



## SEED GRANTS FOR GENERAL EDUCATION INTEGRATIVE STUDIES

### STATEMENT OF PURPOSE

In April 2015, the University Faculty Senate (UFS) approved a new Integrative Studies requirement within General Education; implementation details were approved in March of 2016. This requirement applies to students who start at Penn State during or after the summer of 2018. There are two pathways for students to accomplish this requirement: 6 credits of either Inter-Domain or Linked coursework (details follow). Such courses have never before had a recognized designation at Penn State, and therefore the University continues to prepare to make these types of courses available to students. The Office for General Education is again inviting seed grant proposals for the development of courses that would meet the criteria for Integrative Studies courses as defined by UFS.

### TIMELINE

The Office for General Education will begin to accept proposals on February 1, 2018. Proposals should be submitted via [Qualtrics link](#) no later than noon on February 26, 2018. An informational webinar for interested faculty is slated for 11:15 a.m., Friday, February 2 via Zoom connection (visit [gened.psu.edu](http://gened.psu.edu) for link). Award recipients will be announced at the end of March 2018.

### REQUIREMENTS and REVIEW CRITERIA

Proposals will be ranked on how well the proposed course(s):

- align with the goals of the General Education update, specifically the integrative thinking learning objective;
- have the potential to appeal to both students and faculty across the University;
- have the potential to be transferable across the University.

Priority will be given to proposals that originate from locations and faculty that did not receive grants in the first round and include collaboration between faculty from different colleges and campuses.

### TERMS

The Office for General Education is looking to select approximately 30 proposals, distributing up to \$300,000 through the 2018 seed grant program.

Awards will be structured as follows:

- up to \$5,000 for revising a course and up to \$8,000 for developing a completely new course designed by a single faculty member
- up to \$15,000 for projects that bring together multiple faculty members
- proposals may include requests of up to \$1,000 for ancillary expenses
- proposals may not include requests to support undergraduate students, graduate students, staff, or retired faculty
- awards may include wrap around support, services, or additional funding from other University units as described below
- a seed grant is a supplemental contract of work and is not an implicit guarantee of continued employment at PSU



- faculty consultants from the Schreyer Institute for Teaching Excellence are available to work with faculty on proposal preparation or after receiving an award; contact your consultant at [schreyerinstitute.psu.edu/help/liaisons](http://schreyerinstitute.psu.edu/help/liaisons)
- one-half of the grant will be distributed at the beginning of the project and the second-half will be awarded after the course has been submitted to the UFS for curricular review and upon submission of all other required course materials (see expectations below) to the Office for General Education.

#### Expectations of awardees:

- Materials developed with the support of this award will be made available to the entire University community under the auspices of the Office of Undergraduate Education. Grant recipients will be required to sign the Course Development Agreement (sample available at [gened.psu.edu](http://gened.psu.edu)).
- The work to complete the course materials and curricular proposal must take place over the summer of 2018 and will be done well in advance of the course being offered.
- The final set of course materials developed by the end of the grant period would include, at a minimum, a complete course syllabus including course learning outcomes, course content, weekly assignments and other assessments of student learning, reading list, course materials and resources, and sample evaluation criteria including assessments which enable evaluation of integrative thinking and other General Education objectives addressed in the course.
- A resulting curricular course proposal must be submitted through UFS curricular processes.
- Attendance at an Integrative Studies symposium in May 2018 to hear from past awardees and a subsequent event in summer 2019 to present their work.

#### PROPOSAL

- It is strongly encouraged that faculty meet with [General Education Faculty Scholars](#) or [Schreyer Institute for Teaching Excellence](#) consultants prior to submitting proposals.
- A template of the proposal and the budget requirements is available at [gened.psu.edu](http://gened.psu.edu). Use this document as a guide to prepare your responses and then submit them via a [Qualtrics form](#).
- The proposal prompts will include such topics as:
  - a description of the intended course, milestones or objectives to be completed and materials to be developed over the summer. Include a plan to assess general education learning objectives, including integrative thinking, addressed in the course;
  - a plan to evaluate the quality of the student learning experience including, but not limited to, development of measures such as student feedback surveys, focus groups, or class observations;
  - a budget reflecting faculty time and additional expenses to be covered.



