**Request for Proposals**

**New SPIRaL Course Development**

**Spring 2018**

**DEADLINE FOR SUBMISSION February 19, 2018**

**Overview:**

The Center for Integrative Studies’ Stepladder Program for Interdisciplinary Research and Learning (SPIRaL) and Undergraduate Studies invite proposals from all instructional faculty for the development of *new* team-taught interdisciplinary research courses, UNIV 198, UNIV 298, and UNIV 398. In thinking about possibilities for new courses, we encourage faculty to think as broadly and creatively as possible, both about course content and structure and about how the course relates to other CI courses. Faculty and programs are encouraged to transform courses already in majors into team taught interdisciplinary student research courses to embed these intensive integrated high impact practices into the curriculum of degree programs.

Awarded faculty will receive stipends of $1,500 for each team member, which covers faculty team collaboration with CIS on interdisciplinary research course development and design, participation in a CIS Team Teaching Faculty Learning Community Spring 2018 (meeting monthly second Thursday of the month at 3pm), consultation with program chairs in cases where the course might serve as a substitute for a major requirement, a deliverable in May of a course syllabus for the team taught course, a report on the purpose of the learning activities planned and their alignment with learning outcome assessment, and participation in a CIS and Undergraduate Studies research study on the effectiveness of team-teaching. Up to three teams will be awarded stipends.

The expectation is that these new courses would be offered in either fall or spring of AY 18-19, and then added to a rotation along with existing SPIRaL courses, with each section team-taught by two instructors in different disciplines. A total of 6 WTUs will be provided for each section, to be split between the instructors.

The successful proposal will make clear:

* the interdisciplinary nature of the course
* which students will be likely to take the course, and how they will be recruited
* how the project will provide integrative experiences for students
* how students will engage in an open-ended project or question
* how the course will prepare students for future independent research or creative activity
* how the course will meet the GE outcomes.

Note that UNIV instructors will be expected to use Canvas to assess student work for mastery of GE student learning outcomes. In addition, UNIV students will be asked to take part in periodic surveys. Training for instructors in outcome assessment and student research mentoring will be provided to all faculty. Also, there may be a small amount of funding available for supplies and/or local travel when courses are offered.

Below are course descriptions of the SPIRaL courses, which include General Education outcomes. For the General Education Goals and Outcomes policy and faculty-developed rubrics for each outcome, go to <http://www.csuci.edu/provost/ge-taskforce/goalsandoutcomes.htm>.

**UNIV 198 - Introduction to Interdisciplinary Research (3 units)**

Students develop basic data collection and interpretation skills, learn to use and evaluate various information sources, and develop an awareness of how both methods and sources arise from disciplinary contexts. Students will be introduced to current theory on interdisciplinary learning and begin to practice methods and processes that lead to interdisciplinary thinking and collaboration. Gen ED: A3 Critical Thinking; GE Goals 1 and 3.

Upon completion of the course, the student will be able to:

1. Integrate disciplinary perspectives and practice interdisciplinary collaboration (GE Outcome 1.1c)

2. Find, critically evaluate, and effectively use information (GE Goal 3)

3. Additional outcomes may be identified according to the focus of particular 198 offerings.

**UNIV 298– Further Investigations (3 units)**

Students enters the process of answering a question, solving a problem, or addressing a topic that is too broad or complex to be dealt with adequately by a single discipline. As students approach parts of the larger problem, they gain experience in deciding what methods and types of information are necessary. In collaborating with each other, they will identify disciplinary perspectives and integrate their insights by building a more comprehensive perspective.  Each course is team-taught, connects to areas of current faculty research, contains field research experiences, and incorporates service learning or work with a community partner. Gen ED: A3 Critical Thinking; GE Goals 1-4.

Upon completion of the course, the student will be able to:

1. Evaluate information and its sources critically. (GE 3.2)

2. Write effectively in various forms, such as lab and research reports, research papers, creative nonfiction, and public communications. (GE 4.2)

3. Conduct planned investigations, including recording and analyzing data and reaching reasoned conclusions.

4. Integrate content, ideas, and approaches from various disciplinary perspectives. (GE 1.1c)

Each UNIV 298 course will contain the following components:

* Engagement with community partner: students learn first-hand that their knowledge and scholarship impacts and is impacted by the world beyond the campus.
* Integration of multiple perspectives to answer a single question: students experience formulating a response to a question that requires multi-faceted analysis.
* Independent investigation: students begin to work independently on a research problem.
* Presentation of results in written form: students will summarize their findings, contextualize results, and identify unresolved issues for future study.

