

Transformational Learning Opportunities

Request for Support

University of North Florida

FY 2009-2010

The University of North Florida's Board of Trustees has allocated several hundred thousand dollars in recurring funds to support student engagement in transformational learning opportunities (TLOs). Full time, non-visiting, faculty and staff from colleges, academic departments and programs, and other campus entities, may apply for a portion of these funds to support initiatives that are not funded through the regular budgeting process and that fit the University's definition of transformational learning opportunities.

Such projects are an integral component of UNF's strategic plan and institutional mission. A ***transformational learning opportunity is a learning opportunity inside or outside the classroom that potentially enriches or augments student learning and personal development.*** These unique and engaging educational opportunities should broaden and deepen students' intellectual and world views. These opportunities may occur within a course (e.g., an international study course), extend beyond the framework of a specific course (e.g., a student-designed, faculty-mentored research project), or be co-curricular in nature (e.g., a community-based or service learning project). More specifically, UNF has identified the following TLO categories: Study Abroad Experiences; Service Learning Experiences; Research Experiences with a Faculty Member; Internships, Practica, Field and Co-op Experiences; Directed Independent Studies with a Faculty Member; Learning Communities; and Leadership Experiences. Because this list of categories does not exhaust the full range of potentially transformative and enriching student learning opportunities, proposals are not limited to these categories.

Applications to support TLO activities to be offered during the 2009-2010 fiscal year (July 1, 2009-June 30, 2010) should be submitted by October 20, 2008. Please be specific about the time frame to be covered by the funds, including the semester or term in which the experience would occur.

Faculty/Staff recipients of TLO awards will be required to:

- Participate in a small-group workshop conducted by the Office of Faculty Enhancement on best pedagogical and assessment practices applicable to the particular TLO area of interest.
- Develop and assess student learning outcomes for their TLO project.
- Submit a written report that outlines and demonstrates the success and accomplishments of the project. If you fail to submit a TLO report, your future TLO applications will not be considered.
- Submit a fully developed budget prior to the start of the TLO project.
- Meet with a staff person in the International Center if the TLO involves international travel to discuss budget development and requirements for travel. (Coggin College of Business Faculty must meet instead with the College's International Business Flagship Director responsible for study abroad)

The following provide some guidelines for use in submitting requests for these funds:

- TLO projects must demand a rigorous commitment on the part of the participating students.
- Funds for these activities must directly support student participation and/or costs associated with instruction and student learning. Funds may not be used to subsidize administrative costs. Funds can also support the cost of faculty travel in accompanying the students.
- Proposing units must have the necessary infrastructure to
 - Carry out the proposed activity/activities,
 - Advertise/market the availability of funding to all eligible students,
 - Track student outcomes
 - Distribute and track the funds appropriately
- Preference will be given to proposals that
 - Are cost effective

- Have the potential to generate additional funding (e.g., grants, gifts) or leverage TLO funding with additional funding already in-hand
- Suggest the potential for a transformational academic and developmental impact on a significant number of students
- Foster inter- and multi-disciplinary learning
- Preference for funding study abroad proposals will be given to programs that require individual students to spend time and actively engage with foreign citizens
- Preference for funding student research projects will be given to programs that have the greatest potential to result in student presentation, publication, or juried exhibits/performances

UNDERGRADUATE TLOs

Funding Guidelines for TLOs involving travel:

- The maximum amount that can be awarded for TLOs involving travel is \$1000 per student and \$1000 per faculty member for travel. Faculty costs will be divided amongst the students to add up to the total student cost.
- One leader will be funded per 15 students. Two leaders will be funded for groups larger than 15 students.
- No student should have costs completely covered by TLO funds. It is expected that students should bear some cost of any activity.
- The maximum total amount any one international TLO can be awarded is \$25,000.
- If fewer students participate in the experience than identified in the proposal, the unused funds shall go back to the general TLO account.

Undergraduate international applications will be reviewed based on the following scale:

- Project Description 20%
- Transformation 20%
- Qualifications of TLO leader 20%
- Student Criteria Required for TLO 5%
- Advertising Plan for TLO 5%
- Student Outcomes 5%
- Measurement and Documentation of Student Outcomes 5%
- Budget 20%

GRADUATE TLOs

Funding Guidelines for Graduate TLOs:

- The maximum amount that can be awarded for any Graduate TLO is \$5000 per project.
- All other funding guidelines listed above for undergraduate TLOs involving travel apply to graduate TLOs involving travel

Graduate applications will be reviewed by a sub-committee of the Graduate Studies Council

