruitment).<sup>17</sup>

The core faculty under the multi-year course schedule—see #1—could serve 15-18 M.A. matriculants.

15. The administrative division of labor established in the previous year places most of the administrative burden on the Program Coordinator, and this has been even more the case this year as he backed up and filled in for other faculty, especially on coordinating the recruitment and admissions process.<sup>18</sup>

The hiring of a 50% Assistant Coordinator as part of the expanded partnership with CCDE (see #10) was meant to alleviate this problem, but this position is now frozen even as the China program goes ahead (and brings with it additional administrative demands). The GCE needs to give a stable commitment for administrative CLR for the Program Coordinator.

16. The Writing Support efforts (see #3b) need to be extended.

The initial efforts on 08-09 did not result in a regular support group meeting—a suitable time could not be found when the students needing such support were prepared to attend. Copies of a well-designed writing text were bought by the Program and borrowed by several students and two of them have received individual tutoring by one of the two Program GAs. However, the need is greater than that and the Program will not be allocated a second GA next year. A regular weekly meeting is planned for the fall on the day that required classes meet; the students who need such support have to be persuaded to participate. Ways need to be developed to understand and address the higher frequency of students of color in the need-writing-improvement category.

17. The significant backlog of students who have finished all course work, but not their syntheses, remains.<sup>19</sup>

Marathon days (see #3c) will be continued and efforts (e.g., #3a, b; #4) will be continued to try to prevent growth of the backlog in the future.

18. CCT assessments (e.g., the exit self-assessment and Reflective Practice Portfolio) need to be articulated or adjusted so as to meet TEAC expectations about systematic attention to learning outcomes, i.e., how we show our students have learned what we claim we are teaching.

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<sup>17</sup> The major events, an Open House in conjunction with Community Relations, and the Graduate Studies Open House, yielded one admit and one application in the works. Plans are being made for a publicity table at the June Creative Problem Solving Institute in Boston, where Nina Greenwald will also run a workshop.

<sup>18</sup> <http://www.cct.umb.edu/AdminChecklist.html>

<sup>19</sup> Note from the Program Coordinator: In the fall, I asked faculty to talk with their ABD advisees and report back, with the hope of eliciting concrete plans or "contracts" for completion from every student. However, I was not able to make time to get such plans from all my own ABDs and monitor their progress, so I did not press the other synthesis advisors to follow through with all their advisees. Instead, I shifted my emphasis to "marathon days" open to all ABDs for work on synthesis completion and to discussion among the faculty of preemptive steps for the future.

19. Discussion by the core faculty of what the Program is not doing well, with a view to identifying and prioritizing improvements, has stalled.

Perhaps AQUAD and/or TEAC reviews will reactivate such discussion.

20. In order that the Program faculty can decide how to direct their not unlimited energies in relation to CCT, any new initiative needs to be planned, approved by consensus and evaluated by the CCT core faculty.

The guiding principles here should be to ensure that a) we are able to do what we've already committed to, which includes serving the students we have and doing so without adding unagreed-on burdens on each other as colleagues; and b) new initiatives are based on a plan with clear goals/objectives that addresses a) and includes a chance to take-stock afterwards to learn from how well we met the goals. (This has not always been the case over the last year or more.)

21. The plan to bring in limited number of students into regular classes from a distance (e.g., via wimba) did not progress further this year—beyond that possibility being mentioned in the new Graduate Bulletin.<sup>20</sup>

### **Additional information requested by Graduate Studies**

1. Goals: See #A, B, and #1-12 above.
2. Program development: See #1-12 above. Possible governance actions: see footnotes 3 & 6.
3. Faculty Achievements related to CCT: See #7 & 13 above and footnote 13.
4. Program Strengths: See #1-21 above, which indicate that CCT provides a model for pedagogical innovation, reflective practice, program documentation on the internet, and planning that makes the most of limited resources.
5. Weaknesses: See #14-21 above.
6. Collaborations: See #2, 8, 9, 10, 12 above.
7. Student support outside OGS: CCDE provides funds for an hourly assistant (c. 200 hours/year); see #10 & 11 above.
8. OGS stipends: The two ¼-time GAs earmarked by OGS for CCT in previous years was reduced by the GCE to one, but one faculty member's RA (also funded by OGS) filled the gap as a second CCT assistant.
9. Additional services needed from OGS: Continuation of informative notes from GPD meetings; initiation of a practice of minutes and/or timely informative feedback from GSC on proposals; and negotiation with Deans to arrive at equitable CLR for GPDs based on workload after allowing for staff support (or lack thereof).