#### UNIV 398 - Advanced Research Investigations (3 units)

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| Students will explore an interdisciplinary research question in independent groups. With faculty mentoring, students develop their own research plans, drawing on multiple disciplines and the multiple approaches to research. Students will disseminate results through a research paper and presentations on campus and in local schools. In addition, students will be required to identify and apply to relevant summer research programs, internships, and scholarships. GenED: B, C, and/or D (pending GE realignment approval). GE Goals 1 and 3; Goals 5-7 (depending on content).Upon completion of the course, the student will be able to:1. Integrate disciplinary perspectives and practice interdisciplinary collaboration (Outcome 1.1c) 2. Find, critically evaluate, and effectively use information (Goal 3) 3. Additional outcomes may be identified according to the focus of particular 398 offerings.  |

**Proposal Elements**

Please submit a proposal by email and a hard copy of the signature page to Sunghee Nam (sunghee.nam@csuci.edu) and Scott Frisch (scott.frisch@csuci.edu). The proposal should be no more than 4 pages double-spaced, exclusive of bibliography and budget, and should address the following to the extent possible at this preliminary stage:

1. Name(s) and Programs(s) of faculty member(s) applying
2. Confirmation that Program Chairs where the faculty teach (tenure track and full time lecturers) support the application.
3. Title: What is the title of your course?
4. Make clear that there is a population of students likely to that the course.
5. What is the outreach/marketing plan the team will conduct to ensure course enrollment?
6. Explain the nature of the course. Please be sure to cast your explanation in terms that can be understood by a non-specialist.
	1. What is the central question of the course?
	2. What are available data, observations, and sources?
	3. How will students employ a variety of modes of analysis?
	4. How will your course address the bulleted items above describing a successful proposal?
7. What tasks or assignments will the students be asked to perform?
8. How many hours per week will students work on the project? (To provide three credits, students must be involved in 9 hours work per week, on average.) How will that be distributed between group/individual meetings and independent work?
9. What insight into the research or creative process do you anticipate students will get from their participation?
10. Does this topic relate to your own research/creative activities? If so, how? Could these students be part of a future UNIV 498 course under your mentorship?
11. Do you have any experience mentoring undergraduates in research/creative activities? If so, please describe your success and how it might inform the current activities.
12. Do you have any experience with team-taught interdisciplinary courses? If so, please describe your success and how it might inform the current activities.
13. Budget and Justification: Please submit a budget for this course. We have a small amount of funding for travel and supplies.

**Note for *part time lecturers****: There are entitlement issues with teaching in UNIV.*

1. *If you already teach in UNIV, you will need permission from the UNIV Director to teach an x98 course because doing so may increase your entitlements.*
2. *If you do not already teach a UNIV course, you will be restricted to teaching one x98 course per year. You will need to go to the CI Employment website and apply for the UNIV pool.*

**Note for *all lecturers:*** *For team-taught courses, at least one instructor must be a tenure ladder faculty member.*

**Institutional Review Board Approval**

If your project involves research on human subjects (including students in classes you teach), your proposal should be submitted to the Institutional Review Board (IRB) and be approved before the beginning of the Spring Semester. Information about the IRB approval process can be obtained from the Office of Research and Sponsored Projects.

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Proposer Signature Date

I have reviewed this proposal and discussed with the faculty member the impact of teaching in UNIV on overall program workload in AY 18-19. I support the application for the course development stipend.

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Chair Signature Date

**Evaluation Rubric for University 498 Proposal**

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| --- | --- | --- |
| ***Objective*** | **Criterion** | **Evaluation** |
|  |  | **Poor** |  |  |  | **Excellent** |
| ***General Attributes*** |  |  |  |  |  |  |
|  | The proposal clearly states the central question of the faculty member’s research. | 1 | 2 | 3 | 4 | 5 |
|  | The proposal clearly discusses the “data” (broadly conceived) used in the faculty member’s research. | 1 | 2 | 3 | 4 | 5 |
|  | The proposal clearly discusses the mode of analysis the faculty member will employ. | 1 | 2 | 3 | 4 | 5 |
|  | The proposal clearly discusses the expected findings of the research. | 1 | 2 | 3 | 4 | 5 |
|  | There is every reason to believe this is a good research project. | 1(No) | 2 | 3 | 4 | 5(Yes) |
| ***Student Involvement*** |  |  |  |  |  |  |
|  | The proposal clearly discusses the role that students will play in the research project. | 1 | 2 | 3 | 4 | 5 |
|  | The proposal clearly articulates how students will benefit from involvement in the research project | 1 | 2 | 3 | 4 | 5 |
|  | The proposal discusses the amount of work students will be required to do for the course, and how that workload will be distributed. | 1 | 2 | 3 | 4 | 5 |
|  | The proposal clearly spells out how involving students in the research project will benefit the faculty member’s research agenda. | 1 | 2 | 3 | 4 | 5 |
|  | Faculty member has experience mentoring undergraduate research. | 0(No) |  |  |  | 1(Yes) |
|  | The faculty member clearly states how student’s involvement in their research will be acknowledged at the point of dissemination. | 1 | 2 | 3 | 4 | 5 |
|  | There is every reason to believe that students will derive significant benefit from their involvement with this research project. | 1(No) | 2 | 3 | 4 | 5(Yes) |
| ***Occasional Seminars*** |  |  |  |  |  |  |
|  | The proposal discusses topics for occasional seminars and clearly reflects which topics the faculty member is willing to address. | 1 | 2 | 3 | 4 | 5 |
| ***Budget*** |  |  |  |  |  |  |
|  | The proposal includes a budget. | 0(No) |  |  |  | 1(Yes) |
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