Distinction through Discovery Undergraduate Curriculum Grant Proposal Guidelines
Deadline for Application Submission: May 15, 2015

Curriculum Grant Program Purpose:
The Distinction through Discovery (DTD) Undergraduate Curriculum Grant Program provides support for the incorporation of undergraduate research and inquiry (URI) projects and assignments into courses/programs. Faculty are encouraged to take a holistic, programmatic approach to implementing research and inquiry into their curricula. The curriculum grant program supports revisions to both upper and lower division courses.

The DTD Steering Committee articulated a working definition of "research" (adapted from the Council of Undergraduate Research, CUR): *An inquiry or investigation conducted by an undergraduate student that makes an original intellectual or creative contribution to the discipline or practice.* Research and Inquiry learning activities can be incorporated into the curriculum through a series of targeted DTD Student Learning Outcomes.

Table 1: Funding Levels:

Level	Description	Funding
Assignment	For faculty who wish to develop or redesign a portion of their course (including the assessment) to incorporate a research and inquiry learning activity. This is an excellent opportunity for faculty who wish to start small and build up to course and program level changes at a later time.	$500-$1000
Single Course	For faculty who wish to develop or revise the entire course to incorporate multiple research and inquiry assignments throughout. This is ideal for faculty who wish to create a course that bridges student skills and knowledge between courses in a program or those who want to revise their course first before attempting larger program changes.	Up to $5000
Dept/Program Level (Multiple Courses)	For faculty who wish to build connections between courses to ensure students engage in research and inquiry learning activities throughout their program experience, by incorporating research and inquiry assignments within multiple courses throughout a program. This is also for departments who have general research-related targets independent of their programs.	Up to $10,000
College Level (Multiple Courses-Single College)	For colleges who wish to ensure that courses across their programs deliver research and inquiry experiences to their students. This is an excellent option for colleges who target similar research-related targets independent of their programs or that have key courses that need to be interconnected.	Up to $15,000
Inter-College Level (Multiple Courses-Multiple Colleges)	For colleges who wish to cooperate by enhancing courses shared in specific programs or who have interdisciplinary majors. The funding provided is designed to augment resources for colleges already attempting this cooperative endeavor.	Up to $20,000

Deadlines: Application deadline is 5:00 p.m. on Friday, May 15, 2015.

Definitions:

DTD: Distinction Through Discovery, FAU's Quality Enhancement Plan (QEP), is focused on expanding the culture of URI at FAU.

QEP: Quality Enhancement Plan, part of the university's re-accreditation through SACSCOC

SACSCOC: Southern Association of Colleges and Schools Commission On Colleges

SLO: Student learning outcomes describe the expected gains in knowledge, skills, and attitudes

URI: Undergraduate Research and Inquiry

Budget Considerations: Lead authors should request funding for up to two years. Total funding should not exceed the funding limits related to funding levels. Budget should align with curricular initiatives and should coincide with project and assignment implementation proposed in the application. Proposals primarily seeking to add assessment methods and tools to courses without revising extant teaching strategies and learning experiences will not be funded.

Allowable Expenses: (Can be recurring for 2 years)
- Graduate and Undergraduate Student Research Assistants. (e.g., assist/mentor undergraduates on course-based projects)
- Grant-specific materials and supplies, equipment etc. to support research and inquiry assignments and projects.
- Marketing materials for your program, if appropriate
- Assessment of DTD SLOs (e.g., surveys, instruments)
- Faculty stipends/ course release support for:
  o Curricular design/redesign
  o Summer funding (if appropriate and justified)
  o Salaries (including fringe rate)

Non-Allowable Expenses:

- Summer salary, if not aligned with the timeline
- Additional faculty to lower course enrollment
- Student or faculty travel to present the results of their scholarly work (funding for student travel is available through Student Government)
- Food and meals

Proposal Selection and Award: All curriculum grant proposals will be peer reviewed and scored. The DTD Curriculum Committee will make funding decisions based on the outcomes of the peer review and equitable distribution of available resources.

Selection and Review Criteria: The proposals will be evaluated by the following criteria:

1. Research and Inquiry Learning Activities: The clarity and student-centered nature of the research and inquiry learning activity(ies), and the degree that they promote the targeted DTD student learning outcomes (SLOs). Be sure to specify how each assignment incorporates targeted SLOs.
2. Assessment(s): The degree that the assessments measure the stated DTD SLOs and the URI learning activities. (see DTD rubric)
3. Learning Activity and Assessment Alignment: The degree of alignment between the teaching strategies, URI learning activities and assessment measures for each of the identified SLOs. Be sure to specify how each SLO will be assessed within the URI learning activities.
4. Curriculum Compatibility: The degree that the URI learning activities and the SLOs fit into the course/program(s), as indicated in the Assignment or Course Plan Worksheet (required for all applicants) and the Curriculum Inventory (required for Program and College level applicants only)

