Overview

WHAT ARE TRANSFORMATIONAL LEARNING OPPORTUNITIES?
A transformational learning opportunity is a learning opportunity inside or outside the classroom that potentially enriches or augments student learning and personal development. TLOs involve taking information you have learned in your major area of study or in a particular class and seeing how it relates to the real world and to a specific place. Transformational learning is not simply going somewhere and being exposed to another culture. TLOs that involve travel must not rely solely on the fact that travel is involved as the basis for “transformation.”

CATEGORIES OF TLOS
- Study Abroad Experiences
- Service Learning Experiences
- Research Experiences with a Faculty Member
- Internships, Practicum, Field and Co-op Experiences
- Directed Independent Studies with a Faculty Member
- Learning Communities
- Leadership Experiences

To view detailed information about each TLO category visit http://www.unf.edu/tlo/TLO_Categories.aspx

HOW ARE TLOS FUNDED?
The University of North Florida’s Board of Trustees has allocated recurring funds to support student engagement in transformational learning opportunities. Because the funds are Education and General (E&G), there are certain limitations on how the funds can be used. For example, the TLO funds cannot be used to purchase food, nor can they be used to pay for the rental of the University Center facilities.
TLO Program Guidelines

General Policies

- The award period will not cover two academic years.
- TLO projects must demand a rigorous commitment on the part of the participating students.
- Preference will be given to proposals that
  - Suggest the potential for a transformational academic and developmental impact on a significant number of students
  - Provide an opportunity for students to apply disciplinary content knowledge to real life settings and problems
  - Foster inter- and multi-disciplinary learning
  - Are cost-effective
  - Have the potential to generate additional funding (e.g. grants, gifts)
- 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

Eligibility

Full-time 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. Proposing individuals must assure that their units 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, track, and make payments with the funds appropriately.

Requirements for Award Recipients

Faculty and staff who receive the TLO award must be prepared to:

- Develop a final TLO budget in conjunction with Martina Perry in Undergraduate Studies if your TLO is domestic, or with Bonnie Richardson if your TLO is international.
- Comply with all University purchasing policies and procedures (i.e. Commodities of $100 or more in value must be approved by the Controlled Spending Committee).
Develop and assess student learning outcomes for their TLO project. By the end of the semester that the TLO takes place, 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.

If the TLO is domestic and takes place off-campus or designated as a community-based TLO, the TLO leader must:
- Attend the TLO/ CBTL Risk Management Workshop
- Complete a safety assessment of the TLO site in order to ascertain the risks associated with the TLO site and activities if the TLO takes place off-campus.
- Prepare an Acknowledgement or Release/Waiver form for your students, and obtain the student signatures on the forms prior to the beginning of the TLO activities.
- If an Affiliation Agreement is necessary, then the TLO leader must actively participate the development of that agreement, which could include conducting a site visit and obtaining the necessary approvals for the agreement.

If the TLO involves international travel, the TLO leader must complete the international travel requirements as set forth by the University. This includes, but is not limited to:
- completing the University Activity Abroad Approval Request Form. (Note: Your international travel is not approved by virtue of the TLO award. It must officially be approved by the AARC.)
- attending the International Center’s Safety Training Session for trip leaders

If the TLO is designated as a community-based TLO, then the TLO leader must meet with the Center for Community-Based learning to discuss the community aspects of the TLO.

Funding Policies

Undergraduate TLOs

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.

For TLOs involving travel 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 proposed, the unused funds shall go back to the general TLO account.

GRADUATE TLOS

- 10% of the overall TLO funds will be allocated to support graduate TLO proposals.
- 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.

Application Process

APPLICATION TIMELINE

The below is an approximate timeframe. Dates are subject to change. Please check the TLO website for the exact application deadline at http://www.unf.edu/tlo/Application.aspx.

- Call for Proposals—September 20th
- TLO Application Workshop—September 27th (This workshop will cover TLO review criteria, budget planning, and pedagogy and assessment)
- Applications Due—October 20th at 5pm
- TLO Awards Announced—November 20th

TLO REVIEW COMMITTEES

The TLO applications are reviewed by one of three committees:

- International—This body is a sub-committee of the International Council.
- Domestic—This body is an ad hoc committee of representative from the five colleges and is organized by the Office of Undergraduate Studies.
- Graduate -- Graduate proposals will be evaluated and awarded by the Graduate Dean in conjunction with a sub-committee of the Graduate Council. These TLO awards will be shaped around the objectives of graduate study, and faculty members will be encouraged to apply for the funding and collaborate with students on research. These awards will be administered in the same way as the undergraduate TLOs. The same eligibility requirements, policies, application due dates, and leader responsibilities related to undergraduate TLOs apply to graduate TLOs as well.
After the applications are reviewed by these bodies, the recommendations for awards are sent to Undergraduate Studies and final decisions are made by Provost Mark Workman.