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<sup>20</sup> The Program now has a laptop of its own, but a reliable speakerphone attachment needs to be purchased.

**Critical & Creative Thinking Graduate Program  
Annual report to Graduate Studies, 2009-10**

by Peter Taylor, Program Coordinator, June 5, 2010

**Overarching Goals for '09-10**

- A. Support the intellectual, professional, and personal development of CCT and other students, through teaching, advising, mentoring, a coherent program of study, and post-graduation activities and community-building.
- B. Attract applicants to CCT and advise them through to matriculation.
- C. Establish sustainable, non-exploitative operations and planning, given that all the CCT lectureship position was not guaranteed to be continued.<sup>1</sup>

**Capsule summary (in relation to these goals)**

- A. The program offers a rich, innovative, and expanding range of courses, monthly public events, online forums, internet-based documentation, and other resources for pedagogical innovation and reflective practice. The new graduate track in Science in a Changing World has begun offering courses, attracting students, and building recognition in the Boston/New England area.
- B. A large increase in Certificate students meant total matriculation numbers increased, but M.A. recruitment needs improvement. Through an expanded partnership with Continuing Education (CCDE) and the Learning, Teaching, and Educational Transformation (LTET) non-licensure M.Ed. program, the total number of course registrants increased to its highest level since 2002. Despite a range of support measures, the backlog of students who have finished all course work, but not their capstone syntheses, remains significant. These students are now being urged to graduate with a Certificate and reapply for admission to the M.A. when they have a complete draft of their synthesis. A new one-year completion contract for students who do not finish their synthesis in a semester draws attention to this exit option. The core faculty continue to explore ways to address the needs of students in the need-writing-improvement and overdue syntheses categories.
- C. Through an expanded partnership with Continuing Education (CCDE), CCT now has a 50% Assistant Coordinator who will eventually be able to share the administrative burden with the Program Coordinator/Director. Day-to-day program costs (guest speakers, events, etc.) are covered by course "dividends" from CCDE. For the foreseeable future, the roster of required courses and electives can be maintained by the core faculty and CCDE-funded assistant coordinator and part-timers even though the lecturer line will not continue after '09-10. M.A. matriculation numbers can increase without additional State-funded resources— provided capstone completion can be improved in ways that do not consume all the energies of the core faculty.

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<sup>1</sup> The lectureship for 09-10 was confirmed in mid-August '09. It will not be continued in '10-11.

## Numbers

8 M.A. students and 9 certificate students matriculated in 09-10.

(For the M.A. this is lower than recent years' average of 13, but for the certificate it is much more than ever before, primarily due to students from other programs adding the CCT certificate.)

As of May '10, there were 31 students in M.A. program and 13 in certificate program.

5 of the 31 had completed all course work and were working, some with significant life/family interruptions, on completing their capstone syntheses. (4 more are in this situation but are behind in paying program fees, so don't show up on Peoplesoft as students.)

5 of the 31 graduate in May and 4 more plan for August degrees.

In addition, 2 M.A. students and 1 certificate student graduated in December 09 and 3 certificate student graduate in May, including the first two in the new "Science in a Changing World" Track.

Synthesis topics ranged from "Mentoring Towards Resilient Thought" by Jeneen Mucci, director of a teen after-school program, to " Navigating The Complexities In Teaching: Exploring The Thinking Processes That Trigger And Sustain Teacher Development," by Marie Levey-Pabst, a high school English teacher.