5. <u>Feasibility</u>: The degree that: a) the budget (including in-kind funding) is appropriate for the activities and grant timeline, b) the timeline is appropriate for the intended goals, c) the enhancements are sustainable, and d) the department and, if appropriate, the college is committed to the project.
6. <u>Intensity and Impact</u>: The number of DTD Student Learning Outcomes (SLOs) implemented is appropriate for the assignment/course/program and scope of impact (i.e., how many students, courses, and programs are impacted annually). Please see the DTD SLOs:

Grant Recipient Expectations: Grant recipients receiving funding through this program will agree to the following:

1. Complete timely assessments of the assignments within the courses using LiveText each semester the course is taught (two assessment touch-points within one course is preferred).
2. Conduct the following activities for an annual report (due each summer) for two consecutive years, including the initial year of funding.
   - Describe assessment activities for measuring the DTD SLOs
   - Score student performances on the assessment(s) administered in each grant course
   - Examine results from DTD SLO reports
   - Summarize the goals of the original proposal and progress made in reaching them
   - Explain course and, if applicable, program improvement efforts in response to the results
   - Outline expenditures to date
3. Meet with OURI staff briefly on two occasions each semester for assessment purposes (See timeline).
4. Participate in a spring focus group discussion and annual Distinction through Discovery Assessment Summer Retreat.
5. Permanently incorporate research and inquiry components into the curricula as informed by assessment results.

Note: No additional funds will be released to an academic unit in the second year until implementation, meeting, assessment and annual reporting requirements are fulfilled.

Future Course (re)-Certification:

The URI intensity of each course must be recertified every two years. This process will be described in the Office of Undergraduate Research and Inquiry (OURI) website at http://www.fau.edu/ouri.

Distinction through Discovery Undergraduate Curriculum Grant Application Instructions

Completed grant applications must be submitted to ouri@fau.edu by **5:00 p.m., Friday, May 15, 2015.** Questions about the Curriculum Grant Program can be directed to Dr. Donna Chamely-Wiik at 561-297-1019 or dchamely@fau.edu.

Format for submission: Proposals must be single spaced, with a font size no smaller than 11-point; minimum 1-inch margins; tables and figure legends can be in 10-point font size. ALL applicants must complete the following:

1. **Completion of the Online Cover Page**. If any aspect of your proposal requires review for research compliance per university policies (see http://www.fau.edu/research/forms.php?expanddiv=researchint)

2. **Completion of the Budget and Feasibility Section** which includes: *Budget spreadsheet, budget justification, institutional resources and sustainability.*

3. **Complete additional proposal requirements based on funding levels. See Table 2 below.**

Table 2: Additional proposal requirements

Requirement	Grant Level				
	Assignment	Single Course	Dept/Program	College	Inter-College
Assignment Plan Worksheet	X				
Proposal Narrative (3 pages)		X	X	X	X
Course Plan Worksheet		X	X	X	X
Curriculum Inventory			X	X	X
Email of endorsement from Dept Chair (to ouri@fau.edu)	X				
Letters of support from Dept Chair(s) and Dean(s)		X	X	X	X

Additional Proposal Requirements Details:

1. Proposal Narrative**: This is for Single Course, Department/Program, College and Inter-College Level grants ONLY**

   Maximum three (3) pages. Include the following sections (with section headers).
   i. *Research and Inquiry Learning Activities*: Describe how you will implement URI into the course and curriculum to promote **each** targeted DTD student learning outcome. Make sure to express the degree that the research and inquiry learning activities are student-centered. Please use the DTD Student Learning Outcomes.
   ii. *Learning Activity and Assessment Alignment*: Describe the alignment between the URI learning activities and the assessments used to measure what students have learned. Make sure to demonstrate a clear alignment between the teaching/URI learning activities and the assessments.
   iii. *Timeline*: Describe or illustrate the timeline to implement the URI activities.
   Note: To be eligible for the grant, all projects must include the student learning outcome # 2 "Formulate Question" and at least two other DTD student learning outcomes.

2. Assignment Plan Worksheet: **This is for Assignment Level Grants ONLY.**

   Please include the Assignment Plan Worksheet(s) you have developed with the DTD Assessment Team during the spring term. The assignment plan worksheet should be completed for each assignment (i.e.,

learning activity or activities and their assessments) proposed through this grant program. The worksheet should provide a description of the assignment, a list of each student learning outcome (and cognitive level), and how each of the targeted SLOs will be assessed AND scored. **Note:** you must include SLO #2 "Formulate Question" and at least 2 additional SLOs in your enhancement plan.