**CRITERIA FOR REVIEW OF TLO APPLICATIONS**

- Level of transformative involvement and engagement of students
- Number of students potentially impacted by the project
- Cost effectiveness
- Potential to generate future funding
- Potential for significant student learning and deeper connection to academic subject(s)
- Potential for interdisciplinary or multidisciplinary learning
- Potential for subsequent student presentation/publication of products
- Leveraging with additional funds
- Appropriate budgetary information
- Clearly articulated learning outcomes
- Reasonable plan or ideas for assessment of outcomes
- Degree of project innovativeness

**TLO APPLICATION OUTLINE**

**I. General Information**

If your TLO involves undergraduate and graduate students you must complete two separate applications: the Undergraduate TLO Application and the Graduate TLO Application. All applications should be submitted to the Office of Undergraduate Studies.

**II. Approvals**

The approvals serve to indicate that the TLO leader’s department is aware of the activity and is willing to provide the necessary support to carry it out (i.e. the assistance of a departmental secretary to handle the purchases, or the funding for the course associated with the TLO).

**III. Funding Request**

The numbers reported here should be total amounts, not per student amounts. Complete section “XI Budget” prior to completing the Funding Request section. This will ensure that your numbers match. NOTE: please be aware that the amount of TLO funds awarded to you could be less than the amount listed in your Funding Request. Your TLO award letter will indicate the actual amount awarded for the project.

**IV. Type of TLO Project**

In this section choose the designation that best describes your TLO. If it is appropriate for you to choose more than one, because of the multifaceted nature of your TLO, please feel free to do so. For more
information on the categories given, refer to the TLO website at: http://www.unf.edu/tlo/TLO_Categories.aspx and/or Table 3: Five Types or Gateways of Course-Based CBTL on page.

V. Project Description
Be concise in explaining the who, what, where, when, and why of the TLO project. Supplemental materials are not necessary.

VI. Leader Qualifications
Examples related to this section could include experience working with students on research, study abroad, service learning, etc.

VII. Outcomes and Assessment
In this section, explain what change you want to see in your students and how you will set the occasion for that transformation. Intentionality is important in designing TLO activities that will help you to achieve the planned outcomes and bring about transformation. For questions on outcomes and assessment, contact Dan Richard in the Office of Faculty Enhancement.

VIII. Evidence of Promise
Give a summary of past success with this project. Artifacts are not necessary. If this project was supported through the TLO Program in the past, your previous TLO report must be on file.

IX. Student Recruitment and Selection
The student criteria should be appropriate to the nature of the TLO.

X. Safety and Risk Management
This section is for community-based TLOs or domestic TLOs that take place off campus. Responses should be informed by the best available information. The responses given in this section are primarily for informational purposes only, and will not factor into the evaluation of your application by the Review Committee. The Office of the Provost will review Safety and Risk Management issues and respond accordingly.

XI. Budget
Each TLO budget will be reviewed by the Office of the Provost with input from the Review Committee. If a line item on the budget does not apply to your TLO, please fill the blank with zero. See Table 1: Budget Guide below for more information on completing the budget.

XII. Technology Needs
The responses given in this section are primarily for informational purposes only, and will not factor into the overall evaluation of your application by the Review Committee. The Office of the Provost will review the Technology Needs, in conjunction with CIRT and ITS, and respond accordingly.
### Table 1: Budget Guide

