Proposed Initiative: Course credit redesign. By college and where appropriate, 3-credit courses will be redesigned as 4-credit courses. The shift would allow for one contact hour to be used for individualized instruction and class application of material (what is becoming known at "flipped" teaching—see http://www.uwrf.edu/DOTS/ScreenRecording.cfm—for definitions and scholarship).

Proposed by: Faculty and Staff Development Board

What strategic goal does this initiative support?
Distinctive Academic Excellence

Describe how the initiative supports the goal(s).
UWRF could better educate students if greater teaching effort were directed toward application of concepts and individualized instruction.

Based on the definition of university-wide initiative, indicate how the proposed initiative has a university-wide impact.
If General Education courses were uniformly redesigned, every student would be affected.

Please provide a set of benchmarks and/or indicators of success to support your initiative.
If students are learning better, higher retention would be expected. If the university changed all 3-credit courses to 4-credit courses, and if, for the sake of easy calculation, all courses were assumed currently to be 3-credit, time-to-degree would be likely be shortened as students would be required to take 30 courses rather than the current 40. Monitoring time to degree after implementation would be an indicator of progress in one way. Partial implementation, of course, would be expected to have less of an impact.

What elements are involved in the initiative?
Inclusiveness, Human Capital, Technology, Facilities, Finance

Indicate how each element would be/would not be affected by the initiative.

- **Sustainability**: Changing the shape of the container from three credits to four credits should not affect the content. However, curriculum revision will be required. In that revision, current ideas and best practices are likely to assert even greater influence on the curriculum so that sustainability may be impacted positively.
- **Inclusiveness**: Increased attention to individualized teaching and practical application will assist students whose learning is best fitted to those processes.
- **Human Capital**: Curriculum redesign and coding would take large amounts time initially for faculty and for staff in the registrar’s office.
- **Technology**: The fourth contact hour could be used to deliver content in the usual manner for programs that require it. But that hour would be intended for use of online applications, online discussion, or online tutoring or face-to-face applications (as in simulations, discussions, etc., in contrast to three lecture hours).
- **Facilities**: Courses on a TR schedule could be scheduled in 100-minute blocks (7:50, 9:20, 11:10, 1:00, 2:50-4:10). MWF courses could be scheduled as now in the 50-minute time slots with either an online 4th hour or a 4th face-to-face hour in a non-traditional space. Faculty with courses on TR who will consistently use online methods of course delivery for the fourth hour, can relinquish their traditional classroom for that fourth-hour time slot to those teachers needing a traditional classroom space.
- **Finance**: Assistance by a Teaching and Learning Center or whatever and whoever substitutes for a Teaching and Learning Center would be required to guide faculty who are interested in creating productive, reinforcing, and preferably online learning exercises for students for the fourth hour.
- **Other**: 