APPLICATION GUIDELINES
CURRICULUM INNOVATION GRANT

Deadline: First Monday in March by 4:30 pm

This program supports the creation of new courses or significant transformations of existing courses to improve the student learning experience. Proposals should address how course innovations serve to enhance the overall quality of curricula, expand student knowledge and skills, support the needs of our increasingly diverse student population, or implement other strategic initiatives, while embedding evidence-based learning practices (like those introduced in the books *Make It Stick*, *Minds Online*, and *Small Teaching*).

**Areas this grant supports:**
- Proposals that implement evidence-based instructional practices.
- Course creation or revisions that are in line with departmental, program, and institutional priorities.
- Pervasive changes that require significantly greater faculty effort than would be considered a normal part of their responsibilities. Demonstration of this is crucial to the success of a proposal. Examples include but are not limited to:
  - creation of a course outside of one’s current area of expertise, at the request of the department
  - collaboration with external partners for service learning, internships, field trips, etc.

**Areas this grant does not support:**
- Course revisions or course development that would be considered a normal part of the responsibilities of a faculty member in their own areas of expertise.
- Course development that is being significantly funded by other institutional or external sources.
- Development of programs (e.g., a new minor).

**DEADLINE:** You must fully complete the application paperwork, sign the routing sheet, and upload all of your application-related documentation using the [Google Form](#), by 4:30 PM on the day of the deadline. In addition, you must submit the application-related documentation along with your signed routing sheet to your department chair by 4:30 PM on the day of the deadline. It is the responsibility of your chair to review your application documents, approve or disapprove, and deliver the application and signed routing sheet to your dean. Your dean will then review your documentation, approve or disapprove, and deliver the fully signed routing sheet to ORSP. **The administrative sign-off procedure must be completed by the Friday immediately following the application deadline.** Applicants will receive an email from ORSP by the Thursday following the application deadline if the routing sheet has not been fully signed and received from their dean’s office. Applicants are strongly encouraged to submit their application and initiate the administrative sign-off procedure well in advance of the application deadline to decrease likelihood application submission and/or routing sheet sign-off deadlines are missed.

**FUNDING:** A faculty member may receive funding up to $2,400 for work on one course, with a maximum summer stipend of $2,000. Funding up to a total of $3,600 (with no person receiving more than a maximum summer stipend of $2,000) may be requested for collaborative work among multiple instructors of the same course. Funding may be used for instructor stipend(s), travel, or materials used by instructor(s) to prepare for the new course.
In addition to CIG funding, we encourage faculty to pursue additional support for the purchase of books (Penfield Library, OER), educational technology (TIP grants, departmental/college funding), travel (UUP Professional Development Grant) and for the development of new online classes (Extended Learning).

CIG funding may not be used to purchase equipment or materials to be used by students enrolled in the course; such items must be requested and funded through normal channels. The Committee on Learning & Teaching (COLT) may recommend adjustments in the requested budget.

**ELIGIBILITY:** All full and part-time teaching faculty, librarians, and non-teaching professionals are eligible to apply with the following restrictions:

- Applicants may receive a Curriculum Innovation Grant, if they have not received a Faculty SCA Grant or a Faculty-Student Challenge Grant within the same academic year.
- No grants are awarded to individuals who will be on sabbatical at the time they would receive the grant.
- Persons who have had a Curriculum Innovation Grant funded are not eligible in the following academic year (hence if your most recent award was in Spring 2016, you are again eligible until Spring 2018).
- Persons who have previously received a Curriculum Innovation Grant, but who have not filed a [final report](#), are not eligible.
- Persons who are not on term or continuing appointment are eligible only if the support letter from their department chair or similar overseer indicates that, to the best of their knowledge, the individuals will return to teach in the fall following the receipt of a grant.

**REVIEW COMMITTEE AND CRITERIA FOR EVALUATING PROPOSALS:** Proposals will be read and evaluated by the Committee on Learning & Teaching (COLT). COLT will not rate proposals from members of their department, although they may answer questions about the field of the activity. Recommendations will be submitted in priority order to the Provost for final approval. The criteria used for evaluating proposals are summarized on the rating sheet at the end of this document. Please use the rating sheet to review your proposal before submission.

**FINAL REPORT:** Award recipients are required to submit a course proposal (or course changes) to the appropriate Curriculum Council (undergraduate or graduate) within the academic year following the award. Following the course being delivered, grant recipients will complete a [final report](#). This report will need to include: (1) a copy of the course proposal; (2) the course syllabus; (3) a brief report that includes a final description of the course innovations supported by the grant and the assessments used to document student learning outcomes as a result of these innovations.

