

Fund for the Improvement of Postsecondary Education (FIPSE)
FY 2003 Comprehensive Program – New Awards

American Council on Education (DC)

P116B030558

Title: Crafting and Testing Models of Assessing International Learning

Analyzes a total of seventeen approaches for assessing international learning with the objective of developing a common set of competencies and assessment tools that could be used by any institutions desiring to assess international learning among their students. ACE will form a working group of five institutions that have a culture of assessment. The core competencies and approaches created by this group will be shared with the broader ACE membership and other interested institutions. A pamphlet describing the project and a related Web site will be produced and disseminated broadly.

FY 2003 Award: \$54,573

Total Award: \$54,573

Contact: Christa Olson, American Council on Education, 1 Dupont Circle, NW, Suite 800, Washington, DC 20036, 202-939-9739, christa_olson@ace.nche.edu

Baruch College (NY)

P116B031208

Title: A Model for Enhancing Graphical Learning for Students with Print Disabilities: An Audio/Tactile Statistics Curriculum

Develops an audio-tactile statistics textbook for visually impaired people via a Talking Tactile Tablet (TTT), a new low-cost content delivery system that presents text coordinated with tactile and large-print graphics with audio description. Because statistics is full of graphical content, it is often an obstacle for visually impaired students, preventing them from entering numerous science and social science programs where statistics is required. The technologies and pedagogy in this project aim to eliminate the obstacles and make statistics more accessible to this population. Collaborating with Baruch College in the evaluation of the proposed TTT statistics curriculum are New York University Dominican College, Pima County Community College District (AZ), California State University-Northridge, California Community College system, and the Royal National College for the Blind in Hereford UK, as well as Carroll Center for the Blind, Newton MA, and the Jewish Guild for the Blind in NYC. A national dissemination plan includes such strategies as: presentations, exhibits, faculty workshops, website showcase, and collaboration with publishers and distributors in the U.S. and abroad.

FY 2003 Award: \$176,837

Total Award: \$402,145

Contact: Karen Gourgey, CCVIP, Baruch College of CUNY, One Barnard Baruch Way, Box H-0648, New York, NY 10010; 212-802-2146; Karen_Gourgey@baruch.cuny.edu

Bennett College (NC)

P116B030339

Title: Learning Communities: A Proactive, Inclusive, and Preemptive Entry to the First-Year College Experience

Will use the approach of learning communities to restructure the curriculum to create a hybrid developmental course in reading and writing for first-year, at-risk students. Faculty will participate in summer institutes and workshops

designed to teach them how to use learning communities to improve student retention. At-risk students who participate in the hybrid course also will benefit from a tutoring service designed around the course. The approach will be disseminated to five Historically Black Colleges and Universities.

FY 2003 Award: \$102,735
Total Award: \$343,423

Contact: Anna Hammond, Bennett College, 900 East Washington Street, Greensboro, NC 27401; 336-517-2233;
ahammond@bennett.edu

Buck Institute for Education (CA)
P116B031306

Title: Standards-Focused Project-Based Learning: Mastering the Methodology

Develops a multi-pathway, interactive, video-rich Web site and three-unit online course to prepare PreK-12 preservice and inservice teachers to use standards-focused, academically rigorous project-based learning to increase student motivation and achievement. In addition, they will create a virtual community of teachers and researchers committed to scientifically-based research on project-based learning for all teachers including alternative certification programs, school districts, and state departments of education. The project will encourage civic understand and engagement through the creation and dissemination of projects tailored to the local community. Partners include the George Lucas Educational Foundation, three institutions of higher education and one school district.

FY 2003 Award: \$159,221
Total Award: \$454,741

Contact: John R. Mergendoller, Buck Institute for Education, 18 Commercial Blvd., Novato, CA 94949; 415-883-0122; john@bie.org

Bunker Hill Community College (MA)
P116B030903

Title: The Pathway Campus at Villa Victoria

Embeds a college campus within a subsidized housing community with substantial technology resources. The Pathway Campus will offer on-site and on-line tuition free courses in Basic English and Math, GED, ESL, etc., as well as content courses in career areas. The partner community development agency will provide individual support and job counseling.

