

**REQUEST FOR PROPOSALS TO DEVELOP  
UNIVERSITY INTERDISCIPLINARY STUDIES (UIS) COURSES  
Due January 18, 2019**

We seek to support faculty in developing interdisciplinary courses for the UIS program. Proposals should detail courses that are topic- or problem- based and interdisciplinary in nature. A useful working definition of *interdisciplinary studies* [IDS] is:

“a process of answering a question, solving a problem, or addressing a topic that is too broad or complex to be dealt with adequately by a single discipline or profession. . . . IDS draws on different disciplinary perspectives and integrates their insights through construction of a more comprehensive perspective.”

(Klein and Newell, *Handbook of the Undergraduate Curriculum*, 1997, 393-94).

We encourage proposals in any UIS area including Creative and artistic expression (**UISA**), Historical and cultural interpretation (**UISC**), Natural and scientific exploration (**UIST**) or Social context and change (**UISS**). We welcome collaborations between full-time and part-time faculty, but at least one member of the teaching and development team should be a full-time faculty member. Preference will be given to team-taught courses. Please view expectations for team-taught courses at the end of the document.

Awards of \$2000 will be given per proposal. Funds may be used for faculty stipends or to support faculty development relating to course creation.

**PROPOSAL GUIDELINES**

Proposals should be submitted via email to Judith Kelly, Associate Director of UIS, by 4 p.m. on Friday, January 18th. If you have any questions:

- before December 15<sup>th</sup>, 2018 contact Katharine Owens [kowens@hartford.edu](mailto:kowens@hartford.edu) X4705
- after December 15<sup>th</sup>, 2018 contact Judith Kelly [jukelly@hartford.edu](mailto:jukelly@hartford.edu) X4705

Award notifications will be made early in the spring semester.

Faculty are expected, with support from UIS, to create comprehensive course proposals and example syllabi by June 15<sup>th</sup>, 2019.

**Tentative Title/Topic of Proposed Course:**

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**Submitted by:** \_\_\_\_\_

**Course Development Individual or Team:**

Faculty may submit as individuals. Teams can include several members but should include at least one full-time faculty member who intends to teach (add lines as needed)

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**Please describe the proposed course:**

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**Please answer the following questions about the proposed course**

**Disciplinary contributions**

What disciplines will contribute to this course?

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In what specific ways will the course draw on those disciplinary perspectives?

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What assumptions, methodologies, concepts, or knowledge from those disciplines will be emphasized in the course?

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What similarities or differences among those disciplines make for effective contributions to the course?

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**Interdisciplinary integration**

How will the course help students to integrate multiple disciplinary perspectives? The course should not merely juxtapose disciplines, nor ask students to integrate what course design and pedagogy have not. Integrative learning happens when students integrate disciplines to examine a problem, when students apply what they have learned in class to a new real-world problem, or when a student reflects on knowledge learned in life or other classes, applying it to a class project, discussion, or assignment.

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**Active learning**

The UIS prides itself on active learning. We define active learning as, "...an instructional method that engages students in the learning process. In short, active learning requires students to do meaningful learning activities and think about what they are doing. Active learning is often contrasted to the traditional lecture where students passively receive information from the instructor."<sup>1</sup> How do you plan to use active learning in the course?

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<sup>1</sup> Taken from <https://www.everettcc.edu/files/administration/.../outcomeassess-active-learning.pdf>

## Diversity

Diversity is NOT a requirement, but if the course meets the definition, it can be designated as diversity course (D).

To meet the diversity designation:

- 1) It must address U.S. diversity, world cultures, or both.
- 2) It should explore complex issues of race, ethnicity, gender bias, sexual orientation, gender identity, class, disability, religion, human rights, freedom, empowerment, or the continuing struggles around the world for social equality.
- 3) It should present alternative perspectives on issues related to culture, sexuality, religion, gender, race, socio-economic class, power, etc.
- 4) 50% of the content in the course should directly address the themes of diversity as defined above.
- 5) Students should have significant opportunities to reflect on diversity issues.
- 6) 25% of the course grade should be dedicated to an assignment or assignments that explicitly address diversity.

\_\_\_\_\_ Do you intend for this course to be designated as a Diversity course? (Yes/No)

## Breadth category

What will be the primary breadth category for this course?

- \_\_\_ Artistic and Creative Expressions (UISA)  
\_\_\_ Cultural and Historic Interpretation (UISC)  
\_\_\_ Social Context and Change (UISS)  
\_\_\_ Natural, Scientific and Technological Exploration (UIST)

When do you estimate you will first be available to teach the course? \_\_\_\_\_

## How often will you be able to teach the course?

- Once per year \_\_\_\_\_  
Once every other year \_\_\_\_\_  
Other (please explain) \_\_\_\_\_

## Expectations for team-taught courses

- The development team will also serve as teaching faculty of record for the course
- Developed courses will include two sections of 18-20 students each (combining as one 36-40-student section co-taught by two faculty members). These are not learning communities (i.e., a pair of courses that meet together at times to explore themes) but instead truly integrative team courses, taught by two faculty members that infuse learning on a topic with insights from different disciplines.
- Faculty will ideally be available to teach the course once per year or once every other year.
- Part-time faculty are welcome to collaborate with a full-time faculty member to develop and serve as teaching faculty for the course, but at least one of the two-member team should be a full time faculty member.