



Main questions

The Proposal is the second step in the Cougar Initiative to Engage grant award process. All applicants for new CITE grants must first complete the Preproposal and meet with the CITE Director before submitting a proposal. The Preproposal can be found at uh.edu/provost/university/qep/faculty-grants-and-programs/grants/preproposal/.

Proposals are evaluated by how their potential contributions to CITE goals, as well as their novelty, student learning outcomes, relationship to the curriculum, budget, sustainability, community partners, scaffolding, and institutional support.

The CITE goals are:

1. Improve the skills of University of Houston students in competencies essential to success in their lives and careers.
2. Increase the number of high-impact co-curricular activities at UH that prepare students for success in their lives and careers upon graduation.
3. Increase the number of UH students participating in co-curricular activity as part of their undergraduate education.
4. Ensure that students are well prepared for their lives and careers after graduation.
5. Ensure that UH graduates are well equipped to meet the needs of the workforce and to engage in the world as responsible citizens.

To aid the Advisory Board in reviewing your submission, make sure that you explicitly address these goals and the eight evaluation components in your responses, including

the progress report.

Responses are limited to 500 words. If you need more space, please use the additional information box, which is limited to 1000 words, or attach a supporting document. Please keep answers succinct.

Boxes will expand as you type. Dragging from the lower right corner of the box will also increase the box area.

While Qualtrics will save an incomplete application for further editing on the same browser and computer, we highly recommend drafting your answers before putting them in the application to avoid any issues with saving your work. This step is particularly important if you are working with a group since there is no straightforward way to share access to an incomplete application. A PDF of all application questions is available on uh.edu/provost/university/qep/faculty-grants-and-programs/grants/proposal/.

Proposal Title

COVER LETTER

To assist the Advisory Board in reviewing your proposal, use the space below to outline any updates from your preproposal and/or changes that you have made in response to feedback and requests for information. On your narrative, include:

- a brief summary of the change or update,

- the location of each change/update (question number), and the question or concern that you are addressing if the change/update is a response to a specific request from the CITE Advisory Board or Director.

1. UH TEAM MEMBERS PROPOSING THE PROJECT

Provide the names, departments, titles, and contact information of all UH project team members and explain their roles within the project. One member of the team should be identified as the primary contact for the CITE Office. If desired, a team member can be identified as the secondary contact.

2. PROGRAM DESCRIPTION AND RATIONALE

The overview should include a succinct description of the background, purpose, and central objective of the program or project and should address the questions below:

- What opportunities for high-impact co-curricular activities, including real-world experience, will the proposed program or project provide?

- How will it accomplish one of more of the goals of CITE?

3. CO-CURRICULAR AND EXPERIENTIAL LEARNING

- What will the students be doing during the activity?
- Is this an outside of the classroom experience? How?
- How is the project experiential for students?

4. STUDENTS

- When in their academic career will students take advantage of this experience — as freshmen, sophomores, juniors, and/or seniors?
- Where in your program(s) does this activity occur for students (entry level, bridge, capstone, etc.)?
- Provide an estimate of how many students this experience will impact.

- What skillset or knowledge base (if any) do students need to have to participate in this experience?

5. RELATIONSHIP TO THE ACADEMIC CURRICULUM

- Is this experience tied to a course or a degree program?
- How does this experience support student learning outcomes in a course, department, or program? Please specify which outcome(s).
- How will this activity impact current courses or co-curricular programs?
- How will this experience provide students with opportunities that are not currently offered by your department, program, or college?
- What further experiences (if any) will the students have after their CITE experience that may deepen their learning from this experience?

6. RESOURCES AND BUDGET

Proposals that include faculty, staff, or administrative stipends must show how the faculty or staff members' time commitments are above and beyond ordinary

responsibilities. Please note that CITE funds cannot be used for faculty travel to conferences or for open access publication fees. Funding from CITE is available for a maximum of two years. Funding for a second year is not guaranteed.

- What resources and support do you currently have to implement this experience?
- What resources and support do you require?
- How will your project be able to continue beyond the CITE funding period?

