

DAVIS EDUCATIONAL FOUNDATION GRANT

TO SUPPORT GENERAL EDUCATION INCLUSIVE COURSE DESIGN

OR REVISION FOR FALL 2026

Application Deadline: March 27, 2026

In December 2025, the University of Hartford was awarded a three-year grant of \$219,305 from the Davis Educational Foundation for *Supporting Inclusive Course Design/Revision in General Education*. This grant program supports **full-time or part-time faculty** in the creation of a new course or in the modification of an existing course to serve within the new General Education curriculum adopted in May 2025. The goal is to add to the breadth and range of course offerings for students across campus that will meet their General Education requirements and allow them to learn from the expertise and excellence offered across the full university. We seek to fund five proposals for new course creation and five proposals for course revision.

For new course creation, priority will be given to proposals in the new General Education areas of “participatory creative arts” or “interdisciplinary” (working definitions of each General Education category can be found [here](#) and are attached). For new interdisciplinary proposals, courses that could align with others in the general education curriculum are encouraged. We also welcome team applications (two faculty who plan to team-teach the course) for the design of these new interdisciplinary courses. New course design will be compensated with either a course release or a stipend of \$4,100. Please note that for team applications, a stipend of \$2,050 will be awarded to each of the two faculty members involved in the project. In addition, each funded proposal will receive \$1,500 for faculty development funds to be used for purposes such as training, resources needed for course creation, or for conference travel for presentation on the new course.

Course revision proposals include either modification of an existing departmental course, or a UIS course that is moving to a department this Fall, in order to align these courses with the new categories in the General Education curriculum. Priority will be given to proposals to revise courses that will fulfill the new “participatory creative arts” or for the “interdisciplinary” categories within the new General Education curriculum, although courses from all categories will be considered. We also welcome team applications (two faculty who plan to team-teach the course) for the revision of interdisciplinary courses. Course revisions will be compensated with a \$2,500 stipend, or \$1,250 per faculty member for a team application. In addition, each proposal will receive \$1,000 for faculty development funds to be used for purposes such as training, resources needed for course revision, or for conference travel for presentation on the revised course.

All awardees will be expected to actively participate in a series of five fall workshops. These workshops will be led by the Davis Grant Leadership team of Taylor Bellagamba, Jim Shattuck, Bryan Sinche, Cindy Thomas-Charles, and Lisa Zawilinski. In these workshops, faculty will be supported in their work through inclusive course design principles, such as universal design for

learning (UDL) and backward design to ensure clear connection among course outcomes, assessments and assignments. UDL provides a framework for reducing barriers to learning by guiding both course design and the implementation of instructional strategies. Through this program, participants will implement at least three significant, course design practices grounded in UDL principles and aligned with inclusive pedagogical practices. These practices will intentionally enhance the transparency and relevance of course activities and assignments to better support diverse learners. As part of this workshop series, we will support faculty proficiency and ethical use of generative AI as a tool to support their course design and delivery. Faculty will commit to participating in assessment of their course outcomes, as well as submitting a short reflective action plan after the first and second time teaching the course.

To continue the support from the fall workshops, faculty will participate in monthly meetings of the grant awardees as a faculty learning community (FLC) led by the Davis Grant Leadership Team in Spring and Fall 2027 for continued peer-to-peer collaboration during project implementation and in continued course design and revision. Participants will receive an additional \$200 per semester for their active FLC participation in both Spring and Fall 2027. Faculty will also be supported in the curriculum review process at any time during the grant period for any needed proposals for new course creation or in cases of significant changes to an existing course.

Please create a Word document that is no longer than two pages that addresses the following information. The application will be submitted through “Smartsheet” so that approvals are simpler from department chair and dean. You can cut and paste your replies from your Word document into the Smartsheet form.

