

UPDATE: Learning-Centered University Mini-Grants Program

In 2006, the second year of the Learning-Centered University (LCU) mini-grants, 13 projects were funded ranging from \$9,300 to \$15,000 each. These projects include a broad sample of the type of activities which the LCU Mini-Grants Program seeks to support.

The projects funded last year were:

Perfecting Undergraduate Student Research Courses: Uncoupling of Credits, Seat Time and Learning through Year Round Operation

FLEX: Rethinking the General Chemistry Laboratory Course

Pre-Health Professional Early Preparation and Team Collaboration Program

Increasing Academic Self-Esteem: Tapping the Potential of CSUN Students

Completion of Remedial Writing and Freshman Composition in One Semester: Expansion and Continuation into Year Two

Faculty Development for the Freshman Connection 2006-2007

Learner Centered Astronomy: Promoting Science Inquiry and Teamwork in ASTR 154L

Liberal Studies Gateway Experience: Reduced Seat Time with Student Success

CSU Northridge Collaborative Learning-Centered Wellness Initiative 2006-7

New Writing Labs and Learning: An Experiment in Flexibility for Journalism Faculty and Students

Providing for Student Success in the Business Gateway Experience

Increasing Efficiency of American Sign Language (ASL) Instruction and Skills Assessment to Enable Students to Communicate at a Higher Level of ASL Fluency with Deaf People

Music Living Learning Community Learning Centered University Mini Grant Proposal

It is now time for the third round of LCU mini-grants. The Request for Proposals and application is posted below. The deadline is Friday, February 2, 2007, 4:00 p.m.

Previous awardees are invited to submit application for expanding of their projects and dissemination of the results.

Questions about the 2007 LCU mini-grants may be addressed to the Faculty Development Director, Kiren Dosanjh Zucker, at ext. 6536 or via email at kiren.dosanjh@csun.edu.

2007
CSUN Learning-Centered University Mini-Grants Program
Request for Proposals (RFP)

The Office of the Provost requests applications for the Learning-Centered University Mini-Grants Program. This grants program is designed, in part, to disseminate and scale initiatives that extend the traditional understanding of teaching and learning. It is also intended to encourage cross-divisional collaborations and investigation of the uncoupling of credits, seat time, and learning objectives.

- A proposal can be submitted for one funding category/range only; however, individuals and departments can submit multiple proposals. Proposals should fall within parameters of Background Information, items 1-16 (see attached).
- Funds can be expended between Spring 2007 and the end of Fall 2007 (including Summer 2007). Projects must be fully implemented no later than the beginning of Spring 2008.
- Funds can be expended on reassigned time (Fall), supplies, services, stipends (Spring, Summer, or Fall), materials and travel. Stipends used for payroll will be assessed a 14% fringe charge that must be included in the budget; stipend per participant cannot exceed \$2,500.

Funding Category/Ranges:

- Up to \$10,000: Dissemination projects in which programs/departments that have implemented an LCU practice propose working with at least two other programs/departments in order to adapt/adopt the originator's changes.
- Up to \$10,000: Planning and implementing a new LCU practice that specifically requires the collaboration of a department/division in Academic Affairs with Student Affairs, Athletics, Administration and Finance, Advancement, and/or Instructional Technology Resources.
- Up to \$15,000: Planning and implementing the uncoupling of credits, seat time and learning objectives in a course that enrolls more than fifty students annually.

Proposal Requirements:

Each proposal should include the following:

- Title and Abstract (1/2 page maximum): Goal(s), objectives, process, timeline and key participants.

- Proposal Narrative with timeline (3 pages maximum): Elaboration on the above, as well as details of institutional need and relation to LCU criteria. Must include a plan for assessing outcomes during and after implementation.
- Budget (2 pages maximum): Details of personnel task hours/costs and operational expenditures. Use standard reimbursement/pay rates for assigned time, student assistance, ITR help, etc. Must include sign-off by unit budget officer and, if applicable, approval by others whose rates for services are cited.
- Commitment: Indication of support from appropriate unit administrators.
- Previous grantees are encouraged to submit applications for expansion and dissemination of their projects.
- Budget: Total of the LCU awards cannot exceed \$75,000.

Due Date:
Friday, February 2, 2007, 4:00 p.m.
Faculty Development, Sierra Hall 438/Mail Code: 8370

Please submit the original and five copies.
Awards will be announced in late February.