FY 2003 Award: \$202,585
Total Award: \$554,943

Contact: Jane Milley, Vice President, Academic and Student Affairs, Bunker Hill CC, 250 New Rutherford Ave., Boston, MA 02129-2995; 617-228-2435; jmilley@bhcc.mass.edu

California State University, Dominguez Hills (CA)
P116B031405

Title: CSU Dominguez Hills Teacher Training Program for Immigrant Professionals

Develops a collaborative recruitment and teacher training program aimed at preparing legal immigrant professionals to teach in math, science or special education within public high-need urban schools. Target population is

linguistically diverse immigrant professionals from medical and health services, technical fields such as accounting and engineering, and the counseling and human resource areas who obtained their education degrees in foreign countries, but have lacked the ability to access respective fields of study in U.S. institutions of higher education. Two major project outcomes are: 1) development of materials and establishment of an electronic Prospective Teacher Registry and website for recruitment of immigrant professionals interested in pursuing teaching as a career; 2) institutionalization and replication by developing capacity building strategies for adoption in urban public institutions in California, as well as target cities of Chicago, Washington, San Francisco, Miami, and New York.

FY 2003 Award: \$139,450
Total Award: \$399,999

Contact: Billie Blair, School of Education, CSUDH, 1000 E. Victoria St., Carson, CA 90275; 310-243-3510;
bblair@csudh.edu

Carnegie Institute (PA)
P116B030621

Title: Using Assessment to Advance Student Learning

Validates and disseminates a model and protocol for the use by preservice, inservice and principals to improve their understanding and use of student assessment data as a tool to improve student learning. The model will incorporate strategies for classroom assessment and integration of other information that will provide educators with a more complete picture of performance at the classroom and individual student levels. The model will be disseminated through a partnership at three postsecondary institutions and a network of K-12 schools in Pennsylvania and West Virginia and through the use of a Web portal.

FY 2003 Award: \$218,291
Total Award: \$524,882

Contact: John Friedrich, Carnegie Museum of Pittsburgh, School Performance Network, 425 Sixth Ave., Pittsburgh, PA 15219; 412-201-7409 friedrickj@schoolperformance.org

College Summit (DC)
P116B031055

Title: College Summit: A Collaborative Solution to Increase College Access for, and Retention of, Low-Income Youth

Develops College Summit's national capacity to serve low-income high school graduates through improvements to its online tool, CSNet, while improving overall usability and strengthening the technological infrastructure to support rapid growth. CSNet tech-enables all College Summit programs and operations using workflow, collaboration, and document management technologies. CSNet is designed to be the heart of an online community embracing students, teachers, school and college administrators, College Summit local and national staff, and workshop faculty. The grant award will enhance the online system's functionality and serve as the site for interactive online learning and training modules for students, parents, and teachers.

FY 2003 Award: \$155,000
Total Award: \$400,000

Contact: Kinney Zalesne, President and General Counsel, College Summit, 2600 Virginia Avenue NW, Washington, DC 20037; 202-965-1222; kzalesne@collegesummit.org

Columbia College Chicago (IL)
P116B031375

Title: A.I.M.: Arts Integration/Mentorship Program

Integrates arts instructional methods into curriculum as a means to increase reading achievement in grades 4 through 8. Target population is 8 Chicago Public Schools with large minority populations of low-income and underserved students. Expansion of classroom penetration and participating teachers and students are targeted for a total of 125 teachers and 8,000 students served by 2006. Anticipated outcomes include: establishment of sustainable arts integration infrastructure at each targeted school; a pool of College faculty who are trained to work as effective mentors in public schools, increased confidence and familiarity with arts integration methods on the part of participating local school teachers and principals, improved reading performance by students at target schools, infusion of arts integrated curriculum into the target schools' overall curriculum, development of materials for potential adaptors and evaluation results which will aid in dissemination and replication planned within the third project year to Maryland.

