

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).**



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2009 - 2010
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Name: Wanda Lastrapes & Otilia Salmon

Department: Foundations & Secondary Education

Proposal Title: ***An Immersive Field Experience in Miami's Hispanic & Haitian
Communities: A Cultural Transformational
Journey***

Approvals

Date Submitted: October 20, 2008

Chairperson (or immediate supervisor)

Date

X

Dean or Vice President

Date

X

TYPE OF APPLICATION		
<input checked="" type="checkbox"/> Undergraduate	<input type="checkbox"/> Graduate	<input type="checkbox"/> 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: ***An Immersive Field Experience in Miami's Hispanic & Haitian Communities: A Cultural Transformational Journey***

Location(s):	Miami, Florida
Proposed Dates:	May 16-21, 2010
Length of experience (in days):	5 days
Would this TLO be a credit-bearing course? <input checked="" type="checkbox"/> Y <input type="checkbox"/> N	If yes, how many credits? 3
Number of students anticipated: 25 Undergrad <input type="checkbox"/> Grad <input type="checkbox"/>	25 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:

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

Funding Request	
Total cost of proposed activity:	\$19,937.00
Total amount to be paid by students (total cost minus TLO funds):	\$ 1,400.00
Undergraduate TLO funds requested:	\$18,537.00
Graduate TLO funds requested:	\$0
Total amount of TLO funds requested:	\$ 18,537.00

Please provide the source and amount of additional financial support that you are expecting (if any). 300 words max

No additional funding sources are available to support this Transformational Learning Opportunity at this time.

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

This Transformational Learning Opportunity will provide students enrolled in EDG 2701, Teaching Diverse Populations the opportunity to experience the multicultural educational and community settings of Miami, Florida during the Summer A 2010 academic session. EDG 2701 is designed to provide potential educators with entry-level knowledge and experiences to become culturally responsive teachers in diverse public and private school classrooms. A critical component of this course is the 18-hour field experience in diverse settings required by the Florida Department of Education which should guide and challenge students to confront their preconceived notions and beliefs about cultural groups different from their own.

Twenty-five students enrolled in EDG 2701 will be selected to participate in this 5-day, 40-hour transformational learning experience coordinated by two faculty members. This TLO will provide opportunities for students to examine multiple facets of multiculturalism namely ethnicity, class, religion and language of Hispanic and Haitian communities. Students will be engaged in dialogue with committed faculty and administrators who teach in diverse urban schools, including high-need challenged educational settings. In addition, TLO students will participate in panel discussions with academically successful students from various ethnic backgrounds. They will also be immersed in the cultural communities of the schools through neighborhood tours and seminars with school-community liaisons, visits to ethnic restaurants, local museums, churches, and other community events.

The students will meet every morning for an orientation seminar facilitated by course faculty and school/community leaders to outline the day's activities, expectations, and to review norms and values of the different cultures they may encounter that day. TLO faculty will conduct evening sessions together with guest speakers from the different ethnic communities to de-brief the day's experiences. Additionally, Florida International University teacher educators will assist with identifying schools and cultural experiences based on their preparation of preservice teachers in Miami. There will be structured time for journaling and reflective activities daily.

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

Increased cultural sensitivity, competence, and understanding are enhanced when one experiences the richness of others' cultures. The ability to understand others' behavior through the context of their culture, instead of one's own, is a critical first step to moving beyond an ethnocentric view of diversity (Bennett, 1993). This TLO will provide opportunities for students to interact with groups whom they may have had limited personal contacts. Students will be immersed in diverse Haitian and Hispanic cultural settings. They will visit schools and observe classrooms with majority Haitian and Hispanic student populations. This will also include the Dade County Dual Language School in Coral Gables where they will observe students functioning linguistically in two languages. In addition, this TLO will emphasize the strengths and contributions of the ethnic cultures that are being examined through visits to museums, churches, community centers, and participating in special ethnic events.

TLO students will be challenged to examine any preconceived assumptions, beliefs, and stereotypes they may hold of these particular ethnic groups. Through positive interactions with Hispanics and Haitians in their communities and schools, students will begin to examine and

redefine their beliefs and assumptions. This examination will occur through faculty-guided reflective activity in debriefing sessions, focus groups, and reflective journaling.

