



Crossing Boundaries-Faith Traditions

Course Development Grant

Request for Proposals
Spring 2017

Curricular Innovation for the
Common Academic Program (CAP)

A Competitive Grant Opportunity

Funded by the Office of the Provost
Managed by the CAP Leadership Team

**Crossing Boundaries-Faith Traditions
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Overview

UD is providing resources to support individuals interested in devoting their expertise, time, energy, and imagination to develop Crossing Boundaries-Faith Traditions courses for the Common Academic Program (CAP). A limited number of Crossing Boundaries-Faith Traditions course development grants will be supported by the Office of the Provost. The CAP Leadership Team will oversee this process. Successful grant applicants will be awarded \$2500 per person, to be paid in Summer 2017, for the development and implementation of a newly created or significantly revised Faith Traditions course.

Selection Criteria

Development grants for proposed courses will be awarded on the basis of their alignment with the Crossing Boundaries-Faith Traditions requirements and responses to the criteria and questions outlined in the following sections of this document (see Essential Proposal Elements on pp. 5-6 and Guidelines for Reviewing Crossing Boundaries-Faith Traditions Course Proposals on p. 7). As stated in Academic Senate DOC-10-04 establishing the Common Academic Program (see http://ecommons.udayton.edu/senate_docs/4/), the course on Faith Traditions is “designed to encourage students to better understand, reflect on, and place their own religious beliefs and experiences in a broader historical or cultural context. Courses satisfying the Faith Traditions component may be offered by any department provided that the courses incorporate some of the ideas from the introductory religious studies course and that they develop students’ ability to examine their own faith commitments and to participate in dialogue with other faith traditions.”

In a Faith Traditions course students will be able to accomplish one or more of the following (and do not need to accomplish all): 1) place religious traditions within their historical context; 2) examine the philosophical foundations or the internal logic of religious thought, language, and practice; 3) compare religious traditions by examining their philosophical foundations, historical origins, artistic expressions, canonical texts, and/or storied practices; or 4) examine a religious tradition with which students are unfamiliar. (See Guidelines for Reviewing Crossing Boundaries-Faith Traditions Course Proposals on p. 7 for more details.)

The UD Faith Traditions Student Learning Outcome (SLO) must be addressed.

Faith Traditions Student Learning Outcome:

All undergraduates will develop and demonstrate ability to engage in intellectually informed, appreciative, and critical inquiry regarding major faith traditions. Students will be familiar with the basic theological understandings and central texts that shape Catholic beliefs and teachings, practices, and spiritualities. Students’ abilities should be developed sufficiently to allow them to examine deeply their own faith commitments and also to participate intelligently and respectfully in dialogue with other traditions.

Submission Guidelines and Applicant/Recipient Responsibilities

To be considered for a Crossing Boundaries-Faith Traditions Course Development Grant, the applicant is required to:

1. Attend a **workshop focused on examining the idea of a Faith Traditions course and how it can relate to different disciplines.**

This workshop is open to anyone interested in participating in the conversation, regardless of whether they plan to submit a grant proposal.

Attend **ONE** of the following three sessions:

(Refreshments will be provided at all sessions.)

- *Option #1:* Wednesday, February 15
10:30 a.m.-12:30 p.m. in the LTC Forum, room 044
- *Option #2:* Thursday, February 16
9:30-11:30 a.m. in the LTC Forum, room 044
- *Option #3:* Thursday, February 16
2:00-4:00 p.m. in the LTC Forum, room 044

To register, go to the Ryan C. Harris Learning Teaching Center (LTC) website at <https://www.udayton.edu/ltc/> (see workshop registration for Spring 2017). If you have questions, please contact Sawyer Hunley, Assistant Provost for CAP, at shunley1@udayton.edu.

2. Attend a **course development workshop:** Engage in discussion about creating courses that effectively support student learning related to the focus of your course.

This workshop is open only to faculty planning to submit a course development grant proposal and will be structured to help participants develop their proposals.

To be eligible for this grant, faculty must attend both workshops – faith traditions conversation and course development.

Attend **ONE** of the following three sessions:

(Lunch will be provided at the first session. Refreshments will be provided at the other two.)