FY 2003 Award: \$156,157
Total Award: \$509,550

Contact: Julie Simpson, Columbia College Chicago/OCAP, 600 S. Michigan Ave., Chicago, IL 60605; 312-344-8851; jsimpson@colum.edu

Florida State University (FL)
P116B030215

Title: Expansion and Evaluation of an Online Advanced Standing Master's of Social Work Curriculum

Implements and evaluates the first Web-based Master of Social Work (MSW) curriculum established in the United States. The online MSW curriculum is designed to address the needs of adult students seeking advanced social work training, particularly those residing in remote areas. The expectation that most coursework be taken at an on-campus facility often serves as a barrier to those students who are currently employed full-time, have family obligations that prevent them from leaving their current situation, or who live in an area that is unserved by an MSW program. The online curriculum effort is groundbreaking inasmuch as the teaching and evaluation of clinical practice skills have not yet been designed for online distance education in social work. Faculty will be piloting innovative approaches to evaluate students' clinical skills in a multi-media format. Finally, the evaluation component is to assure that the quality of education provided to the online student is comparable to that received by the on-campus student.

FY 2003 Award: \$151,662
Total Award: \$448,622

Contact: Dina Wilke, School of Social Work, Florida State University, Tallahassee, FL 32306-2570; 850-644-9597, dwilke@mailier.fsu.edu

Georgia Southern University (GA)
P116B031259

Title: Professional Development District: P-16 Partnership for Teaching/Learning and Reducing the Achievement Gap

Creates a Professional Development District (PDD) model that involves all of a poor rural district, including the alternative high school and the county juvenile facility, in addressing the severe K-12 achievement gap. A multi-disciplinary model, it encompasses not only teacher education but counselor, administration and special education programs at the college. In addition, the project's focus on simultaneous school-college improvement from both the

school-level and a district-wide perspective, promises a more comprehensive and systemic approach than that of Professional Development Schools (PDS). Joint professional development is designed to involve all the teachers and all faculty over the three years of the grant. As the largest teacher producer in the Georgia system and a member of both the Holmes Partnership and the National Network for Education Renewal, the project is positioned to have a wide impact.

FY 2003 Award: \$161,511

Total Award: \$489,427

Contact: Lucinda Chance, Georgia Southern University, Statesboro, Georgia 30460-8133; 912-681-5648;
lcance@gasou.edu

Grand Rapids Community College (MI)

P116B030183

Title: The Institutionalization of Effective Teaching for Student Success

Develops and implements faculty learning communities using five instructional strategies—contextualized curriculum, instructional technology, service learning, diverse learning styles, and cooperative learning. The project will develop the skills of faculty for effective teaching strategies in the classroom. The interaction of the different teaching strategies will provide the basis for a systematic evaluation of these approaches relative to the subject matter and student diversity.

FY 2003 Award: \$150,000

Total Award: \$406,396

Contact: Frank Conner, Grand Rapids Community College, 143 Bostwick NE, Grand Rapids, MI 49503; 616-234-3612; fconner@grcc.edu

Inver Hills Community College (MN)

P116B030926

Title: A PLUS: Accelerated Paraprofessional Learning for Urban Schools

Develops an adult alternative program to enable teacher paraprofessionals to complete an AA degree within two years. Providing on-site tutoring and instructional support, the project focuses on addressing the ESL/ELL needs in this paraprofessional population--limitations that challenge the majority of paraprofessionals in pursuing higher education and seriously impede their effectiveness in the K-12 classroom. The project will also enhance the capacity of the College's Teaching and Learning Center in the areas of instructional technology, learning skill development and ESL/ELL strategies. The Center will support teams of College faculty, K-12 teachers, and paraprofessionals in integrating these strategies into all the Colleges' liberal arts courses. The program builds on an existing adult orientation course that results in individualized degree plans, financial aid assistance, and the like. Plans include expansion throughout the Minneapolis and St. Paul school systems, as well as dissemination through national associations such as CAEL and AACC.

FY 2003 Award: \$168,523

Total Award: \$463,830

Contact: Marianne M. Barnett, Inver Hills Community College, Inver Grove Heights, Minnesota 55076; 651-450-8568; mbarnet@inverhills.mnscu.edu

Kansas State University (KS)
P116B030511

Title: Advancing the Efficacy of Diverse Higher Education Academic Alliances

Disseminates policy and practice models developed by the Great Plains Interactive Distance Education Alliance (Great Plains IDEA) to develop and implement inter-institutional distance education degree programs that aim to promote resource sharing, improve cost-effectiveness, and increase student access. Great Plains IDEA, an alliance of ten state universities, will assist four additional alliances to implement inter-institutional distance education degree programs: 1) a multi-state consortium devoted to a community development Master's program; 2) the Hispanic Educational Telecommunications System (HETS); 3) the Kansas early childhood education consortium; and 4) the 1890's Historically Black Land Grant institutions.