<table>
<thead>
<tr>
<th>A. Travel Budget (Domestic or International)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Number of students =</td>
<td>B. Number of leaders =</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Travel Costs</th>
<th>Amount per student</th>
<th>Amount per leader</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Airfare (incl taxes)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lodging</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project costs</td>
<td></td>
<td></td>
<td>These are the costs of the activities that the students will participate while at the location (i.e. conference registration, tours, entrance fees, etc.)</td>
</tr>
<tr>
<td>Local transport</td>
<td></td>
<td></td>
<td>Transportation while you are in the TLO location</td>
</tr>
<tr>
<td>Meals/ Per Diem</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Insurance</td>
<td></td>
<td></td>
<td>This is only necessary for international trips (please note: the International Center has access to insurance plans that cost $1 per day)</td>
</tr>
<tr>
<td>Emergency</td>
<td></td>
<td></td>
<td>These funds are ONLY to be used in the case of an emergency. They are not to be used for extra excursions that were not planned prior to the trip.</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

C. Travel Cost per student & Travel Cost per leader =

D. Leader(s) cost per student (total travel cost per leader multiplied by number of leaders divided by number of students) Formula = \( \text{leader C.} \times \text{B.} / \text{A.} \)

E. Total Cost per Student. (travel cost per student plus leader cost per student) Formula = student C. + D.

F. Total Student TLO Funds Requested & Total Leader TLO Funds Requested Formula = Desired TLO amount per student x A & Desired TLO amount per leader x B

G. Total TLO award per student (Total Student TLO Funds Requested plus Total Leader TLO Funds)

<p>| | |</p>
<table>
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<tbody>
<tr>
<td></td>
<td>N/A</td>
</tr>
</tbody>
</table>

The Leaders’ cost is divided among all of the students so that their costs are covered by the TLO and the student payment. In this line you are dividing the leaders’ total cost by the number of students.

This is the total amount that it would cost for a student to participate in this TLO, including not only the per student costs but also the leaders’ cost per student.

Include the amount that you want each student to receive in TLO funding. The TLO funds for the leaders should be divided among the students and added to the students’ TLO award. Please keep the following guidelines in mind:
- 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.

Because the TLO leader cannot have a scholarship processed to him or her through financial aid, the leader’s TLO funds must be divided among the students so that scholarships can be processed through the students’ accounts.
Formula = \( \frac{\text{student } F + \text{ leader } F}{A} \).

**Total amount to be paid by student** (Total Cost per Student minus Total TLO award per student) Formula = \( E - G \).

<table>
<thead>
<tr>
<th>Amount</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials and Supplies</td>
<td>These costs should be listed as TOTAL costs, not per student amounts</td>
</tr>
<tr>
<td>Local transport</td>
<td>This refers to transportation within 50 miles of UNF.</td>
</tr>
<tr>
<td>Equipment</td>
<td></td>
</tr>
<tr>
<td>Scholarships to students</td>
<td>If you are planning to pay the students (i.e. for participating in research) please list that amount here.</td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
<tr>
<td>Total Cost</td>
<td></td>
</tr>
<tr>
<td>Total TLO Funds Requested</td>
<td></td>
</tr>
<tr>
<td>Total amount to be paid by students</td>
<td>If the TLO involves students conducting research with a faculty member, then tuition could be listed here as the amount that students have to pay. This should be listed as a total cost, not a per student cost.</td>
</tr>
</tbody>
</table>

No student should have costs completely covered by TLO funds. It is expected that students should bear some cost of any activity.

**B. Non-Travel Budget** (for TLOs that take place within 50 miles of UNF)

Number of students =

<table>
<thead>
<tr>
<th>Semester/ Year</th>
<th>Amount</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

These costs should be listed as TOTAL costs, not per student amounts.
Community-Based TLO Designation

Community-based transformational learning refers to intentionally designed, coordinated, and executed learning experiences in community-based settings that enhance participants’ academic learning, contribute to their personal growth and increase their civic engagement while concurrently benefiting the community or communities in which these activities are embedded.

Table 2: University-Wide CBTL Outcomes

<table>
<thead>
<tr>
<th>Domain</th>
<th>Aspect</th>
<th>Sample Objectives as Stated in the QEP</th>
</tr>
</thead>
</table>
| Competence    | Diversity and Intercultural Competence | • View issues from multiple perspectives  
|               |                                     | • Establish relationships with others whose backgrounds are different from one’s own                   |
| Character     | Locus of Authority                  | • Identify one’s own preconceptions about the world and value new conceptions  
|               |                                     | • View one’s individual intervention in social problems as both possible and consequential           |
| Citizenship   | Social Efficacy                     | • Articulate specific examples of the interconnection of persons and interdependence of systems  
|               |                                     | • Understand systematic constraints on the development of human potential and, within community-based efforts, articulate principles of justice, expand opportunities, and redress inequities |