3. <u>Course Plan Worksheet</u>: **This is for Single Course, Department/Program, College and Inter-College Level grants ONLY**

    Please include the Course Plan Worksheet(s) you have developed with the DTD Assessment Team during the spring term. The course plan worksheet should be completed for each course proposed through this grant program. The worksheet should include:

    i. All selected research related student learning outcomes and their cognitive level. The plan must include the SLO#2 "Formulate Question" and at least two other SLOs. Research intensive courses must include ALL DTD SLOs.
    ii. A description of the **proposed** teaching strategies, learning activities, and student learning assessments for each student learning outcome.
    iii. The intensity category of the current and proposed courses.

    Note: The Course Plan Worksheet form is provided at
    http://www.fau.edu/ouri/curriculum_grants.php.

4. <u>Curriculum Inventory</u> (also called curriculum map): **This is for Department/Program, College and Inter-College Level grants ONLY**

    Please include the Curriculum Inventory you have developed with the DTD Assessment Team during the spring term. The inventory outlines the developmental progression of students' URI knowledge and skills as they progress through the current curriculum and assists identifying gaps and overlaps within this progression. Your Curriculum Inventory should:

    i. indicate when and where DTD SLOs are addressed within the curriculum
    ii. establish the OURI intensity level covered by each SLO
    iii. identify any gaps and overlaps regarding student engagement in the DTD SLO's
    iv. identify which courses are targeted for revision to address potential gaps and overlaps

Note: If the project includes more than one program, each program should have a separate curriculum inventory. The method to represent the inventory is open, as long as all pertinent information is present. Curriculum inventory resources are provided at http://www.fau.edu/ouri/curriculum_grants.php.

5. <u>Email Endorsement or Letter of Support.</u>
    a. Assignment: **Email endorsement** from the Department/Program Chair/Director.
    b. *Single Course:* **Letter of Support** from the Department/Program Chair/Director.
    c. *Department:* **Letters of Support** from the College Dean and Department/Program Chair/Director.
    d. *College:* **Letters of Support** from the College Dean and Department/Program Chairs/Directors.
    e. *University:* **Letters of Support** from the College Deans, Department/Program Chairs/Directors, and collaborating faculty.

Note: If the project involves collaboration with internal non-academic or external entities, additional letters of support from each must be provided.

Support for Faculty and Programs Writing Proposals and Implementing URI Curriculum: OURI and the DTD Assessment Team will provide support for developing full proposals, as outlined below. Participating in these opportunities and time commitments are expected of funded proposal teams. *Potential spring professional development training stipends will be discussed at the first meeting.* Questions can be addressed to Dr. Donna Chamely-Wiik at dchamely@fau.edu.

Workshops, Timeline of Expectations and Annual Deadlines

	Deadline Date	Assignment	Single Course	Dep't/College /Multi-College	Expectation	Time
				PRE Proposal Timeline		
Fall 14	October 1st				**Pre-Proposal Deadline**	
	Before end of term				**Pre Proposal Selection Announced**	
Spg 15	January 16	X	X	X	Introduction to the Curriculum Grants Program and integrating URI into the curriculum	1 hour
	January 30	X	X	X	Backward Design: Assessment, Assignment Plan and Course Plan Workshop	2 hour
	February 18-20	X	X	X	Intro to DTD Assessment Rubric and applying rubric to your Assignment/Course Plan worksheet draft(s)	2 hour
	March (as needed)			X	Curriculum Mapping Workshop	1-2 hours
	April (as needed)	X	X	X	Putting the Pieces Together for your full proposal	1 hour
				FULL Proposal Timeline		
Sum 15	Friday May 15th				**Curriculum Grant full proposals Deadline**	
	Tuesday July 1st				**Curriculum Grant Selection Announced**	
	July and August	X	X	X	Meet with DTD Assessment Team to refine assignments and other measures.	1 hour
	August				**Annual DTD Assessment Summer Retreat**	
Fall 15	Fall semester				Implementation of proposed curricular revisions and assessment activities	
	October	X	X	X	Meet with DTD Assessment Team	1 ½ hrs
	November	X	X	X	Meet with DTD Assessment Team	1 hr
	December	X	X	X	Submit LiveText Assessment	
Spg 16	Spring Semester				Implementation of proposed curricular revisions and assessment activities	
	Mid-January				Fall term assessment results (provided by DTD) examined by academic units	
	February	X	X	X	Meeting with DTD Assessment Team	1½ hrs
	March	X	X	X	Meet with DTD Assessment Team	1 hr
	April	X	X	X	Focus group with all participants	1 hr
	End of April	X	X	X	Submit LiveText Assessments	
	End of May				Spring term assessment results examined by academic units	
	August	X	X	X	Annual Report due to OURI (template provided by OURI)	