APPLICATION FORM
LEARNING-CENTERED UNIVERSITY MINI-GRANTS PROGRAM, 2007

Name of Applicant: _____ Rank/Position: _____

Department/Unit: _____ College/Division: _____

Applicant Status:

☐ I have submitted this same proposal to other on-campus competitions.

If yes, indicate competitions: _____

☐ I have received funding from this program in the past.

☐ I have submitted a final report for all previous program funding.

Funding Category (check one):

☐ Up to \$10,000: Dissemination projects in which programs/departments that have implemented an LCU practice propose working with at least two other programs/departments in order to adapt/adopt the originator's changes.

☐ Up to \$10,000: Planning and implementing a new LCU practice that specifically requires the collaboration of a department/division in Academic Affairs with Student Affairs, Athletics, Administration and Finance, Advancement, and/or Instructional Technology Resources.

☐ Up to \$15,000: Planning and implementing the uncoupling of credits, seat time and learning objectives in a course that enrolls more than fifty students annually.

Description: Submit a detailed narrative and budget of the proposed project (6 pages maximum, double-spaced). Please attach this application form to both the original and five copies of your proposal. Double-sided copies are acceptable.

APPLICATION DEADLINE: Friday, February 2, 2007, 4:00 p.m.

(Faculty Development, Sierra Hall 438/Mail Code: 8370)

I understand that I am required to provide a detailed written report on work accomplished, due no later than June 29, 2007.

Signature: _____
Signature of Lead Applicant Date

Approvals: _____
Signature of Department Chair or Unit Head Date

Signature of College Dean/Associate Vice President Date

LEARNING-CENTERED UNIVERSITY MINI-GRANTS

Background Information¹

A “Learning-Centered University” (LCU):

1. Extends the traditional understanding of teaching as it attends closely to all the processes by which students experience learning in the classroom and outside of it;
2. Recognizes and promotes learning outside of the formal curriculum and develops programs, services and activities that tie together learning in the classroom with learning outside of the classroom;
3. Advises faculty, staff and administrators on how to clarify learning objectives and offers them development activities that examine various ways that students can achieve these objectives;
4. Recognizes that designing curriculum, setting learning goals and integrating each course as a successful component in a learning centered enterprise require cooperative effort since no one course stands outside a program and the learning objectives of the campus;
5. Adapts support services to the needs of individual students, providing flexibly scheduled counseling, financial aid assistance, advising and tutoring services, with referral to other agencies when necessary; and accommodating special needs, such as interpreters and adaptive technologies;
6. Conveys its high expectations for achievement in crafting curricula and programs that explicitly bridge the gaps between the knowledge and dispositions of entering students and the outcomes that faculty expect by graduation;
7. Prepares students to take charge, progressively, of how they learn singly and in groups so that they can be creative and innovative practitioners who know how to learn independently;
8. Strives to develop ways for its members to interact—and act—in small groups, as exemplified by its creation of “learning communities”—in courses, programs and activities—as well as “virtual communities” that “link” people when time and space separate them;
9. Adjusts, to the extent possible, what it teaches to the needs of the individual learner by assessing a student’s preparation for and style of learning so that not only can the student learn more readily but also so that the professor can teach more effectively;

¹ adapted from the LCU website, Nov. 1, 2006

10. Provides students with opportunities to apply what they learn—and learn from what they apply—in field experiences, community services, lab settings and other hands-on experiences like studios, performances and investigative inquiries in which they apply concepts to solve real-life problems;
11. Seriously examines the linkages among credit hours, time in the classroom and learning objectives, uncoupling these links when appropriate – for example the LCU might develop self-paced and/or asynchronous curricula in recognizing that students achieve learning objectives at different rates;
12. Deploys technology purposefully so that it is not an add-on but a set of tools for facilitating group work, self-paced learning, accessing disparate services, and assessing both student and institutional performance;
13. Measures its success by how effectively and efficiently its students meet learning objectives and how its alumni excel in the community and the society it serves;
14. Establishes learning outcomes for each of its programs and continuously assesses and refines these outcomes based on the need and the input of the community and society it serves;
15. Rewards activities that advance these principles – when we hire, when we write position descriptions, when we draft personnel policies, when we highlight outstanding accomplishments, and when we offer pay increases, tenure and promotion, we seek to reward those activities that advance the University’s mission; and
16. Takes account of who its students are as people, what the pressures are on its faculty and staff, how its budget and physical plant are constructed, and its impact on its community and society at large, identifying and then experimenting with its variables to achieve learning outcomes – a learning-centered university therefore is intentional and pragmatic.