At UNF, our CBTL activities take place through 5 major categories of community-based learning:

- Outreach and Volunteering
- Apprenticeship and Internships
- Community-Based Immersion
- Community-Based Instruction
- Community-Based Research
<table>
<thead>
<tr>
<th>Type</th>
<th>Key Indicators</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Outreach</td>
<td>• Engages the community or a community mediating organization as a bridge to community members or groups, or in support of community initiatives</td>
<td>Volunteering, Philanthropy, Community Services (e.g., summer camps, health fairs, departmental outreach initiatives) public performances in underserved locations, etc.</td>
</tr>
</tbody>
</table>
| Community-Based Apprenticeship   | • Embeds the student for an extended period of time into work-like environments for the purpose of practicing work related skills and development of a professional dispositions.  
• often required for professional certification or licensure.                                                                                   | Performance or competency-based internships, field placements, supervised practicum models, job coaching, and mentoring                                                                              |
| Community Immersion              | • Embeds students in short-term experiences (generally over a weekend, several weeks, or a semester)  
• Activities can be local as well as national or global.  
• Activities can be co-curricular or integrated into a course.                                                                                   | Urban “plunge,” alternative breaks, study abroad                                                                                                                                                    |
| Community-Based Instruction      | • Embeds the student into the community or community mediating organizational contexts to expose or deepen student’s experiences with groups or social systems, generally with salient needs. These experiences enrich the student’s understanding of broad themes such as wellness, poverty, privilege, cultural competence  
• Embeds the student into the community or with a community mediating organization or group where student(s) have a specific task or set of tasks to accomplish. As a performance-based model, the service deliverables and the execution of the organization and/or management of the deliverables is part of the students’ learning assessment  
• Activities can be co-curricular or integrated into a course                                                                                   | Service-learning (both thematic and project), civic engagement projects, capstone projects, public awareness/education activities                                                        |
| Community-Based Research         | • A collaborative enterprise between academic researchers (professors and students) and community members  
• Validates multiple sources of knowledge (e.g., both discipline and contextual)  
• Promotes the multiple methods of discovery and dissemination of the knowledge produced  
• Has as its goal social action and social change                                                                                               | Popular education, action research, participatory research                                                                                                                                   |
<table>
<thead>
<tr>
<th>Dimension</th>
<th>Introductory Level</th>
<th>Intermediate Level</th>
<th>Advance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Best Use or Gateway</td>
<td>• Community Outreach, Community-Based Immersion</td>
<td>• Community-Based Immersion, Community-Based Instruction</td>
<td>• Community-Based Apprenticeship/Internships, Community-Based Research</td>
</tr>
<tr>
<td>Course/Activity Type</td>
<td>• Lead in or gateway courses/activities such as first year experience, introductory level, courses with field trip/excursion activities, outreach activities</td>
<td>• Higher level or bridge courses/activities with more intensive community-based projects or activities such as service-learning or community-embedded collaborative projects</td>
<td>• Courses/activities with higher level content or practice requirements such as capstone experience, internship, summer placements</td>
</tr>
<tr>
<td>Level of Student Readiness</td>
<td>• Students with novice level abilities and knowledge in their respective disciplinary tradition • Students with limited or no previous engagement in community-based settings • First years/Sophomores</td>
<td>• Students with emerging disciplinary proficiency • Students with limited, previous engagement in community-based settings • Sophomores/Juniors</td>
<td>• Students with growing proficiency in the content and skills of the discipline • Students with previous engagement in community-based settings • Juniors/Seniors</td>
</tr>
<tr>
<td>Amount of Pre-Engagement Preparation</td>
<td>• Periodic, occasional Instructor led orientation/introduction • Instructor has occasional, direct or indirect contact with CCBL and host site coordinator</td>
<td>• Ongoing, recurring Instructor and/or Community Partner led orientation/introduction/conversation • Instructor has periodic, direct contact with CCBL and host site coordinator</td>
<td>• Ongoing, recurring Instructor and/or Community Partner led orientation/introduction/conversation • Instructor has direct, ongoing contact with host site coordinator who shares some supervisory responsibilities</td>
</tr>
<tr>
<td>Type and Duration of Engagement</td>
<td>• One time to occasionally brief forms of indirect or direct engagement • Often &lt;15 hours of time in the community • One time and/or minimal contact with beneficiaries of work</td>
<td>• Recurring and more extended periods of direct engagement • Often 15-30 hours of time in the community • Regular contact with beneficiaries of work</td>
<td>• Sustained periods of direct engagement • Often 30+ hours of time in the community • Extensive and Frequent contact with beneficiaries of work</td>
</tr>
<tr>
<td>Typical Critical Reflection Uses/Strategies</td>
<td>• One time or minimal opportunity for reflection both in and out of classroom • At least 1 reflection strategy is utilized (written, multi-media, and/or in class discussion) • Common strategies: Reflection essay, Case Studies, Simulations, Role Playing, informal discussions, formal class discussions, reflective discussions with the community.</td>
<td>• Regular, &quot;weekly&quot; reflection opportunities offered both in and out of classroom • Multiple reflection strategies utilized (written or multi-media, ongoing and summative, and in class discussion) • Common strategies: Articulated Learning, Critical Incident Analysis, Journals and Logs (group and personal), Reflection essay, Case Studies, Integrative Papers, Presentations (i.e. Program Development), informal/formal class discussions, facilitating a class, reflective discussions with the community, Reading journals aloud, reflective artifacts (audio, video, written).</td>
<td>• Regular, extensive reflection opportunities offered both in and out of classroom • Several reflection strategies utilized (written, multi-media, ongoing and summative, and in class discussion) • Common strategies: Articulated Learning, Critical Incident Analysis, Journals and Logs, Self-evaluation essay, Reflection essay, Case Studies, Integrative Papers, Presentations (i.e. Program Development), informal/formal class discussions, facilitating a class, reflective interview, organizational analysis, critical questions), reflective artifacts (audio, video, written).</td>
</tr>
</tbody>
</table>
FEATURES OF A COMMUNITY-BASED TLO PROPOSAL

