Course Development Grants for 2021-2022

The Dean of the College is pleased to announce the availability of course development funds thanks to grants received from the Arthur Vining Davis Foundation, the Mellon Foundation, and the Davis Educational Foundation. We invite faculty to design a new course or revise an existing course that falls into at least one of the following categories:

- **Problems of Practice** (PoP) courses allow students to take their learning outside of the classroom to investigate complex questions, problems, or challenges that have significance beyond the borders of Clark’s campus (see below for attributes of PoP courses).
- **Curriculum to Careers** (C2C) courses help students see connections between a liberal arts education and post-graduation success through the intentional integration of career related learning outcomes (see below for attributes of C2C courses).

**Funding Availability**

There are three levels of funding. Faculty and instructors may request up to:

1. $3,500 to develop a new course. Applications are due 9/1 for spring 2022 courses.
2. $1,500 to redesign an existing course. Applications are due 9/1 for spring 2022 courses.
3. Mini grants (up to $500) to enhance an existing course by inviting a speaker, organizing a field trip, or other types of course enhancements (applications are accepted on a rolling basis).

Course development and redesign funds may be used for summer salary, hiring a TA or PLA, stipends for community partners to assist in designing or delivering curricular elements, supplies, equipment, and course-related events during the semester when a course is offered.

**Faculty Learning Communities**

Faculty who receive new course or course redesign grants will be invited to participate in a learning community to engage in collective problem-solving and to share practices with other recipients. The learning communities will be supported by CETL, CCC, and the Dean of the College and will involve 3-4 meetings during the semester in which the course is offered.

**Eligibility**

All Clark faculty are eligible to apply including tenure-track and tenured, clinical faculty, professors of practice, adjuncts, lecturers, visiting faculty, postdoctoral fellows, and graduate students teaching undergraduates at Clark.

To receive funding, the proposed new or redesigned courses must:

- Be approved by UAB as a Problems of Practice or Capstone course and/or a C2C course (UAB approval is not required prior to applying)
- Priority consideration will be given to courses that carry the Diversity & Inclusion (D&I) designation
- Include a plan to assess the impact of the course on students’ learning outcomes
- Include an itemized budget
- Have department chair approval, including a statement that indicates how the new course aligns with the department’s curriculum and/or how the course serves the department.

The strongest course development and redesign proposals would describe courses that departments would offer again and that would not require continued funding to run.
Proposal Submissions
You will submit your proposal through this Qualtrics link. The template is below so you can prepare your materials. Please note that the proposal aligns with the UAB course proposal and course revision forms and includes several additional questions to facilitate funding decisions. The description of these course categories follows the template (next page).

New Course or Course Redesign Proposal Template
1. **UAB New Course Proposal Form or Request to Change an Existing Course form (upload the UAB forms here)**
2. **Description of the course and its goals**
   - Describe how this course fulfills the learning goals of PoPs, D&I courses, and/or C2C courses.
   - What will students know or be able to do as a result of completing your proposed course? List the key learning outcomes/objectives related to the project.
   - Who, other than yourself, will be involved in teaching the course (e.g., community or industry partners)?
3. **How will you assess learning?**
   - What assessment method(s) will be used to determine if students’ learning outcomes have been met? Where applicable, assessment data might be collected through tests, projects, assignments, interviews, surveys, focus groups, etc.
4. **Detailed budget**, including categories of expenditures and estimated amounts. Eligible expenses directly linked to the project may include the following:
   - Faculty or community partner stipends
   - Research assistant for course development
   - TA or PLA for instructional assistance
   - Materials for course development and instructional activities
   - Instructor professional development or training related to the course
   - Other

Mini grant Proposal Template
1. Describe the course and your mini grant request. How will your course enhancement advance students’ learning?
2. **Detailed budget**, including categories of expenditures and estimated amounts.

For more information about Course Development Funds, please contact Laurie Ross, Director of Clark’s Center for Excellence in Teaching and Learning (CETL): lross@clarku.edu or 508-793-7642.
**Problems of Practice (PoP) Courses**

A Problems of Practice (PoP) course will provide students—generally sophomores and juniors—with an experiential learning opportunity, in which they will develop knowledge and skills in contexts beyond the classroom. Expected features of PoPs:

- Project-based experiences in which students work as a team for an extended period, led by a faculty member, to investigate and respond to an engaging and complex question, problem, or challenge.
- Students engage with an extended network of collaborators who might include older peers (as Peer Learning Assistants), graduate students, and experts from beyond the campus.
- Immersive learning experience that exposes the productive tension between theory and practice, and is, by definition, risky, messy and does not yield to tidy solutions at the end of the term.
- These courses do not examine methods in a vacuum, but put methods into contextually-appropriate practice.
- Include opportunities for reflection on self, the field, and the development of one’s identity within it.
- These courses involve sharing findings with publics beyond the classroom.
- These courses are generally intermediate level experiences through which students will develop a “feel for the game,” and by modeling independent and collaborative work, will prepare students to flourish in their Culminating Capstone and their career after graduation from Clark. Students will demonstrate their achievement through persistence, willingness to embrace confusion, constraints, identifying options, and making well-reasoned decisions despite uncertainty about outcomes.