Faculty leaders will facilitate the transformational process prior to embarking on the TLO experience through course discussions and relevant reading assignments. Students will take the *Inventory of Cultural Sensitivity* (Cushner, 1987) as a pre and post-test to assess their current level of cultural awareness and competence. This self-assessment will help to inform students and faculty regarding the changes that have occurred in levels of sensitivity and awareness due to the experience.

Evidence of Promise

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

Dr. Wanda Lastrapes brings over 17 years of academic and experiential expertise in urban multicultural settings to her teaching and scholarship activities. She earned a Ph.D. in Urban Services with a concentration in academic leadership from Old Dominion University in Norfolk, Virginia in 2004. Her teaching experience included at-risk middle school students in Long Beach, California, high school and university students in south Louisiana, and ethnically diverse students at Los Angeles City College. From 2001-2007 as program coordinator of urban secondary education initiatives for the University of Florida Alliance, Dr. Lastrapes worked with district administrators, principals, teachers, and students in six urban high schools in Jacksonville, Orlando, and Miami. The professional contacts she has maintained with Dade County school personnel will benefit this TLO. She currently serves as past president of the Florida Association of Teacher Educators collaborating regularly with teacher educators in South Florida.

Dr. Otilia Salmón, brings over 28 years of experience from multiply cultural and linguistic settings. A native of Honduras Central America, schooled in a British Quaker Boarding School in Jamaica where she learnt English, Dr. Salmon was a Fellow at the University of Veracruz Mexico where she obtained her Masters, a UNESCO scholar at the School of Communication in Mexico, an OAS grant recipient to study Portuguese at the University of Campinas Brazil, and an OAS Fellow at the University of Florida obtaining her Ph.D. in Curriculum and Instruction with specialization in Multicultural/Bilingual Education. For the past 20 years she taught, presented workshops and papers in Diversity, Multicultural education, Spanish language/cultures, and English as a second Language (ESOL). In addition she took 22 University of North Florida students for a month to Costa Rica where she conducted a summer class. Subsequently, she spent two summers in Belize teaching in the College of Education's masters' program.

Has this activity been offered previously at UNF? __ Y __x_ 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

In a society of multiple cultures and constant change, it is imperative that future educators are prepared to understand the diverse strengths, challenges, and potentials of their students. A recent *New York Times* article titled, "U.S. Data Show Rapid Minority Growth in School Rolls", noted that minority student enrollments have increased to 42% of total public school students. Multicultural scholar and educator James Banks (2008) compared National

Center for Education Statistics data between fall 1986 and fall of 2003. Although the African American student population increased only slightly from 16.1 % to 17.2%, Hispanic students in public schools nearly doubled, from 9.9% to 18.5%. Asian/Pacific Islander populations increased from 2.8% to 4.4%. These shifting demographics reflect the changing ethnicities of children in public school classrooms nation-wide. Local data from Duval County Public Schools (2007) indicates a similar trend with minority student enrollment at 56.5% and white student population at 43.6%.

Unfortunately, the ethnic and racial background of public school educators does not reflect the changing demographics of the student body population. Recent data indicates that 73% of educators in our nation’s public schools are white (Gollnick & Chin, 2006). Additionally, faculty who regularly teach EDG 2701 (a required core course for admission into teacher education) note that the majority of their students live in monocultural settings with limited personal interactions with people different from themselves. We believe that future educators who will work in ethnically diverse and culturally complex schools must understand and value the diverse cultures of their students in order to provide them with the knowledge and skills to be productive, civic-minded culturally accepting citizens. This TLO supports the University’s commitment to diversity and student engagement in transformational learning experiences while enhancing the College of Education’s mission to prepare teachers to meet the learning needs of all students.

Students

How will the students be selected?

Interview <input checked="" type="checkbox"/>	Course Prerequisites _____	Other:
Essay <input checked="" type="checkbox"/>	Academic Performance <input checked="" type="checkbox"/> 3.0	

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

Students will be selected based on the following criteria:

- 1) Their intent to major in education;
- 2) A favorable attitude and interest in learning about the cultures of others;
- 3) The extent of their knowledge and exposure to individuals from cultures different than their own;
- 4) Their commitment to being a successful student based on their GPA in college and/or high school courses.