In addition to a written narrative, please include an itemized budget for the proposed activity. You may use this [example](#) as a guide for your budget.

Budget

Expense Description	Budget

Expense Description	Budget
	<input type="text"/>
	<input type="text"/>
	<input type="text"/>

Other Funding & Revenue	Budget
	<input type="text"/>
	<input type="text"/>

Total requested	Budget <input type="text"/>
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7. PERFORMANCE ASSESSMENT FOR LEARNING OUTCOMES

Please complete the CITE Student Assessment form for at least two CITE student learning outcomes.

Using the provided template provide a brief description of the assignment that will be used to evaluate student performance on each learning outcome. Include a description of expectations for each of the five performance levels listed in the template. This scale will be used when rating and reporting individual student performance on the outcome.

One template should be completed for each learning outcome. Two learning outcomes must be selected from among the following: problem-solving, effective communication, teamwork, cultural competency, social responsibility, or ethical decision-making.

Please contact the CITE Office (coogsengage@uh.edu) if you need assistance developing rubrics for your program.

The American Association of Colleges & Universities VALUE Rubrics are a resource that can help with the development of assessment rubrics. For more information, visit the [AAC&U website](#). UH is an AAC&U member institution, but you will still need to create an account to download the VALUE Rubric documents.

Learning Outcome. You must select at least two, and no more than four, Student Learning Outcomes.

- Cultural Competency:** Students will develop the cultural competency necessary to interact effectively with people of diverse cultures and viewpoints through self-awareness, openness to experience, and knowledge of cultural practices and worldviews.
- Effective Communication:** Students will be able to communicate effectively and appropriately with stake holders.
- Ethical Decision Making:** Students will be able to think about how different perspectives might apply in ethical decision making by assessing their own values, recognizing ethical issues, and considering the ramifications of alternative actions.

- Problem Solving:** Students will be able to use appropriate problem-solving strategies to solve real world issues.
- Social Responsibility:** Students will develop the social responsibility necessary to engage regional, national, and global communities through intercultural competence and civic responsibility.
- Teamwork:** Students will be able to work effectively with others in teams to support a shared goal.

Note: The below content is displayed based on the selection of the above question (7).

If you choose to change your learning outcomes, you will need to complete at least two new assignment rubrics.

Assignment - 1

Which Student Learning Outcome are you evaluating with this assignment?

▼

Performance Level - 1

	Description
EXEMPLARY	
PROFICIENT	
COMPETENT	

	Description
NEEDS IMPROVEMENT	
INADEQUATE	

If you select two learning outcomes, the following 3 questions will be displayed along with the above. Only these questions need to be filled. You can ignore the other questions till Question 8.

Assignment - 2

Which Student Learning Outcome are you evaluating with this assignment?

Performance Level - 2

	Description
EXEMPLARY	
PROFICIENT	

	Description
COMPETENT	
NEEDS IMPROVEMENT	
INADEQUATE	

If you select three learning outcomes, the following 3 questions will be displayed along with the above. Only these questions need to be filled. You can ignore the other questions till Question 8.

Assignment - 3

Which Student Learning Outcome are you evaluating with this assignment?

Performance Level - 3

	Description
EXEMPLARY	

	Description
PROFICIENT	
COMPETENT	
NEEDS IMPROVEMENT	
INADEQUATE	

If you select four learning outcomes, the following 3 questions will be displayed along with the above.

Assignment - 4

Which Student Learning Outcome are you evaluating with this assignment?

Performance Level - 4

	Description
EXEMPLARY	
PROFICIENT	
COMPETENT	
NEEDS IMPROVEMENT	
INADEQUATE	

Upload supporting documents if any

Note: You can only add one supplemental file, so combine files before uploading

8. CAMPUS AND COMMUNITY PARTNERS

- Have you secured campus and community partners to implement this project? Please describe any agreements (formal or informal, MOUs, etc.) that may have been made with community partners. Include any relevant written agreements, including emails.

- Are any additional campus and community partners needed? If so, how will you secure any additional required partnerships? If assistance is needed from the CITE Office, please clearly indicate your needs.

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