FY 2003 Award: \$612,646
Total Award: \$612,646

Contact: Virginia Moxley, College of Human Ecology, Kansas State University, 119 Justin Hall, Manhattan, KS 66506; 785-532-5500; moxley@ksu.edu

Lane Community College (OR)
P116B031282

Title: Flexible Sequence Algebra (FSA) at Lane Community College

Creates and pilot tests a new curriculum and teaching approach for developmental algebra. This new approach, Flexible Sequence Algebra, seeks to provide the benefits of flexible pacing, modular instruction, and variable credit classes while still maintaining the structure and support of instructor-led classes. In each course section, the material is broken into two-week long modules that are taught sequentially. However, if a student fails a particular module, he/she moves to another "trailing" section, repeats the failed module, and then continues additional modules in the appropriate sequence. Because different sections are overlapping and start with different modules, students can be placed more effectively and gain course credit for individual modules as they complete them.

FY 2003 Award: \$97,730
Total Award: \$398,484

Contact: David Shellabarger, Lane Community College, 4000 E. 30th Avenue, Eugene, OR 97495; 541-463-5123; shellabarger@lanec.edu

Los Angeles Valley College (CA)
P116B030758

Title: STARS - Strategic Team for the Advancement and Retention of Students

Develops as a retention strategy a student-centered curriculum reform model that focuses on learning outcomes in gateway courses. STARS students, faculty, and staff will discuss and collaboratively adopt key learning outcomes for each gateway course. They will further agree to self-evaluate their learning during the course of the semester. STARS will quantify the actual time-on-task students, faculty, and staff spend and will measure how well students do at achieving the key learning goals necessary for success at the course-level, and at the discipline, program and institution levels.

FY 2003 Award: \$134,076
Total Award: \$341,555

Contact: Deborah Harrington, Los Angeles Valley College, 5800 Fulton Avenue, Valley Glen, CA 91401-4096; 818-947-2811; harrindl@lavc.edu

Marquette University (WI)
P116B031239

Title: A Qualified Teacher in Every Classroom: Extending and Transforming Alternative Teacher Preparation

Develops and disseminates a model accelerated online post-baccalaureate teacher certification program that will span the boundaries of three states, Wisconsin, Illinois, and Pennsylvania, and accommodate respective state certification requirements. The focus will be to recruit and train 105 new urban secondary teachers in high need areas such as math and science. A minimum of 20% of students of color will be targeted for recruitment. This project will test strategies to recruit non-traditional students, including students of color, and will partner with the Wisconsin Troops to Teachers Program in their recruitment efforts.

FY 2003 Award: \$145,048
Total Award: \$428,150

Contact: Heidi Schweizer, Marquette University, School of Education, 197 Schroeder Health Complex, Milwaukee, Wisconsin 52301; 414-288-1423; heidi.schweizer@marquette.edu

MDC (NC)
P116B031252

Title: Rural Leadership for Community Change

Develops, tests, and disseminates curriculum models to prepare students to lead community change efforts. Tailored to rural community colleges, the curriculum will combine classroom learning with experiential learning. The curriculum will be developed collaboratively by MDC (a non-profit agency) and six community colleges representing high poverty rural regions across the United States.

FY 2003 Award: \$157,231
Total Award: \$491,380

Contact: Sarah Rubin and Carol Lincoln, MDC, Inc., P.O. Box 17268, Chapel Hill, NC 27516-7268; 919-968-4531; srubin@mdcinc.org, linc@gate.net

Montana State University-Bozeman (MT)
P116B030241

Title: The U.S. Distance Learning Network: A National Infrastructure for Arabic Learning and New Paradigm for Less-Commonly-Taught Language Instruction

Develops a national infrastructure to expand the teaching of Arabic and other less-commonly-taught languages based on an innovative new instructional methodology. The methodology, which combines cutting-edge distance educational technologies, faculty expertise from Title-VI area and foreign language centers, native speaker foreign student teaching assistants, and study abroad has been developed and proven over the last five years through an NSEP-funded pilot program. Through this proposed project, the number of institutions able to offer Arabic and, eventually, other less-commonly-taught languages can greatly expand across the United States and the number of university students who are able to develop Arabic language proficiency and study in Arabic nations will substantially increase.