- It is a well-designed, coordinated, and executed learning experience that takes place in a community-based setting (directed at the university campus, in local neighborhoods, the regional area, or international community);
- It contributes to personal growth and increases civic engagement;
- It benefits the community or communities in which the activities are embedded;
- It builds on community assets or on community articulated needs;
- It includes periodic, structured critical reflection opportunities or assignments on the CBTL learning experience;
- It includes joint academic-community definitions of problems, solutions, and definitions of activity/project success;
- It involves collaboration and coordinated with related university offices (i.e., Center for Community-Based Learning, General Counsel’s Office, Office of Research and Applied Programs, etc);
- The project participates in university-wide assessment and evaluation efforts.

For additional information on what constitutes a Community-Based TLO, or for a more detailed rubric, contact the Center for Community-Based Learning at Office by phone: (904) 620-3545 or email: unfcares@unf.edu.
### Resources

<table>
<thead>
<tr>
<th>If you have questions about…</th>
<th>Contact</th>
<th>Email</th>
<th>Ext.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community-Based TLO Proposals</td>
<td>Center for Community-Based Learning</td>
<td><a href="mailto:unfcares@unf.edu">unfcares@unf.edu</a></td>
<td>3545</td>
</tr>
<tr>
<td>Outcomes and Assessment</td>
<td>Dan Richard, Office of Faculty Enhancement</td>
<td><a href="mailto:ofe@unf.edu">ofe@unf.edu</a></td>
<td>1447</td>
</tr>
<tr>
<td>International TLOs</td>
<td>Bonnie Richardson, International Center</td>
<td><a href="mailto:Bonnie.richardson@unf.edu">Bonnie.richardson@unf.edu</a></td>
<td>1082</td>
</tr>
<tr>
<td>Budget Development, General Questions</td>
<td>Martina Perry, Office of Undergraduate Studies</td>
<td><a href="mailto:Martina.perry@unf.edu">Martina.perry@unf.edu</a></td>
<td>2607</td>
</tr>
<tr>
<td>Accessibility and ADA requirements</td>
<td>Dr. Kristine Webb, Disability Resource Center</td>
<td><a href="mailto:kwebb@unf.edu">kwebb@unf.edu</a></td>
<td>1807</td>
</tr>
<tr>
<td>Safety and Risk Management</td>
<td>Office of the General Counsel</td>
<td><a href="mailto:cwrenn@unf.edu">cwrenn@unf.edu</a></td>
<td>1007</td>
</tr>
</tbody>
</table>