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 2/11 for fall 2022 courses.
2. $1,500 to redesign an existing course. Applications are due 2/11 for fall 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. **Indicate that you will be submitting a new course proposal to UAB**
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. This should include experiential or community-based learning components if relevant.
   - Who, other than yourself, will be involved in teaching the course (e.g., community or industry partners)?
3. **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 course and project.
4. **How will you assess learning?**
   - What assessment method(s) will be used to determine if students' learning outcomes have been met? Please be specific about which methods will be used to assess each learning outcome. Where applicable, assessment data might be collected through tests, projects, assignments, interviews, surveys, focus groups, etc.
5. **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. The strongest proposals will explicitly connect the course outcomes/learning objectives to NACE competencies.