To apply for funds one should complete the attached application. **Graduate and Undergraduate applications should be submitted in electronic and hardcopy form no later than 5:00pm on October 20, 2007 to Dr. David Jaffee (1/1220).**



Transformational
Learning
Opportunities

2009 - 2010 Request for Support

Name: Heather Burk

Department: Honors Program

Proposal Title: Expedition Ecuador (a.k.a. Service Learning in Ecuador)

Approvals

Date Submitted: 10/20/2008

Chairperson (or immediate supervisor)

Date

X

Dean or Vice President

Date

X

TYPE OF APPLICATION

Undergraduate Graduate Both
 (If graduate and undergraduate students in the **same** TLO, choose "Both" and complete only one application. If you would like to propose more than one TLO experiences please submit two separate applications).

General Information

Proposal Title: Expedition Ecuador (a.k.a. Service Learning in Ecuador)

Location(s): Ecuador including the Andes, Coast, Amazon and Galapagos Islands

Proposed Dates: Spring 2010 3 hour course, Summer 2010 1 hour course, trip: May 27-June 18, 2010

Length of experience (in days): 23

Would this TLO be a credit-bearing course? Y N If yes, how many credits? 4 (3+1)

Number of students anticipated: 20 Undergrad Grad 20 Total
 (Please note: Funding will be adjusted based on the actual number of students recruited.)

Names of additional UNF faculty/ staff leaders associated with this project:
 TBA. In the past Dr. Paulson has co-lead this experience with me, as we did Science and Service in Ecuador in 2008. As he is leaving UNF this experience will evolve and the co-leader will be chosen based on the skills and talents they can bring to this experience. Steve Nix has expressed keen interest in Engineering working with us on Expedition Ecuador much as they are on the Ghana Project but commitments can not be made until the summer/fall of 2009.

FOR INTERNATIONAL TLOs ONLY	
Type of TLO Program (choose one)	
Faculty-led international group travel activity/ course	<input checked="" type="checkbox"/>
Faculty-led Research Project	<input type="checkbox"/>
Individual Study Abroad Scholarships	<input type="checkbox"/>

Funding Request	
Total cost of proposed activity:	\$ 93,126
Total amount to be paid by students (total cost minus TLO funds):	\$ 71,126
Undergraduate TLO funds requested:	\$22,000
Graduate TLO funds requested:	\$0
Total amount of TLO funds requested:	\$ 22,000

Please provide the source and amount of additional financial support that you are expecting (if any). 300 words max
 Honors has a small amount of scholarship that it supports student study abroad activities with each year. It is anticipated that Honors will offer some small supplemental scholarship support

to students (\$500-800) based on merit. Additionally, the Honors Program will be providing some of the project costs support as well as some costs for faculty. Additional funding will be sought through grants and Rotary clubs that have expressed an interest in this particular work being done in Honors.

Project Description

Please provide a description of the proposed TLO including a statement about the length of time that participants will devote to the learning experience (i.e., an estimation of hours, days, weeks, or terms). 300 words max

Expedition Ecuador, This is a 23 day study abroad and service learning experience that will allow students to experience firsthand the ecological diversity of South America while obtaining a greater understanding of the peoples and cultures of Ecuador. Students will be immersed in culture and environment through experiential and service-learning activities that demand their interaction with the local communities. All student participants will enroll in a 3-credit hour spring semester course on Ecuador: The People, Cultures and Challenges a course that will engage students in discussion on South American/Ecuadorian culture including: literature, economics, politics, ecology and kinship; the summer trip itself will incorporate a 1-credit service learning course that will require students to make connections between the trip experience, the service projects and the 3 hour course.

The trip will allow the students to engage the country and its people in each of its four main regions, the Amazon, the Andes mountains, the coastal region, and the Galapagos islands. In each region students will get a unique perspective about how the environment shapes every aspect of this country (politics, economics, development, culture) as they live and work amongst the people. The center piece of this experience will be the seven days of living and serving in the fishing town, Cojimíes. We will work with the Escuela Manual Maria Sanchez elementary school. As needs of the community change rapidly the final project(s) will not be determined until summer/fall 2009, however, it is likely that part of the project would include building additional school desks. (We built 80 in 2008). The school and town have identified the desire to work together on educational projects, like the curriculum we developed last time, as well as solar and wind power projects.