Anticipated matriculants for Fall '10 = 4-8 in the M.A. tracks plus 3-5 certificate students

Through regular, online, other CCDE, and cross-listed sections and some independent studies CCT instructors served over 241 course registrations, made up of almost an equal number of non-CCT as CCT students (or soon-to-be matriculated students). 50% of these registrations were in sections taught by core CCT faculty (and the new CCDE-funded assistant program coordinator); 50% were taught by part-timers through CCDE. These numbers and percentages are very similar to the previous year, except the registrations grew by 10% and all of the increase was in sections taught through CCDE by part-timers and the assistant coordinator.

## Developments and Achievements in '09-10 [in relation to the overall goals]

1 [A]. Maintained a **multi-year course schedule** that ensures that, even if the CCT lectureship position were to be discontinued at some point, matriculated students could still be served by regular CCT faculty and they would have a maximum number of electives to choose from over a two-year cycle.

2 [B]. Enhanced the **coordination with the Learning, Teaching and Educational Transformation (non-licensure) track of the M.Ed. program**, drawing more M.Ed. students into CCT courses.<sup>2</sup>

3 [B]. Continued to address the **main shortcoming of the CCT curriculum**, namely, some students get to the capstone synthesis course but are not well prepared to write a major paper and/or do not finish during the synthesis semester.

The Program:

a) continued an entrance interview and formalized a mid-program check-in<sup>3</sup>, both of which draw attention to a series of measures designed to support students through to timely completion of their degree<sup>4</sup>;

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<sup>2</sup> Peter Taylor was coordinator of both CCT and LTET this year.

- b) established a weekly writing support group<sup>5</sup>;
- c) continued the day-long intensive synthesis-completion sessions each semester ("Marathon days"); and
- d) established an expectation of completion of capstone synthesis within a year of taking the synthesis seminar.<sup>6</sup>

4 [A,B]. Promoted the practice of students assembling a "**Reflective Practice** (or MetaCognitive) **Portfolio**"<sup>7</sup> during the course of their CCT studies (now a program requirement). The goal is to help students: a) perceive the interconnections among courses; and b) be better prepared to synthesize their theory and practice when they get to their capstones (see #3 above).

5 [A]. Continued the **CCT Network**<sup>8</sup>, a series of monthly activities (with recordings made available as podcasts<sup>9</sup>) (in conjunction with CrCrTh688, **Reflective Practice**<sup>10</sup>) and the online social network site.<sup>11</sup>

6 [A]. Extended the use of the **CCT wiki** for documenting CCT activities, tools and resources,<sup>12</sup> and enhanced course interactions through creation of **wikis for each CCT student**.<sup>13</sup>

7 [A, B]. Promoted CCT's "**Science in a Changing World**" track<sup>14</sup> in both the Certificate and M.A. Program by:

<sup>3</sup> Governance approval may be sought for making this check-in have teeth/consequences.

<sup>4</sup> <http://www.cct.umb.edu/SupportToCompletion.html>

<sup>5</sup> <http://cct.wikispaces.umb.edu/WritingSupportGroup>

<sup>6</sup> <http://www.cct.umb.edu/incomplete694.doc>

<sup>7</sup> <http://cctrpp.wikispaces.umb.edu> Each student now has a private cct-xx.wikispaces.umb.edu on which to prepare this portfolio (where xx = the student's last name). These wikis are closed to outside viewers, but the template can be viewed at <http://cct-template.wikispaces.umb.edu>

<sup>8</sup> <http://cct.wikispaces.umb.edu/CCTNetwork> The goals of the CCT Network are to: a) organize, in a sustainable fashion, personal and professional development, community building, and educational-innovation activities beyond the formal CCT program of studies, supplementing students' education through the involvement of alums and continuing alums' education by their involvement in the education of students and each other; and b) stimulate visitors to apply to join CCT based on their experience of the Network activities and of CCT community-building.

<sup>9</sup> <http://www.talkshoe.com/tc/16894>

<sup>10</sup> This 1-3 credit course allows students to get credit for participation in and reflection on the CCT Network activities, as well as providing a structure for supervision of students outreach activities in schools, workplaces, and communities.