FY 2003 Award: \$170,574

Total Award: \$431,301

Contact: Norm Peterson, 400 Culbertson Hall, Montana State University, Bozeman, MT, 59717 406-994-7150
normp@montana.edu

North Dakota State University (ND)

P116B030120

Title: The Virtual Cell Dissemination Project

Creates a new distribution model for education software and uses it to disseminate the Virtual Cell (VCell), an exploratory environment in which students can perform experiments and problem-solving exercises in cell biology. The software will be distributed via a “cluster by cluster” approach in which the VCell server software will be installed and run autonomously on local area networks at adapting sites, each of which will still be able to rely upon a home server hosted at North Dakota State for basic support and updating. The project will pilot this model with several current partner institutions, and then expand the project to include new institutional adapters, first locally and then nationally. In addition, the project will continue the development of new VCell instructional modules.

FY 2003 Award: \$495,770

Total Award: \$495,770

Contact: Alan White, Dept. of Biological Sciences, North Dakota State University, Fargo, ND 58105-5517; 701-231-7411; alan.white@ndsu.nodak.edu

Northeastern Illinois University (IL)

P116B031308

Title: Preparing Future Teachers to Integrate Real-life Issues into the K-12 Curriculum

Demonstrate and disseminate the use of Curriculum Infusion (CI) methodology into K-12 classrooms by seamlessly incorporating real-life prevention content into the curriculum at low to no cost. The project will develop materials and provide training to preservice faculty to learn the methodology. Preservice teachers will learn to apply CI to areas beyond substance abuse, so teachers will be self-sufficient in delivering prevention programming based on real-life issues. As a result, schools will not be dependent on outside presenters or expensive prepackaged programs to fulfill prevention programming requirements which are usually difficult for urban and rural schools with high-needs and limited resources to implement. NEIU will partner with four Colleges of Education in Illinois and the Chicago Public School System.

FY 2003 Award: \$146,875

Total Award: \$465,800

Contact: Ron Glick, Northeastern Illinois University, 5500 N. St. Louis Ave., Chicago, IL 60625-4699, 773-442-4778, R-Glick@neiu.edu

Ohio State University (OH)

P116B030981

Title: A Program for Increasing Postsecondary Success Rates among Urban Students

Disseminates a successful classroom-based, computer-mediated instructional model of learning strategies for at-risk high school and community college students. The features of the program include four major learning strategies—taking reasonable risks, taking responsibility for your outcomes, searching for information, and using feedback effectively. Using a series of learning performance activities, students achieve increases in grade point averages and

retention rates. The model will be adapted and disseminated to high schools and community colleges in Ohio and to other states in years two and three.

FY 2003 Award: \$340,203
Total Award: \$340,203

Contact: Bruce Tuckman, Ohio State University, 250 Younkin Success Center, 1640 Neil Avenue, Columbus, OH 43201; 614-688-4011; tuckman.5@osu.edu

Oklahoma State Regents for Higher Education (OK)
P116B030991

Title: Oklahoma Project FAITH in Student Success

Engages faith communities and tribal organizations as partners to promote access, retention, and completion of college. The project will train 200 Community Opportunity Liaisons at faith-based and tribal government sites with College Opportunity Toolkits that provide materials and instructions for teaching/counseling parents and students on planning for college. The Toolkits will be presented in English and Spanish. This effort will be expanded through a dissemination effort that will use Oklahoma's state colleges and universities as models for other local, regional, state, and national organizations.