A. For New Course Creation Proposals:

1. Background Information
 - Name
 - Email
 - Department
 - Tentative Course Title
 - Brief Tentative Course Description
2. Please describe the course you plan to create and the tentative course learning outcomes, explaining how the planned course design will meet the needs of a General Education audience. Could this course be a requirement/elective within any majors or minors across campus?
3. **Which new General Education category** will this new course fulfill (Humanities, Social Science, Natural Science/Technology, Participatory Creative Arts, Interdisciplinary, Math and Writing)? Please provide a **brief explanation of how the course will directly relate to that category definition.**
4. Indicate if this course will meet **any additional requirements**: Cultural Competency / Diversity, Writing-Intensive, etc.

5. Upon submitting the application, it will be forwarded for approval **from the chair of the department** indicating their support for this new course, and support of a course release if requested. If the chair does not approve the proposal and/or any requested course release, they should directly inform the applicant.
6. Next, the proposal will be forwarded for approval **from your collegiate dean** indicating their support for this new course, and support of a course release if requested. If the dean does not approve the proposal and/or any requested course release, they should directly inform the applicant.

B. For Existing Course Revision proposals:

1. Background Information
 - Name
 - Email
 - Department
 - Current Course Code, Number and Title
 - Tentative Revised Course Description
2. Please address the **scope of the changes** you expect to make, explaining how those changes will allow the course to better meet the needs of a General Education audience. Would there be any impact of these changes on any existing requirements for this course within any majors or minors across campus (if applicable). **Please include the existing syllabus for any course revision proposals.**
3. **Which new General Education category** will this new course fulfill (Humanities, Social Science, Natural Science/Technology, Participatory Creative Arts, Interdisciplinary, Math and Writing)? Please provide a **brief explanation of how the course will directly relate to that category definition.**
4. Indicate if this course will meet **any additional requirements**: Cultural Competency/ Diversity, Writing-Intensive, etc.
5. Upon submitting the application, it will be forwarded for approval **from the chair of the department** indicating their support for this course revision. If the chair does not approve, they should directly inform the applicant.
6. Next, the proposal will be forwarded for approval from your collegiate dean indicating their support for this course revision. If the dean does not approve, they should directly inform the applicant.

Applications should be submitted via Smartsheet through [this link](#) no later than Friday, March 27th

WORKING DEFINITIONS OF GENERAL EDUCATION CURRICULUM CATEGORIES

HUMANITIES

Definition: Humanities courses should help students understand human history, culture, communities, and beliefs by contextualizing and analyzing the human condition. Most humanities courses examine cultural products and subject them to qualitative analyses.

SOCIAL SCIENCES

Definition: Social science courses should help students focus on human beings as individuals, communities, and societies. Courses use both quantitative and qualitative evidence to study human behaviors and interactions with each other and with their built, technological, and natural environments.

NATURAL SCIENCE/TECHNOLOGY

Definition: Natural science courses should help students use empirical evidence, objective measurement, and the scientific method to comprehend and explain the physical world and/or help students consider and apply scientific/technological solutions to real-world problems.

PARTICIPATORY CREATIVE ARTS

Definition: Arts courses should help students use creativity, skill, and imagination to express themselves in various art forms. Students taking these courses should spend a substantial amount of time learning and employing methods/processes for creating visual art, music, dance, film, writing, etc.

INTERDISCIPLINARY

Definition: Interdisciplinary courses should help students understand complex problems from multiple disciplinary perspectives. These courses should present diverse sources and employ different methods for analyzing those sources. Interdisciplinary courses should give approximately equal focus to at least two or more distinct disciplinary fields.

For example: A class like UISA 110: Romanticism in the Arts ranges across literature, music, and art, but it would be a humanities class since it is entirely focused on those methods and sources. On the other hand, a course like UIST 145: Science in Art features readings in both Physics and Art and bridges the divide between scientific knowledge and artistic methods/creations. It would therefore qualify as an interdisciplinary class.

CULTURAL COMPETENCY / DIVERSITY (D)

Definition: Classes that meet the cultural competency/diversity requirement will introduce students to topics including, but not limited to, gender, race, ethnicity, nationality, sexuality, age, ability, religion, and/or class. These classes will explicitly link human diversity to questions of equity/inequity, justice/injustice or inclusion/exclusion. At least 50% of the course content must directly address diversity as defined above, and course syllabi must include one or more student-learning outcomes related to diversity.