<sup>11</sup> <http://cct.wikispaces.umb.edu/CCTNetworkNing>

<sup>12</sup> Updates were made to the draft of a book, *Taking Yourself Seriously: A Fieldbook of Processes of Research and Engagement* (based on the tools of CrCrTh 692 and 693).

<http://cct.wikispaces.umb.edu/TakingYourselfSeriously>

<sup>13</sup> See note 7.

<sup>14</sup> The SICW track builds on an area of strength for the CCT core faculty and brings in associate faculty from the Sciences. It has the goal that "students graduate well prepared to move across the persistent divide between sciences and humanities, to participate in questioning and shaping the direction of science and society, and to teach and engage others to participate in this important endeavor."

- a) establishing a reliable schedule for the four alternative core courses, which began in Spring '10;
- b) joining the University-wide Professional Science Masters initiative and taking steps towards certification;
- c) hosting "Changing Science, Changing Society," an exposition of initiatives, coalitions, and social movements engaging with scientific, technological, and social change<sup>15</sup>;
- d) using the SICW wiki for documenting SICW activities<sup>16</sup>;
- e) creating an online social network site<sup>17</sup>; and
- f) continuing the Intercollege faculty Seminar on Humanities and Sciences both semesters.<sup>18</sup>

8 [B]. Continued to build **recognition at UMB and in the Boston/New England area for CCT-centered work in the SICW area.**

In 09-10 CCT provided some funds for the 7<sup>th</sup> annual New England Workshop on Science and Social Change (actually two workshops)<sup>19</sup>; and see #7 above.

9 [B, C]. Expanded the **partnership with Continuing Education (CCDE)** with the goals of increasing online offerings and enrollments (targets were exceeded<sup>20</sup>; see #2) so as to fund a 50% Assistant Coordinator,<sup>21</sup> promoting the SICW emphasis, preparing for a CCT M.A. program for students in China (which was cancelled at the last minute), and scheduling Certificate courses on Cape Cod.<sup>22</sup>

10 [A]. Instituted a **CCT-style course evaluation for online courses** to supplement the official ones, with plans to make these visible to prospective students.

11 [A]. Students and commentators on student presentations, and CCT Network participants were brought via skype into regular **CCT classes and events from a distance** (from Perth to London to Bogotá to Texas).

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<sup>15</sup> <http://www.stv.umb.edu/SICW.html>

<sup>16</sup> <http://sicw.wikispaces.umb.edu>

<sup>17</sup> <http://sicwumb.ning.com>

<sup>18</sup> <http://www.stv.umb.edu/ISHS.html>

<sup>19</sup> <http://www.stv.umb.edu/newssc09.html>

<sup>20</sup> A survey of the students taking online CCT courses in the fall indicated that: the promotion of CCT thru LTET probably accounted for most of the increase in online students that semester; cultivating/maintaining lines of communication with other UMB programs is an important way to get students in courses; and *at least for people who have emails and reply to online surveys (response rate 26/61), the ways that get them interested in the CCT program is thru their web searches and when the Program follows up after they take a course as a non-matriculated students.*

<sup>21</sup> Jeremy Szteiter was hired as a result of a competitive search in October '09 after the hiring freeze was lifted.

<sup>22</sup> There were two well-attended open houses during the summer about these courses, but they ended up not enrolling enough students to run in the fall or spring. After a successful half-day workshop, a problem-based course is scheduled for the fall along with other half day promotional workshops.

12 [A]. CCT approaches were displayed at the Chancellor's Distinguished Teaching Award presentation on "Engaging colleagues in a Caring University"<sup>23</sup> and ran through the spring **CIT faculty seminar** on "Engaging Students in a Changing University,"<sup>24</sup> both led by Peter Taylor. Experience developing a writing support group was shared at the Teaching for Transformation Conference<sup>25</sup> and experience using wikis in multiple ways was demonstrated at the annual Educational Technology conference.<sup>26</sup>

13 [B]. Nina Greenwald and David Martin helped organize **Minds In Motion**, in collaboration with Arts Learning, a statewide arts advocacy and programming organization.<sup>27</sup>

14 [A]. A tribute event was held to recognize **Nina's Greenwald's 25 years of contributions to CCT**.<sup>28</sup>