## INFORMATION ABOUT INTEGRATIVE STUDIES COURSES

Inter-domain courses (as defined by UFS policy):

- a course of 3 or more credits
- must propose content that, within the one course, will address three of the five criteria for two General Education domains (GA, GH, GHW, GN, GS)
- each of the two knowledge domains in an Inter-Domain course will receive approximately equal attention (in course topics, assignments, or other course components)
- include assessments to determine students' ability to apply integrative thinking as well as other General Education objectives addressed in the course

Linked courses (most details are as defined by UFS policy):

- propose at least two courses which total at least 6 credits and represent two different domains, creating a functional "linkage" for students
- each course will address three of the five criteria for one General Education domain (GA, GH, GHW, GN, GS)
- each Linked course must contain a purposefully integrated component across all the courses in the "linked set"
- the intellectual frameworks and methodologies of each course's knowledge domain will need to be addressed in the course explicitly and practiced by the students
- the linkage component between courses must be intentional and explicit to students
- include assessments to determine students' ability to apply integrative thinking as well as other general education objectives addressed in the course

Additional information about General Education implementation and Integrative Studies courses can be found at [gened.psu.edu](http://gened.psu.edu). Per UFS policy, only the knowledge domains (GA, GH, GHW, GN, GS) may be covered in Integrative Studies courses. GQ and GWS, which represent Foundations and were formerly termed skills, are not eligible to be part of Integrative Studies courses.

## ADDITIONAL SUPPORT OPPORTUNITIES

Several University-wide support units wish to assist faculty as they develop Integrative Studies courses. Similarly, individual academic units are encouraging their faculty to participate in this initiative. As such, additional resources are available to faculty, typically in the form of consulting services. Please select any that correspond with the objectives of your proposal. All awardees will have support from consultants from the Schreyer Institute for Teaching Excellence.

### University-wide

#### Teaching and Learning with Technology

Teaching and Learning with Technology (TLT) is interested in supporting courses that leverage emerging technologies or existing technologies in innovative teaching and learning scenarios. Additionally, TLT has created several new types of learning spaces including the Maker Commons, the Design Thinking Commons, the Immersive Experiences Lab for virtual reality and 360 video, and an experimental classroom. Faculty seeking to develop courses that would fit into these new spaces will be eligible for support from TLT. The unit provides partnerships with faculty in the form of instructional design, technology development, research and analytics, and faculty development that can be applied to new pedagogies, learning spaces, or technologies.



Additionally, if there are faculty seeking to replace a traditional textbook with open educational resources, in conjunction with University Libraries, TLT can provide a platform for the development, curation, and sharing of free or low-cost course materials.

#### Open Educational Resources/Affordable Course Content

Faculty interested in providing low or no-cost course content to students in the proposed course(s) can get additional support to identify and adopt existing content or develop, adapt, curate, and share unique learning objects. Additional instructional design expertise will be provided by Teaching and Learning with Technology and additional support of curricular integration of open or affordable course content will be provided by University Libraries faculty.

#### Digital Fluency

Faculty that are interested in creating courses that advance digital fluency as a part of their course objectives are encouraged to partner with Teaching and Learning with Technology (TLT) to leverage university resources to create 21<sup>st</sup> century digitally fluent students. Digital fluency moves students beyond simply understanding how to use technologies, to using technologies to create new knowledge. Digital fluency can fall into several categories, including creation fluency (this might include 3D printing), communication fluency (digital storytelling, 360 video, virtual reality), innovation fluency (design thinking), and more. Technology, student and faculty training, learning spaces, instructional design, and research support are available through TLT.

#### University Libraries

The University Libraries are interested in supporting courses with objectives that align with information literacy principles, including research and the discovery of new information, the understanding of how information is produced and valued, and the ethical use of information in participating in scholarly conversations and communities of learning. Your library colleagues offer, and are looking to provide, a wide-range of course-related instruction and programs designed to foster life-long learning and inquiry, critical thinking, collaboration, engagement, and inclusion, through assignment design, lesson plan design, workshops, and modules that can be customized and integrated into courses with objectives aligning with information literacy principles.

#### World Campus

A number of Integrative Studies courses will need to be designed for World Campus students. In consultation with your department or unit head as well as your associate dean or DAA, indicate if you would be interested in additionally developing course materials for a World Campus version of your proposed course. Financial and instructional design support may be provided if your proposal is selected for this option.

#### Schreyer Honors College

The Schreyer Honors College (SHC) seeks to develop honors courses at the upper level (300 level) that would enrich the mission of the college in helping to build a Scholar's global perspective. In particular, SHC is seeking multiple courses with an emphasis in cross-disciplinary focus (e.g. global/cultural impact of medicine and technology development, financial literacy/banking around the world.) To discuss ideas in advance of submitting a proposal, contact Keefe Manning, associate dean of academic affairs, at [kbm10@psu.edu](mailto:kbm10@psu.edu). Applications requesting support from the SHC will require additional written support from your department or unit head as well as your associate dean or DAA.



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## Sustainability Institute

The Sustainability Institute is looking to support the development of courses that develop students' multidisciplinary sustainability literacy. Courses should use different disciplinary lenses to analyze the evolution of nested environmental, social, and economic issues, their ethical implications, and imaginative solutions or coping methods. The institute's Academic Programs Manager will offer one-on-one support, a platform for sharing their work through The Field Guide to Teaching Sustainability, connections to other faculty and resources, and a two-day workshop specifically on integrating sustainability into their Integrative Studies course.