**Curriculum to Careers (C2C) Courses**

C2C is an Arthur Vining Davis Foundation funded initiative for Clark to more intentionally integrate career readiness into our liberal arts curriculum to ensure students’ success post-graduation. Developing new courses and revising existing courses is one mechanism to do this. C2C courses can include discipline specific career readiness courses, PoPs, capstones, or other courses that integrate NACE learning outcomes.
UAB NEW COURSE PROPOSAL FORM

Please complete this form and submit it along with a full draft of the syllabus for the proposed course.

New course proposals for Spring 2022 are due by xxx

Department:
Professor:
Proposed Course Number:
Course Title:
Date:

COURSE CATALOG DESCRIPTION AND TECHNICAL INFORMATION

1. Provide a short description of the course that is appropriate for the academic catalogue.

2. What are the prerequisites for this course, if any? If any of these can be taken as co-requisites, note that here.

3. What are the co-requisites for this course, if any?

4. Is this an online course?

5. Approximately how often will this course be offered (each semester, annually, or bi-annually)?

6. Can this course be repeated by a student with credit being earned for each occurrence?
   If yes, how many times (2, 4, unlimited, etc...)?
   If yes, justify why.

7. How will this course be graded?
   ___ Letter grades
   ___ Pass/Fail

8. How many course units will this course be worth? (Typical courses are worth 1 unit. If variable, please list the range, for example 0.25–1.)
9. Does this course fulfill requirements for any major, minor, concentration, or program? If yes, specify which.
   If this course constitutes a change to a curriculum—e.g., an added course to a major, minor, concentration, specialization, or list of electives—please briefly propose this change here. (Significant revisions to curriculum should be proposed separately to UAB.)

10. List any University designations that this course should have:

   ___ FYI
   ___ PLS | Specify which: _______
   ___ DI
   ___ Culminating Capstone
   ___ PoP

   *For descriptions of all of our course categories (FYI, PLS, D&I, PoP, and Capstone), consult the Academic Catalog here.

   **Note that these designations must be approved by UAB. (See details in the INSTRUCTIONS form.)

OTHER TECHNICAL INFORMATION FOR THE UNIVERSITY

11. Is this a standard lecture or seminar course?

    If not, please explain the (for example studio, lab, etc.)

    [N.B.: This information will be used to determine if this course should be included the University-Wide Teaching Evaluation (UWTE) system. By default, directed studies, laboratory and discussion sections and honors courses are excluded from evaluations. If this course should be excluded from receiving course evaluations, please provide an explanation below. The registrar may contact the requestor for additional clarification to ensure proper coding and compliance with UWTE.]

12. Does this course include research involving human subjects?

    [N.B.: If yes, the researcher is obliged to report the research and fill out a form on the rights of human subjects in order to comply with federal regulations. This form will be reviewed by the Human Subjects / Institutional Review Board. Consult link for additional information.]
RESOURCES CONSIDERATIONS

13. Does this course require additional or special resources? If yes, please explain how they will be obtained.

DEPARTMENTAL CONSIDERATIONS

14. What is the target enrollment for this course?

15. What student populations is this course designed to serve? (check all that apply)

- Undergraduates
- Majors/Minors
- Non-majors
- Graduate students

16. Which, if any, courses will this new course replace or cause to be offered less frequently?

17. Support of department chair.

By signing here, I, the chair of the relevant department, indicate my department's support for the creation of this course and for this faculty member to devote some of his/her teaching effort to its offering. This course is a meaningful addition to my department's course offerings, it will contribute to my department's strategic vision, and adding this course will not put a burden on my department's resources.

[Note that if this new course will be incorporated into the requirements of a major, minor, or concentration (even just as an additional elective option), a separate proposal that briefly describes that change should be submitted to UAB in time for the change to be incorporated into the following year's academic catalogue.]

Chair Name:
Chair Signature:
Date:
Request Change To An Existing Course

Requests to Make Changes to Existing courses will be reviewed once a year in the spring semester. When approved, these changes take effect for courses offered in the fall (and after). Precise due dates are published each academic year, and can be obtained from the Registrar.

If you would like to change an existing course, please supply the following information:

1. Course Name:
2. Course Subject Code and Course Number:
3. Instructor:
4. Requested Change(s):
   - PLS (circle requested attribute: VE FA AP GP HP LP SP VP)
   - D&I
   - POP
   - Subject Code (e.g., MUSC or GEOG)
   - Course Number
   - Course Title
   - Unit value (commonly 1.0 units)
   - Grading Method (letter grade or P/F)
   - Repeatable Status (can the course be repeated for credit)
   - Course Description (for substantive changes, editing to clarify content or correct typos/grammar do not require additional approval beyond the chair)
5. Rationale(s):
   Please provide a short rationale for each change requested. These rationales should do more than restate the criteria for the particular designation – it should explain how students will accomplish the particular designation’s goals.

As of 2013, Clark uses the Acalog system to review completed course proposals and to communicate with faculty/chairs/program directors regarding any questions. Acalog is the online management system for the academic catalog, managed by the Registrar’s office. Each department has an assigned Acalog editor, usually the departmental administrative assistant. This person must enter academic catalog changes to the Acalog system, including requests for new course approval.

NEXT STEPS

- Email this form to your department Acalog editor, who will upload it into Acalog.
- Final approval, or request for additional information, will be communicated by email from noreply@acalog.com to the department Acalog editor.
- The Acalog editor will forward the email to faculty/chairs/program directors as appropriate.