

Integrated Course Design Summer Stipends Call for Proposals Summer 2016

Due February 15, 2016

Proposals will be due on February 15th, or the following Monday if it lands on a weekend, each year.

The Integrated Course Design initiative in the Center for Teaching and Learning invites proposals for design-based course creation or revision projects to be undertaken during summer 2015 and completed by the end of spring term 2017. Applications are due February 15th. Faculty who are creating new learning experiences or revising existing ones are encouraged to submit. All proposals for course design and revision are welcome, and those that feature activities in civic engagement are especially encouraged.ⁱ

Program Description

Funding levels are intended to provide an opportunity for faculty to spend a significant amount of time on course design. The stipend amount is \$2,000. For faculty members working as a team on a single project, stipend amounts will be determined by the Faculty Development Committee.

Submission, Selection Process, and Selection Criteria

Applications are due by February 15, 2016 and can be found on the [CTL Grants webpage](#). Applications will be evaluated by the Faculty Development Committee and the ICD Group Facilitator. Projects will be selected on the basis of the overall impact of the proposed student learning improvements, including the need for the project and the significance of the proposed improvements.

Project Execution and Compensation

Schedule: Faculty receiving ICD grants will participate in an approximately two-week working group (May 17-27th). The goal of the design is to provide participants with the tools they need to complete their projects in an efficient and supportive manner. Grant recipients must be available to participate in meetings with all ICD grant recipients on May 17, 19, 24 and 26th (9:00 a.m. to 12:00 p.m.).

A syllabus for the workshop detailing readings and expectations will be provided prior to the first meeting.

Final Report: After the project is completed, the awardee will prepare and submit a written report. Reports should summarize the results of the project, focusing principally on the extent to which the learning objectives that drove the design process were achieved. An assessment of the effectiveness of the ICD process in achieving these results should be incorporated into the report. In addition, the report should include a portfolio of all materials whose modification (before and after versions) or creation resulted from the project. Specifics on report format and content will be discussed during the project period. Finally, participants are expected to serve as resources in discussions for the benefit of others interested in undertaking design projects.

Stipend Disbursement: Release of stipend funds will occur in two installments:

\$1,000 will be released after the completion of the two-week May program.

\$1,000 will be awarded after the course has run for the first time and the final report is received and accepted.

ⁱ We are using a broad definition of 'civic engagement' to include all areas of the curriculum -- a course might incorporate a significant service-learning component, emphasize the creation of civic knowledge, or focus on the development of students' civic agency. For more information about what might qualify as civic engagement, contact Jacqui deVries, Director of General Education. Helpful discussion of these concepts can be found in *A Crucible Moment: College Learning and Democracy's Future* (AACU, 2012) and Harry Boyte, "Reinventing Citizenship as Public Work," in *Democracy's Education: A Symposium on Power, Public Work and the Meaning of Citizenship*, ed. H. C. Boyte (Vanderbilt, 2014) -- copies of these are available online through the General Education Moodle website.