



QEP REQUEST FOR PROPOSALS FOR NEW INTEGRATED FIRST YEAR SEMINARS

Building on the success of this past year's request-for-proposals, we are excited to announce a new RFP for "Integrated Curriculum" courses to be taught during the 2019-20 academic year. This call goes to the College, and all of the Professional Schools.

The "Integrated Curriculum" program is designed to incentivize and facilitate innovative co-teaching opportunities that combine quantitative natural and/or social science with the arts and/or humanities. We hope that these courses will help prepare students to think differently and critically about their world, while drawing connections between seemingly disparate but fundamentally interrelated fields. Examples of currently-funded courses include:

- "Visualizing Women's Lives and Experiences" (Bardone-Cone, Psychology; Gruffat, Art)
- "Time and the Medieval Cosmos" (Clemens, Physics; Whalen, History)
- "Narrating Climate Change: Making the Global Personal" (Kim, English/Comp Lit; Wise, Geography)
- "Researching Religion in Women's Lives" (Leve, Religious Studies; Pearce, Sociology)

We invite proposals for interdisciplinary co-taught courses at any undergraduate level.

Proposals must satisfy the following criteria:

1. The course should be co-taught by faculty from at least two of the College of Arts and Sciences Divisions, or one College Division and a Professional School. At least one faculty member must be from the natural or social sciences, and one must be from the arts or humanities.
2. At least one of the instructors must be a full-time, tenure-track faculty member in the College of Arts and Sciences.

We will be focusing on small, seminar-style classes and First Year Seminars, but we are open to alternatives as well.

We plan to approve at least five new courses to be taught during the 2019-20 academic year (Fall 2019 or Spring 2020). **The due date for proposals is Friday, September 14, 2018.** This will enable approved courses to be submitted to the Office of Undergraduate Curricula by the October 15 deadline.

We offer several substantial incentives through this new program:

1. We will provide up to \$10,000 as a course development grant to be spent on items such as summer salary (a maximum of \$2000 total for salary), travel, equipment, materials, or software that may be necessary to create the course.
2. We will provide instructional budget funds to the home departments of participating faculty members for the first three times their course is required to be offered (up to \$15,000 per course offering to be shared between two units – see below).
3. Both faculty members will receive "full teaching credit" for their co-taught course.

We are also prepared to facilitate connections between faculty considering an "Integrated Curriculum" course proposal. Please contact us (Drew Coleman or Cary Levine) if you have an idea or would like to meet or be put in contact with a faculty member from a particular department or field. We are happy to fund lunches, coffees, etc. to enable such connections.

Additional requirements: Courses must be offered during the regular academic year (fall or spring semesters). The courses are expected to be fully and completely team taught with both faculty members attending and participating in all the class sessions. To be funded, faculty members must

commit to offer the proposed course at least three times over the next five years. More than two faculty members may be involved in each course, but only two faculty members will receive full teaching credit and the instructional resource funds for their departments. Awardees will also be required to participate in a set of teaching-development activities, including but not limited to classroom observations and periodic meetings (no more than two per semester) to learn about and share teaching practices and experiences.

Proposals must include the following:

1. A letter or memo from the department chairs of the faculty members endorsing the proposed co-taught course and the plan to offer it at least three times over the next five years at the appropriate minimum enrollment levels.
2. A narrative of approximately 300 words summarizing the seminar's content and goals using terms that will be familiar to early college students or that are defined within the description. This must include a statement about how the course will integrate science with the arts and/or humanities and the important benefit of this approach for the course content.
3. A brief narrative (1,000-1,500 words) that addresses each of the following criteria:
 - The course will be team-taught with an interdisciplinary approach. What is the value of this approach for the proposed course?
 - The course should be methodologically self-conscious in the sense of focusing on how scholars pose problems, discover solutions, resolve controversies, and evaluate knowledge. How will this criterion be met?
 - The course should involve active learning, encourage self-directed inquiry and enable students to take responsibility for producing knowledge. Describe the expected student participation and any plans for out-of-classroom or off-campus activities.
 - The course should attempt to refine students' communication skills. How will the proposed course encourage communication?
 - Instructors are encouraged to use multiple testing strategies and gradable components to accommodate students' diverse learning styles and varied cognitive stages. Explain how student learning outcomes will be evaluated.
4. A preliminary syllabus.
5. A statement acknowledging that, if your course is approved, you will "participate in a set of teaching-development activities, including but not limited to classroom observations and periodic meetings (no more than two per semester) to learn about and share teaching practices and experiences."
6. Brief CVs of each of the instructors (no more than 3 pages in length each).

Instructors of approved courses will be contacted about a budget for the Course Development grants. Proposals are due to Drew Coleman and Cary Levine (dcoleman@unc.edu; clevine@unc.edu) as a single pdf attached to an email by **Friday, September 14, 2018**. Please feel free to contact Drew and/or Cary with any questions (dcoleman@unc.edu or clevine@unc.edu).