

Supporting Undergraduates through Integrative and Experiential Learning Grants

The Center for Integrative and Experiential Learning invites proposals from full-time faculty and instructors who have completed or who are currently completing the Integrative and Experiential Learning Certificate to develop, implement and assess instructional materials or approaches that integrate within and beyond the classroom experiences to achieve course or program learning outcomes. Integrative and experiential learning experiences should support students in connecting theory and practice in meaningful and interdisciplinary ways and in reflecting on those connections.

Grant details

\$2000. Funding can be used for materials, technology, transportation and more.

Who can apply

Full-time faculty involved in 4-year degree programs at UofSC Columbia and Palmetto College campuses who have completed or are currently completing the Integrative and Experiential Learning Certificate from the Center for Teaching Excellence.

How to apply

Applications should include:

- a complete Grant Proposal Cover Sheet
- a 2-4 page Project Description
- a Budget with Justification
- a brief resume or biographical sketch
- A copy of the coversheet and a budget template are included at the end of this document.

Please email applications to Laszlo Folks, lfolks@mailbox.sc.edu, by March 15, 2022.

Proposal Evaluation

Grants are competitive. Proposals will be judged using the following criteria:

- Completeness of the application and conformance to these guidelines.
- Reasonableness of the budget. Note: Support of \$500-\$2000 may be requested.
- Potential for the project to increase the opportunity for beyond the classroom experiences for all students, but also particularly for targeted populations of Underrepresented Minority, Pell-eligible, Transfer and Male students.
- Produce results that increase student learning and help them make connections across experiences.
- Feasibility of completing the project in the time proposed and with the funds available.
- Potential to sustain the integrative learning experiences beyond the grant period.

Applications will be reviewed by a selection committee consisting of the CIEL faculty executive director, QEP director, experiential learning coordinator, and the QEP outreach coordinator. For more information, contact Laszlo Folks, Experiential Learning Coordinator, CIEL, lfolks@mailbox.sc.edu, or 576-7771.

Examples of within and beyond the classroom experiences that could be integrated include:

- Observation of building construction sites and comparison with drainage design theory in a geotechnical engineering course.
- Interviews with school dietitians and study of institutional food production in a hospitality nutrition course which students analyze to identify challenges and solutions in providing healthy foods in institutional settings.

- Attendance at a series of lectures by famous authors and study of Postmodernism in a literature course and connecting them to course material.
- Student attendance at board meetings and interviews of key personnel followed by analysis of the meetings in relation to public policy in a political science course.
- Collection of work samples and reflections on those samples in an e-portfolio in a capstone course.
- Addition of virtual beyond the classroom activities to a face-to-face or online course and their integration into course material.
- Implementation of a series of field trips (virtual or in-person) to illustrate course concepts.
- Development of a global learning experience.
- Creation or revision of a course to include a substantial beyond the classroom component to submit as an experiential learning opportunity.

Funds can also be used to support development of a program to plan and implement:

- A sequence of beyond the classroom experiences linked to specific courses that build on one another as students progress through the program.
- Criteria and procedures for students to track and reflect on their experiences and coursework throughout a program using e-portfolios (may include working with UTS to develop an e-portfolio template specifically for your majors).
- A speaker series in a discipline-based living and learning community related to course topics and assignments student residents will be studying as part of their program (co-developed with professional staff in living and learning communities).
- Implementing plans to encourage and support student participation in specific types of beyond the classroom experiences (e.g., community service, study abroad) outside of their coursework that will enhance understanding of their major.
- Working with another faculty member to develop a team-taught interdisciplinary course or sequence of interdisciplinary team-taught courses. Grants of up to \$2000 will be provided for projects that target either existing or new undergraduate courses or programs. Smaller grants of as little as \$500 are encouraged for “starter projects” such as piloting the integration of a beyond the classroom experience in a course.

Grant Awardee Requirements

- Participate in a kick-off meeting and four grantee cohort meetings Spring 2022 through Spring 2023. Meetings will assist recipients in course development and design, including the development of an assignment that will align with the learning outcomes of the new Quality Enhancement Plan (QEP) focused on Engagement and Reflection.
- Teach the course developed or implement program enhancements in Fall 2022, Spring 2023, or May 2023.
- Complete a survey on the effectiveness of this grant program and about the strengths and weaknesses of integrative and experiential learning strategies that were explored.
- Share grant-related activities and results by providing materials for the CIEL website, presenting at the CTE, or otherwise supporting colleagues interested in learning from the grantee’s experience by no later than Fall 2023.
- Submit a final report by June 15, 2023, to include developed materials (e.g., a course syllabus, assignment description or other instructional materials supporting student engagement in and reflection on beyond-the-classroom experiences; or program documents reflecting implementation of program-wide initiatives), faculty assessment of student

learning from the experience or response to program changes, and data documenting grant implementation (e.g., number of students participating, artifacts or examples of student work, summarized assessment results). A template describing the specific indicators to be documented as part of the grant will be provided to participants.