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

Students will be made aware of this TLO experience by direct contact in our classes, through email, and by printed flyers. Because of other domestic TLOs, the interest to gain the cultural experience has grown significantly. As future teachers, COEHS students are aware that they need an opportunity to be immersed in cultures that they will encounter in their classrooms with a diverse population. Therefore we should take advantage of a multicultural setting right at our back door such as Miami, where students can observe firsthand the cultures they have been studying. Based on what our aspiring teachers are learning in the course” Teaching Diverse Population”, this TLO would complement and enhance their knowledge by allowing them to interact with students and parents of these cultures similar, if not the same ones, they

will encounter in their professional career as teachers.

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

At the completion of this TLO experience, students will be able to:

- 1) Identify areas of increased understanding of the Hispanic and Haitian cultures.
- 2) Assess their overall levels of cultural competence as well as sensitivities towards those of Hispanic and Haitian ethnicities.
- 3) Compare and contrast the educational environments of students in predominately Hispanic and Haitian schools.
- 4) Identify the strengths and contributions of the Hispanic and Haitian cultures.
- 5) Summarize and analyze the disparities in economic, social and educational achievements of citizens from Hispanic and Haitian communities.
- 6) Understand and appreciate their roles and responsibilities as future teachers of ethnically and linguistically diverse students.

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

Student outcomes for this TLO project will be measured through a variety of formative and summative tools. The *Inventory of Cultural Sensitivity* (Cushner, 1987) will be administered to all TLO students as a pre-test to assess their initial levels of cultural awareness and competence. Students will be required to analyze their scores in their journal and reflect on how they believe they are shifting their perspectives throughout the week. At the conclusion of the TLO, the *Inventory of Cultural Sensitivity* will be administered and students will compare and contrast their pre and post test scores. In addition to the Inventory, the following will be utilized to assess students learning outcomes:

- 1 - Written reflections during the TLO experience through guided journaling.
- 2 - A reflective summary of the Hispanic and Haitian students' educational experience. This will be included in TLO students' professional portfolios.
- 3 - Presentations to their classmates summarizing and analyzing the TLO experience and how it has impacted and transformed their view of schools and schooling for ethnically diverse students in public education.
- 4 - Data collected and analyzed during focus groups of students who participated in the TLO field experience.

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 = 25		Semester/ Year: Summer A - 2010	
B. Number of leaders = 2			
	Cost per student	Cost per leader	Comments
Airfare (incl taxes)	\$0	\$0	
Lodging	250.00	300.00	Exploring housing option at FIU.
Local program	75.00	75.00	Museums, Cultural Programs
Local transport	116.00	116.00	Chartered bus
Meals/ Per Diem	180.00	180.00	Exploring meals options at FIU.
Insurance	0	0	
Contingency (5%)	35.00	35.00	
Other (specify, add lines as needed)	15.00 14.00	0 0	MATERIALS- Journals & supplemental materials RESOURCES - Honorium for Speakers-Lisa Delpit, Director, FIU Center for Urban Ed & Innovation; Author of <u>Other People's Children: Cultural Conflict in the Classroom; School & Community Liaisons</u> Honoria
C. Cost per student/leader =	\$685.00	\$706.00	
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.	\$56.48	NA	
E. Total Cost per Student. (cost per student plus leader cost per student) Formula = C. + D.	\$741.48	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.	\$797.48	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.
Total amount to be paid	\$56.00	NA	No student should have costs

by student (Total Cost per Student minus Total TLO award per student) Formula = E. – F.			completely covered by TLO funds. It is expected that students should bear some cost of any activity.
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Non-Travel Budget (Within 50 miles of UNF = non-travel)		
Number of students =		Semester/ Year:
	Costs	Comments
Materials and Supplies		
Personnel (OPS)		
Local transport		
Equipment		
Other (specify)		
Total Cost		
Total TLO Funds Requested	\$18,537.00	
Total amount to be paid by students	\$1400.00	

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

NONE

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

Video and digital cameras will be utilized to document the students' experience and record the debriefing sessions. No additional IT resources are anticipated.

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.