How will this experience be transformational for students and how will the leaders facilitate this transformation? 300 words max

Every location, every activity tied to this experience is designed with student learning and student transformation in mind. Though, I would argue that traveling outside the US for any student can be transformational, the degree to which our students live and work with locals in every region of this trip enhances cultural immersion. Beginning in the historic capital of Quito, students will explore the richness of urban life in South America. Students will engage in City-as-Text © exercises, including one involving the market at Otavalo. Then in the coastal fishing village of Cojimíes, students will investigate the ecology, culture and development of a community that physically mirrors Jacksonville's relationship to river and ocean. Students will begin to understand, discuss and compare cultural difference, similarities and expectations. Students will work alongside local fisherman to understand how the economy of this town works. Additionally, students will carry out a service learning project, working with the local elementary school. As in 2008, the service projects will be in collaboration with the local community not separate from it, anticipating the same community involvement as 2008, where parents, teacher, professional and children came to communicate and work with students side-by-side. Returning to Quito, we will explore the unique ecosystem of the cloud forest and how ecotourism is critical to its preservation. Then we head into the Amazon basin where we will

study a rainforest community and interact with the members of the Sani indigenous group. Lastly we will fly to the Galapagos to study the unique environment and community that exists on Isabela island. Students will see what prompted some of Charles Darwin's most critical insights in developing his Theory of Natural Selection as well as how tourism impacts the priorities of locals and the preservation of this global wonder.

Evidence of Promise

What qualifications/experience do the leaders have that will make them well suited to carry out this project? 300 words max

Heather Burk, the Service learning Coordinator for the Honors Program since 2000, was a co-leader for the Ghana Project in 2005, co-led a study abroad trip to Peru in 2008 and has lead Alternative Spring Break trips to carry out Service Learning Projects in various locations through out the U.S. and in Ecuador thrice (2004, 2006 and 2008). Ms. Burk has strong local connections with individuals and communities in Ecuador to facilitate the execution of this opportunity. Since 2003, Heather has been studying the Ecuador culture in depth and taught 3 Honors courses on the subject matter. Heather is familiar with many of the challenges this type of experience creates and is equipped to turn such challenges into learning opportunities. Heather also is currently studying Spanish Language.

Heather is working with Robby Delgado, an experienced naturalist guide who has worked with National Geographic, to coordinate the study abroad portion of this experience. Although he is a hired guide, and not the UNF co-leader for this trip, Robby Delgado has served as the guide for the last three Honors service learning trips to Ecuador (including the last one funded by TLO in 2008) and understands well the Honors educational goals and experiential pedagogy. He is also native to Cojimies, where the service learning project(s) will take place.

Has this activity been offered previously at UNF? Y N

If yes, how was it funded? What evidence exists of success in previous years?

If no, what is the relevance or interest for this on campus? 300 words max

This study abroad trip has been offered at UNF in the summer of 2008 and was funded by TLO. This version will continue to build from the last experience, with the 3 hour class focusing on a wider range of Ecuadorian cultural issues than the last cycle. It also builds on two other Honors Program courses. It is an extension of the ten-day Alternative Spring Break service trips that have been carried out twice, and the Ghana Project, which combines disciplinary education with development-based service projects. Specifically, the engineering department is interested in working with Honors in Ecuador, much as it is the Ghana Project in 2009. Prior to the 2008 TLO award, the previous and smaller Ecuador trips were subsidized by the Honors Program, which also provided some partial scholarships. The service project costs for the first two trips to Ecuador were supported by a UNF Foundation Initiative Grant, while project costs in 2008 were supported partially by fundraising and a UNF Foundation Initiative Grant.

Students

How will the students be selected?

Interview <input checked="" type="checkbox"/>	Course Prerequisites <input checked="" type="checkbox"/>	Other:
Essay <input checked="" type="checkbox"/>	Academic Performance <input checked="" type="checkbox"/>	

What specific criteria are required for the experience? (i.e., academic level, financial need, specific major) 300 words max

This trip will be made available to all students enrolled full-time at UNF who have a GPA of 3.0 and above. The application process is designed to asses a student's expectations and maturity, which is important for this experience. Through the interview process we will select those students who are best suited to contribute and benefit most from this experience. All majors and all levels (freshman – senior) are encouraged to apply and have participated in the past. It is

expected that Honors students, due to our service learning requirement, and possibly Engineering students, due to the experience with Ghana, will be particularly interested in applying to participate in this experience.

How will you advertise the TLO to students? 300 words max

We will advertise to Honors students through:

- Honors classes
- e-mail
- internet resources
- faculty colleges throughout campus
- posters
- information sessions
- student update

Assessment

What student outcomes (learning and developmental) are anticipated?