- *Option #1:* Tuesday, March 7
11:00 a.m.-1:00 p.m. in the LTC Team Space, room 020
- *Option #2:* Tuesday, March 7
2:00-4:00 p.m. in the LTC Team Space, room 020
- *Option #3:* Wednesday, March 8
10:30 a.m.-12:30 p.m. in the LTC Forum, room 044

To register, go to the Ryan C. Harris Learning Teaching Center (LTC) website at <https://www.udayton.edu/ltc/> (see workshop registration for Spring 2017). If you have questions, please contact Sawyer Hunley, Assistant Provost for CAP, at shunley1@udayton.edu.

3. Consult with the department chair(s) and dean(s) and obtain signature(s) of endorsement for specific proposals on the endorsement form on page 9 of this packet. Proposals that include faculty from multiple units must have approval from all respective department chairs and deans. The endorsements should include the agreement to enter the course into the Catalog through the Course Inventory Management (CIM) process and offer the course during a specific semester. These consultations will be considered in the review of grant proposals.
4. Submit a complete proposal, including signed application and endorsement forms, to Sawyer Hunley, Assistant Provost for CAP, **by 5:00 p.m. on Friday, March 24**. Either of the following methods will be acceptable: scanned copy (to shunley1@udayton.edu) or paper copy (to the Ryan C. Harris Learning Teaching Center, +1302). Each proposal will be reviewed for approval by the CAP Leadership Team. Announcement of awards will be made **by Friday, April 28**.
5. Offer the proposed course in the designated semester. For new courses, please work with your Dean's Office to follow the appropriate procedures.
6. Assess the UD Student Learning Outcome(s) selected for the course. (See #5 under Essential Proposal Elements on the next page.)
7. Share findings more widely in a Campus Conversations session or other community vehicle for dissemination.
8. Provide electronic reports to Sawyer Hunley, Assistant Provost for CAP, and the chairs and deans of the relevant units. These reports will be due in late September 2017 and should include a statement of progress with course development, course outline or draft syllabus, and confirmation of when the course will be offered.

The approval of the Course Development Grant does not ensure that the course will receive approval from the CAP Committee (CAPC) for inclusion in the Common Academic Program (CAP) beyond the scope of the grant.

Note: The Faith Traditions course guidelines that will be used to review the proposals are included on page 7. These guidelines draw from the Academic Senate document (DOC-10-04) establishing the Common Academic Program. (See http://ecommons.udayton.edu/senate_docs/4/).

Essential Proposal Elements

As you prepare your proposal, remember that you are requesting a grant to support you in developing or revising your course; you do not need to have everything already planned.

1. CAP Course title.
 - a. Are you proposing to develop a new course?
 - b. Are you proposing to revise a course? Describe the proposed change.
2. Provide a summary of the course content. (Please include a rationale for the course.)
3. How do methods and/or topics of your discipline contribute to an understanding and engagement with Faith Traditions?
4. What are you proposing as the goals for your course, the enduring understandings that you want students to hold onto long after the course is over?
5. Which of the seven UD Student Learning Outcome(s) (SLOs) will this course address? The course must address the Faith Traditions SLO at a minimum and should not address more than three SLOs.
 - a. Scholarship
 - b. Faith Traditions
 - c. Diversity
 - d. Community
 - e. Practical Wisdom
 - f. Critical Evaluation of Our Times
 - g. Vocation

Explain why you selected the learning outcome(s) and your thinking about how to assess student performance in the outcome(s).

6. Which CAP component(s) will be fulfilled in this course? The Crossing Boundaries-Faith Traditions component must be fulfilled at a minimum. Faith Traditions courses may be combined with the following CAP components:
 - a. Mathematics (*CAP Category 2*)
 - b. Arts (*CAP Category 2*)
 - c. Natural Science (*CAP Category 2*)
 - d. Advanced Studies: Religion, Philosophy or History (*CAP Category 1; select only one*)
 - e. Diversity & Social Justice (*CAP Category 1*)
 - f. Major Capstone (*CAP Category 2*)

CAP Category 1 includes courses that meet the explicit criteria in the CAP policy document for CAP elements including single components and combinations of two or more components that are explicitly allowed (e.g., combining Advanced Studies and Crossing Boundaries).

CAP Category 2 provides an opportunity for courses that incorporate combinations of CAP elements that are neither explicitly allowed nor explicitly prohibited in the CAP policy document.

