

MEMO
10/2/2017

To: members of the Graduate Council Curriculum Committee (GCCC).

From: Tracy Turner, Associate Professor Finance.

Re: GCCC comments of 9/8/2017 regarding the proposed MRED program.

Thank you for carefully reading the FORM A MRED proposal and providing helpful comments. We believe we have been able to fully address your comments and have altered the MRED FORM A accordingly. In what follows we explain how we have met each of your suggestions.

GCCC1. Replace detailed course descriptions in Appendix B with course catalog descriptions/numbers.

Reply: We have made a good faith effort in the last 3.5 weeks to implement your suggestions regarding the course descriptions. We have benefitted from the generosity of faculty/department heads in six departments across the three colleges, who have been willing to spend their time modifying descriptions, deciding on the issue of prerequisites and creating course numbers, during this busy fall semester. We also thank Sergio Lence as Chair of the GC CC for his extensive feedback during our numerous email exchanges.

At the end of the day, as requested, we are able to replace the detailed course descriptions in original draft of FORM A Appendix B with course catalog descriptions and numbers for all but three courses. Architecture and CCEE choose to run their courses as experimental courses, and accordingly, we list their courses in Appendix B as experimental courses. We also choose to run the CRP/FIN XXX Capstone Project course as experimental; we think this is very valuable in order to gain experience with topics, pedagogy and assessment in this newly designed course, *before* submitting a finalized description for catalog approval.

GCCC 2. How does a 40 hour, one week course translate into a 3 credit hour semester course?

Reply: We have met with faculty and administrators to flesh this out and fully address your question. First, kindly note that a standard three credit hour course includes 50 minutes MWF (75 minutes Tues/Thurs) of contact time, which sums up to 2.5 hours per week and 40 contact hours per semester.

Thus, a 40 contact hour course delivered in one week can be structured to provide the required contact time for a 3 credit hour course.

It is recommended that students spend 2 study hours (i.e., non-contact time spent on the course) per one hour of contact time. In Table I1, we sketch out a possible structure to achieve 40 hours of contact time and 80 hours of non-contact time, by adopting a blend of pre-course

lectures and readings combined with the one-week, intensive course that includes one dinner presentation and a take-home final exam.

Table I1. Possible structure of a one week, intensive 40 hour course to achieve 3 credit hours.

		Contact hours per activity	Total contact hours	Estimated total non-contact hours
1. Pre-course materials	Six 1 hour video lectures with corresponding readings and discussion to be completed prior to course meeting	6	12*	36*
2. pre-course orientation (day prior)	course orientation, meet faculty and receive packet of readings	2	2	3
3. In-person course structure	daily schedule	7 per day	7 x 5 = 35	11**
	8:00am-10am lecture	2		
	10-10:15 morning break			
	10:15-12:15 lecture	2		
	12:15-1:15 lunch break			
	1:15-2:15 pm <i>study hour</i>	1		
	2:15-3:45 pm lecture	1.5		
	3:45-4:00 pm afternoon break			
	4:00-5:30 pm lecture	1.5		
	Mon, Tues, Wed <i>study time</i> 7:30 — 9:30 pm	2		
	Thursday night dinner & speaker 6-8 pm	2	2	
	Take home final exam			30
		Total	51	80

* Includes 6 hours of video lecture, 6 hours of estimated online contact and discussion facilitated by the instructor, and 6 hours of student reading per 1 hour of video lecture.

** includes a 1:15 pm daily study hour and 6 hours of Mon-Wed evening study.

In addition, we would like to point out that a one-week, intensive course structure was adopted in the CoB Master of Data Analytics program, *which was approved by the Board of Regents in 2015*, and includes three courses structured as a 40-hour-per-week intensive course. Thus, this type of intensive course structure has been approved by the GCCC before and is in use at ISU.

We create a new appendix, Appendix I of the MRED FORM A and include Table I1.

GCCC 3. Create a governance document to detail administration of the program across the two colleges and address such issues as who owns the program, how will the DOGE be chosen and how will curriculum changes be made?

Reply: We did this. Kindly see the MRED governance document in FORM A Appendix E.

GCCC 4. Explain how we estimated an incoming cohort of 20 with subsequent growth the 25 per year.

Reply: We provide an explanation. Kindly see MRED FORM A, footnote 2.

GCCC 5. Major has to be added to grad faculty specialty so that they can teach in this program.

Reply: Thank you for pointing this out. We will do this.

GCCC 6. List faculty confirmed to teach in the program and verify that they are graduate faculty members.

Reply: In response to your request, we provide a list of ISU faculty who have assisted with curriculum development and/or have expressed an interest in teaching in the MRED program (Kindly see FORM A Appendix A). We have not yet confirmed if they all have graduate faculty status, but obviously we will do so before finalizing the course instructors.

GCCC 7. Be clear that there is no creative component and this is a "course-work only" degree.

Reply: In response to your comment, we have edited the FORM A. Please see 1a, third paragraph, first sentence.

GCCC 8. Fix typos and edit the table on p. 2 to show course numbers, titles and credit hours (according to a sample table provided by Sergio Lence).

Reply: we did this.