### Areas that need more development

15. **Efforts to boost M.A. recruitment** stalled (even as Certificate numbers and overall course enrollments grew<sup>29</sup>). After this year Nina Greenwald's appointment will be on a course-by-course basis, so she cannot be expected to continue to lead recruitment. The CCDE-funded CCT assistant has been following up on indications of interest from students taking online courses and—once he has his required teaching in place—may make greater use of the CCT Network events and social network site to coach alums to become active in outreach and recruitment.<sup>30</sup>

16. The administrative division of labor in CCT<sup>31</sup> continued to place almost all of the **administrative burden on the Program Coordinator**. Gradually some of this may be taken over by the CCDE-funded program assistant—again, once he has his required teaching in place.

17. Developing the weekly Writing Support Group (see #3b) was a wonderful learning experience, but cannot claim to be the magic bullet for **ensuring completion of overdue syntheses and or pre-synthesis research courses for students who have difficulty with extended writing projects** (or of addressing the concern under #19).

18. A significant **backlog of students who have finished all course work**, but not their syntheses, remains (despite measures in #3 and 4). These students are now being urged to graduate with a Certificate and reapply for admission to the M.A. when they have a complete draft of their synthesis. The completion contract for students who do not finish their synthesis in a semester (see #3d) draws attention to this option.

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<sup>23</sup> <http://cct.wikispaces.umb.edu/CaringUniversity>

<sup>24</sup> <http://ptaylor.wikispaces.umb.edu/citseminar10>

<sup>25</sup> <http://cct.wikispaces.umb.edu/WritingSupportGroupJan10>

<sup>26</sup> <http://ptaylor.wikispaces.umb.edu/wikiuses>

<sup>27</sup> Nina Greenwald and David Martin took responsibility for different segments of the program. Teachers were involved in hands-on activities in each of the Arts, and also generated ideas on ways to stimulate thinking strategies through the arts in the classroom. This may lead to an off-site offering of CrCrTh630, Creativity & Criticism in Literature and Arts, which may attract students to join the Program.

<sup>28</sup> <http://cct.wikispaces.umb.edu/CCTNetwork19May10>

<sup>29</sup> See note #21.

<sup>30</sup> The core faculty under the multi-year course schedule—see #1—could serve 15-18 M.A. matriculants.

<sup>31</sup> <http://www.cct.umb.edu/AdminChecklist.html>

19. The higher frequency of students of color in the need-writing-improvement and overdue syntheses categories continued to be a concern. The Program took stock of its **efforts around diversity**<sup>32</sup> and Denise Patmon led the core faculty in a personal diversity audit. Follow-up is needed.

20. Systematic **discussion** by the core faculty **of things** (other than synthesis completion and diversity issues) **that the Program is not doing well**, with a view to identifying and prioritizing improvements, was not undertaken. Perhaps the '10-11 AQUAD reviews will reactivate such discussion.

### **Additional information requested by Graduate Studies**

1. Goals: See #A, B, C and #1-14 above.
2. Program development: See #1-14 above. Possible governance actions: see footnote 3.
3. Faculty Achievements related to CCT: See #12-14 above.
4. Program Strengths: See #1-20 above and footnotes, which indicate that CCT provides a model for pedagogical innovation, reflective practice, program documentation on the internet, and planning that makes the most of limited resources.
5. Weaknesses: See #15-20 above.
6. Collaborations: See #2, 7b&c, 8, 9, 11, 12, 13 above.
7. Student support outside OGS: none.
8. OGS stipends: One ¼-time GAs earmarked by OGS for CCT plus one faculty member's RA (also funded by OGS) allowed for two CCT assistants.
9. Additional services needed from OGS: Response to these annual reports; Informative notes from GPD meetings; Initiation of a practice of minutes and/or timely informative feedback from GSC on proposals; and Negotiation with Deans to arrive at equitable CLRs for GPDs (or track coordinators) based on workload after allowing for staff support (or lack thereof).

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<sup>32</sup> <http://cct.wikispaces.umb.edu/DiversityPlanning>