7. How will the course address students' development of knowledge and/or skills related to Crossing Boundaries-Faith Traditions and to the discipline in which the course is situated? What skills and/or knowledge are assumed to be present at the start of the course? What skills and/or knowledge will be introduced or developed further?
8. Describe the projected logistics of this course, (e.g., number of students, faculty, sections, credit hours, etc.). These must be developed in consultation with your chair. Indicate the semester that you anticipate offering the course. Your chair is required to affirm the semester that the course will be offered on the endorsement form.
9. Describe how you will make use of characteristics of physical space (i.e., the elements of your classroom) to enhance your pedagogical approach in this course.
10. Additional comments (optional).

Guidelines for Review of Crossing Boundaries-Faith Traditions Course Proposals

(Drawn from Academic Senate DOC-10-04; see
http://ecommons.udayton.edu/senate_docs/4/)

<i>All of the following are addressed:</i>	
	Encourages students to better understand, reflect on, and place their own religious beliefs and experiences in a broader historical or cultural context;
	Incorporates some of the ideas from the introductory religious studies course;
	Requires students to examine their own faith commitments and participate in dialogue with other faith traditions.
<i>And will also do one or more of the following:</i>	
	1) Place religious traditions within their historical context;
	2) Examine the philosophical foundations or the internal logic of religious thought, language, and practice;
	3) Compare religious traditions by examining their philosophical foundations, historical origins, artistic expressions, canonical texts, and/or storied practices;
	4) Examine a religious tradition with which students are unfamiliar.
<i>And may also:</i>	
	Be submitted to satisfy one of the Advanced Studies Courses (Historical, Religious, Philosophical Studies);
	Be submitted to satisfy any of the following CAP Components: Mathematics, Arts, Natural Science, Diversity and Social Justice, and Major Capstone;
	Be offered by any department provided that the courses incorporate some of the ideas from the introductory religious studies course and that they develop students' ability to examine their own faith commitments and to participate in dialogue with other faith traditions.

The CAP Leadership Team

Each proposal will be reviewed for approval by members of the CAP Leadership Team. A second round of reviews will be conducted in order to take into account the independent reviews and to minimize potential bias. The proposals will be evaluated on the basis of their alignment with the Crossing Boundaries-Faith Traditions requirements, using the guidelines above, and responses to the criteria and questions outlined in this document. The resulting decision will be communicated to the proposer and department chair with any recommendations that the committee deems appropriate.

Spring 2017 CAPL Team Members: Tom Hirunyawipada, Sawyer Hunley, Mary Kay Kelly, Suki Kwon, Danielle Page, Danielle Poe, Todd Smith, Teri Thompson, and Tom Whitney

Application Form

UNIVERSITY OF DAYTON

Curricular Innovation for CAP

**Crossing Boundaries-Faith Traditions
Course Development Grant
Request for Proposals**

*Funded by the Office of the Provost and
Managed by the CAP Leadership Committee*

A Competitive Grant Opportunity

The deadline for submitting this application is **Friday, March 24 by 5:00 p.m.**

Submit a complete proposal, including signed application and endorsement forms, to Sawyer Hunley, Assistant Provost for CAP. Either of the following will be acceptable: scanned copy (to shunley1@udayton.edu) or paper copy (to the Ryan C. Harris Learning Teaching Center, +1302).

Name(s) of Proposer(s): _____

Title or Rank: _____

Academic Department(s): _____

Campus Zip Code: _____

Campus Phone Number: _____

E-Mail Address: _____

Faculty Signature: _____

Date: _____

Faculty Signature: _____

Date: _____

If there is more than one faculty member, provide a rationale.

Endorsements

These signatures are required to provide an endorsement for the Faith Traditions course development proposal by the department chair(s), dean(s), and faculty member(s). An endorsement indicates agreement to enter the course into the Catalog through the CIM process and offer the course during a specific semester.

Designated semester to offer the course: _____

Department Chair: _____
Signature Date

Department Chair (Type Name): _____

Department Chair: _____
Signature Date

Department Chair (Type Name): _____

Dean: _____
Signature Date

Dean (Type Name): _____

Dean: _____
Signature Date

Dean (Type Name): _____

(Office Use Only)

01/17

Proposal #: _____

Date Received: _____