- Provide access to student artifacts (e.g., submitted student work) based upon the assignment aligned with the QEP learning outcomes to help support institutional assessment efforts.

Support for Faculty Grantees will include

- Assistance with course/program design and assessment strategies through CTE instructional design staff and/or CIEL staff.
- Assistance identifying relevant experiences and subsequent activities (such as student reflection) that foster connections.
- Provision of four grantee cohort meetings from Spring 2022 – Spring 2023 to provide faculty with time to share ideas, plan the project, and receive feedback.
- Networking opportunities with the potential for collaboration, scholarship and publications.

Proposal Preparation

Proposals should include a complete Grant Proposal Cover Sheet, a 2-4 page Project Description, a Budget with Justification, and a brief resume or biographical sketch. A copy of the coversheet and a budget template are included at the end of this document.

Project Description

The Project Description should include the following sections:

- *The Course or Program.* Describe the learning outcomes for the targeted course or program. If an existing course/program, describe the instructional approach currently used. If a new course, provide the status of the new course approval process.
- *Goals and Grant Impact.* Describe the goals of this project. What aspects of integrative or experiential learning will be explored (for example, developing a specific beyond the classroom experience related to a course, creating assignments that ask students to reflect on within and beyond the classroom experiences, developing program recommendations for beyond the classroom experiences culminating in a capstone course)? How will integrative learning affect the overall course experience for your students and help to prepare them for future courses/careers? If the course/program already supports integrative learning, how will the grant enhance existing experiences? What types of within and/or beyond the classroom experiences are you interested in exploring to enhance course content and how will students be encouraged to reflect on their experiences? How will your project involve targeted populations of underrepresented minority, Pell-eligible, transfer and male students who are normally less involved than other students?
- *Proposed Activities.* Describe the instructional development activities to be supported by the grant. What will be done and how? If you plan to hire people with grant funds, what will they do? Will you collaborate with groups, programs, or offices beyond the classroom, and if so, how? As you explore methods for helping students to reflect on their learning beyond the classroom, what options will you consider (for example, blogs, e-portfolios, reflective assignments)? Describe how the added or enhanced experiences will be integrated into the course or program.
- *Sustainability and Broader Impacts.* How do you intend to continue the course or program changes past the initial offering? How might you share your experience with other

colleagues?

Budget

Allowable budget items include personnel (including buyout and summer salary), materials, supplies, transportation, and other items that support the development, implementation and assessment of instructional and program materials and methods.

Proposal Submission

Please email applications to Laszlo Folks, Experiential Learning Coordinator, CIEL, lfolks@mailbox.sc.edu, by March 15, 2022. You may apply for more than one CIEL grant in an academic year, but you cannot receive funding for more than one proposal in one academic year.

Cover Sheet

**Supporting Undergraduates through Integrative and Experiential Learning
Grants
2022-2023**

Title of Proposed Course or Program:

Course Information (if applicable):

Designator (departmental prefix and number): Prerequisites:

Type of Course (Check All That Apply):

- New Course
- Existing Course
- Course Required for Majors
- Course for Honor's College
- Course for Non-Majors
- Course Proposed for Carolina Core

Semester and Year of Course Offering or Program Implementation of Revised Strategies: Course or Program Enrollment (typical or anticipated):

Principal Investigator Name and Title:

PI Campus, College, School, and/or Department:

PI Phone & Email:

Amount of Funding Requested:

Unit Budget Manager's Name and Contact Information:

Certification

I certify that I am not on notice of termination of my position at USC nor have I accepted employment at another institution. I also understand the expectations of grant recipients and commit to fulfill these obligations if selected.

Applicant _____

Signature Date _____

Academic Unit Endorsement (required for application to be considered):

Chair, Director, or Dean _____

Signature Date _____

Budget Template

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2022-2023

Budget

Proposed line-item budget and justification. Please include expenditure categories (e.g. travel, supplies, etc.) in your description. Fringe benefits associated with salary must be included within the budget (see <http://sam.research.sc.edu/fringebenefits.html>).

Senior Personnel (PI, CoPIs). List by Name.			
Name	Salary	Fringe Benefits	Total Amount
Other Personnel (Students, Programmers, etc.) List by Position.			
Position Description	Salary	Fringe Benefits	
Other Costs (Best Estimates)			Amount
Category			
Equipment			
Software			
Materials and Supplies			
Course Content Items			
Copyright Fees			
Travel			
Other			
Total Project Budget			

Budget Justification

Describe the roles of personnel to be supported. Detail other costs to the extent possible at this time. Justify how travel costs (if any) support course development activities. Use one additional page if necessary.