(e.g., students will be able to the ability to compare and contrast business practices of the U.S. and X country) 300 words max

- Firsthand observation of examples from social, economic, ecological, political and cultural principles discussed in class.
- See how scientific, economic, political, and social/cultural principals relate to specific issues such as hunger, disease, development and habitat degradation in Ecuador and its human populations.
- Develop a comparative sense of how societies in different environments relate to and interact with the natural environment
- Learn how to analyze situations in terms of the three areas of Sustainable Development (Environment, Culture, and Economy)
- Develop skills such as teamwork, intercultural communications, problem-solving, critical thinking and conflict resolution
- Develop a commitment to civic engagement and leadership through community service
- Give students (both UNF and local) a global perspective to help them understand how each of their countries relates to the world as a whole
- Support sustainable projects that create real solutions for local problems
- Give students a sense of the complexity of development issues in Latin America
- Develop a sense of self confidence, empowerment and willingness to take risks and accept challenges
- Explore new roles, interest and connect with the development of values and beliefs
- Develop observation and reflection skills
- Develop a sense of social responsibility (concern for others) and possibly translate that into political efficacy
- Exploration of careers or paths that are service-related

How will you measure and document student outcomes for this project? 300 words max

Much like the last Expedition Ecuador, student outcomes will be measured and documented through:

- student papers in both 3 hour and 1 hour courses
- journals
- projects
- self evaluations of Personal and Group Learning Objectives students set prior to trip
- Students will receive grades for both the 1 hour and 3 hour courses they take in association with this service learning travel experience.
- The final paper for the 1 hour course is a reflective paper that analyzes and testifies to the students understanding about the culture, as well as the root of that understanding.
- Additionally, students will have 10-15 class discussions to evaluate learning and engagement.

Budget

Please choose the budget form below that corresponds with your TLO (travel or non-travel) and fill in each item with the expected costs that apply to your TLO. If it does not apply, then please fill the blank with zero. The dollar figures should be informed by the best available information that you are able to gather. If you are requesting funds for multiple semesters and/ or multiple projects within the same proposal, you will need to fill out a budget for each of those semesters and/ or projects.

Travel Budget (Domestic or International)			
A. Number of students = 20	Semester/ Year: Summer 2010		
B. Number of leaders = 2			
	Cost per student	Cost per leader	Comments
Airfare (incl taxes)	800	800	Jacksonville to Quito Ecuador
Lodging	1100	1100	
Local program	700	700	
Local transport	900	900	
Meals/ Per Diem	400	400	Some are covered in local program automatically
Insurance	23	23	
Contingency (5%)	200	200	
Other : Entrance Fees	110	110	
C. Cost per student/leader =	4233	4233	
D. Leader(s) cost per student (total cost per leader multiplied by number of leaders divided by number of students) Formula = (C. x B.) / A.	423.3	NA	
E. <u>Total</u> Cost per Student. (cost per student plus leader cost per student) Formula = C. + D.	4656.3	NA	
F. Total TLO award per student (Total Student TLO Funds Requested plus Total Leader TLO Funds Requested divided by number of students) Formula = (Total Students TLO + Total Leaders TLO) / A.	1100	NA	-Maximum TLO per student is \$1,000 -Maximum TLO per leader is \$1,000 -One leader will be funded per 15 students. Two leaders will be funded for groups larger than 15 students. (22,000/20)
Total amount to be paid by student (Total Cost per Student minus Total TLO award per student) Formula = E. - F.	3565.3	NA	No student should have costs completely covered by TLO funds. It is expected that students should bear some cost of any activity.

Non-Travel Budget (Within 50 miles of UNF = non-travel)		
Number of students = N/A		Semester/ Year:
	Costs	Comments
Materials and Supplies	N/A	N/A
Personnel (OPS)	N/A	N/A
Local transport	N/A	N/A
Equipment	N/A	N/A
Other (specify)	N/A	N/A
Total Cost	N/A	N/A
Total TLO Funds Requested	N/A	N/A
Total amount to be paid by students	N/A	N/A

Technology Needs

If your TLO includes the acquisition or development of computer hardware or software, describe the nature and proposed use of the hardware and software. 300 words max

N/A

Do you anticipate the need for significant IT-related resources to support the TLO (e.g., large amounts of disk storage, increased network bandwidth, dedicated IT personnel, etc.)? If yes, explain. 300 words max

N/A

How will this hardware and/or software be maintained and supported in the short and long terms? 300 words max

N/A

The application should be submitted in electronic and hardcopy form no later than 5:00pm on October 20, 2008 to Dr. David Jaffee (djaffee@unf.edu) in Undergraduate Studies 1/1220.