*Recipients will be asked to present their project at a workshop or podcast hosted by the Center for Excellence in Learning and Teaching.*
REQUIREMENTS CHECKLIST

Each application should contain the following:

- Routing Sheet
- Statement(s) of support from appropriate Chair(s)/Director(s) for each applicant. Letter(s) should address the following when relevant/appropriate:
  - How new courses fit into the program and how it affects a faculty member’s regular rotation of courses.
  - Clearly state how the proposal falls outside the faculty member’s expertise or normal responsibilities.
  - Should confirm that applicants who are not on term or continuing appointment are expected to teach the course in the academic year following the receipt of the grant.
  - How the course is in line with departmental or programmatic goals.
- Proposal (no longer than 3 pages single-spaced)
  - Description of course innovation: Provide a summary of the content to be covered, in a manner that is clear to a non-expert audience. Explain the instructional methods to be employed. Describe how the proposed course (or course changes) are innovative, and are expected to improve student learning.
  - Assessment Plan: Identify clear and measureable student learning outcomes. Describe a plan to assess the effectiveness of the course innovation on these outcomes. This will be considered to be a preliminary draft, since the work of the project is to develop these pieces.
  - Justification for course innovations: Explain how new developments in the discipline and/or new directions/developments for a program necessitate this innovation. Explain how the proposal supports current department and campus-level priorities and initiatives. Be sure to explain how this proposal falls outside your current expertise and normal course development/improvement responsibilities.
  - Faculty effort and qualifications to complete course innovations: Provide an overview of the responsibilities of each applicant during the grant period. Provide a timeline for the completion of the proposed plan. Describe any training, experience or skills each applicant brings to bear on this project in order to complete it successfully. If individuals other than the applicants are named in the proposal as providing support, confirmation letters from these individuals must be included.
- Budget
  - Budget Justification (no longer than 1 page): Provide a narrative that explains and justifies the specific costs listed on the budget sheet. Budget submissions for all proposals should document efforts to obtain funding from other sources, including funding of materials and equipment to be used by students enrolled in the course by internal and external sources. Be as specific as possible. Only propose travel if it is absolutely necessary and essential to the proposed plan (consider alternatives like Skype, Google Hangouts, etc.).
- Current condensed Curriculum Vitae (2 pages maximum) highlighting relevant teaching and research/creative activity.

Please contact cig@oswego.edu with any questions regarding this grant.
# 2019 Curriculum Innovation Grant
## RATING SHEET

This sheet will be used by the review committee to rank Curriculum Innovation Grant applications.

---

**Do not move forward with scoring the proposal unless these requirements are met:**

- Falls outside faculty’s current expertise/normal responsibilities? Yes No
- Budget sheet included? Yes No
- All required materials included (CV, Routing Sheet, Chair’s statement of support, etc.)? Yes No

---

### Description of Course Innovations:

#### A. Summary of course content including clear and measurable learning outcomes.

<table>
<thead>
<tr>
<th>Superior (5)</th>
<th>Very Good (4)</th>
<th>Sufficient (3)</th>
<th>Unsatisfactory (1)</th>
<th>Not addressed (0)</th>
</tr>
</thead>
</table>

#### B. Description of instructional methods used, with emphasis on best practices:

<table>
<thead>
<tr>
<th>Superior (5)</th>
<th>Very Good (4)</th>
<th>Sufficient (3)</th>
<th>Unsatisfactory (1)</th>
<th>Not addressed (0)</th>
</tr>
</thead>
</table>

#### C. Clear discussion of the nature of innovation:

<table>
<thead>
<tr>
<th>Superior (5)</th>
<th>Very Good (4)</th>
<th>Sufficient (3)</th>
<th>Unsatisfactory (1)</th>
<th>Not addressed (0)</th>
</tr>
</thead>
</table>

#### D. Learning outcomes can be reasonably accomplished in a semester course, as demonstrated by the assessment plan:

<table>
<thead>
<tr>
<th>Superior (5)</th>
<th>Very Good (4)</th>
<th>Sufficient (3)</th>
<th>Unsatisfactory (1)</th>
<th>Not addressed (0)</th>
</tr>
</thead>
</table>

#### E. Clear to non-expert audience:

<table>
<thead>
<tr>
<th>Superior (5)</th>
<th>Very Good (4)</th>
<th>Sufficient (3)</th>
<th>Unsatisfactory (1)</th>
<th>Not addressed (0)</th>
</tr>
</thead>
</table>

---

### Justification for course innovations:

#### A. Necessitated by developments in the discipline:

<table>
<thead>
<tr>
<th>Superior (5)</th>
<th>Very Good (4)</th>
<th>Sufficient (3)</th>
<th>Unsatisfactory (1)</th>
<th>Not addressed (0)</th>
</tr>
</thead>
</table>

#### B. Supports departmental/campus priorities:

<table>
<thead>
<tr>
<th>Superior (5)</th>
<th>Very Good (4)</th>
<th>Sufficient (3)</th>
<th>Unsatisfactory (1)</th>
<th>Not addressed (0)</th>
</tr>
</thead>
</table>
Description of faculty effort and qualifications to complete course innovations:

A. Clear roles/responsibilities for each faculty member involved:

Superior (5)  Very Good (4)  Sufficient (3)  Unsatisfactory (1)  Not addressed (0)

B. Has professional training/experience necessary to execute plan (or plan for training is described):

Superior (5)  Very Good (4)  Sufficient (3)  Unsatisfactory (1)  Not addressed (0)

Budget justification and explanation:

A. Narrative justifies the specific monetary requests:

Superior (5)  Very Good (4)  Sufficient (3)  Unsatisfactory (1)  Not addressed (0)

B. Has considered use of existing campus and/or external resources (including efforts to pursue other funding sources where appropriate):

Superior (5)  Very Good (4)  Sufficient (3)  Unsatisfactory (1)  Not addressed (0)

TOTAL SCORE: __________