FY 2003 Award: \$90,595
Total Award: \$272,606

Contact: Dolores A. Mize, Oklahoma State Regents for Higher Education, 655 Research Parkway, Suite 200, Oklahoma City, OK 73104; 405-225-9196; dmize@osrhe.edu

Portland State University (OR)
P116B030643

Title: Seamless Transition Through Assessment of Student Learning

Continues a collaborative effort between three teams of 4-year and 2-year college partners to design learning outcomes and assessment processes, using electronic student portfolios, which are credible across institutions for the purpose of student transfer.

FY 2003 Award: \$155,875
Total Award: \$312,070

Contact: Charles White, Portland State University, P.O. Box 751, Portland, OR 97207; 503-725-5891; whitech@pdx.edu

Prince George's Community College (MD)
P116B030646

Title: Quality Matter: Inter-Institutional Quality Assurance in Online Learning

Develops a system for inter-institutional quality assurance and course improvement in online learning by creating and implementing a faculty-centered, peer review-based, consortium-wide process to certify the quality of online courses and of online course components. This project will focus on helping Maryland Online, a large consortium of colleges that share online courses and coordinate the determination of quality assurance of courses. The purpose is to extend the scale of course sharing and articulation of online programs to additional colleges and four year institutions.

FY 2003 Award: \$188,005
Total Award: \$514,177

Contact: Mary Wells, Prince George's Community College, Largo, MD 301-386-7568; mwells@pgcc.edu

Professional Educator Standards Board (WA)
P116B031093

Title: Washington Teacher Preparation: When, Where and How It Is Needed

Develops a truly competency-based alternative route to teacher preparation through a consortium of institutions in two rural school regions in Washington. The project addresses a number of barriers to a consortial approach to preparing adults to enter teaching—including financial aid, registration and transcripting procedures, collaboratively developed assessments of competencies, and institutional revenue-sharing. The program is designed to target teacher training specifically to those shortage areas in the particular locale and recruits adults from that same region. Although focused locally, the project has a strong policy and funding context within the state that should provide a model for other states.

FY 2003 Award: \$89,118
Total Award: \$238,194

Contact: Jennifer Wallace, Professional Educator Standards Board, Olympia, Washington 98504-7236; 360-725-6275; jwallace@ospi.wednet.edu

Rensselaer Polytechnic Institute (NY)
P116B030435

Title: Establishing National Academic Practices to Leverage Key IT-Based Innovations

Disseminates proven best practices to use technology to transform large enrollment courses—increasing learning and reducing instructional costs at the same time. Focusing on four disciplines with high enrollment, introductory courses (psychology, statistics, Spanish, and pre-calculus), teams of institutions previously funded under the Pew Program for Course Redesign will mentor 20 new institutions in restructuring the way they operate such courses. The project will also develop a repository of already-developed learning materials and test a streamlined version of the course redesign and implementation process, so that this restructuring of courses will be easy to replicate across the country.

FY 2003 Award: \$835,258
Total Award: \$835,258

Contact: Carol Twigg, Center for Academic Transformation, Rensselaer Polytechnic Institute, Troy, NY 12180; 518-695-5320; twiggc@rpi.edu

Saint Xavier University (IL)
P116B031062

Title: SIMPLE: Systematic Implementation of a Modular Progression for Learning Effectively

Proposes curricular reform in cognitive and communication disorders (CCD), a subfield of speech-language pathology that produces specialists in stroke and neural degenerative conditions, a fast-growing area due to the aging U.S. population. The project will focus on a structured, progressive and modular approach to learning, familiarization and performance; knowledge, comprehension, analysis, synthesis and evaluation; a high infusion of

audio, video, and graphics into concept presentation, case studies, and assessment; and use of web and DVD technology to deliver the curriculum in a platform-independent system. Six Lead Collaborators will assist in developing the curriculum; nine Field Collaborators will test it; an Advisory Panel of well-known CCD educators and clinicians will participate in semi annual reviews of project results; a Consumer Panel of employers and supervisors of clinicians will contribute to curriculum goals and design; and, a Dissemination Team of relevant association leaders will assist in creating and implementing effective, national dissemination strategies.

FY 2003 Award: \$174,479
Total Award: \$499,251

Contact: Michael J. Flahive, Saint Xavier University, 3700 W. 103rd St, Chicago, IL 60655; 773-298-3566;
flahive@sxu.edu

Shaw University (NC)
P116B031042

Title: The Entrepreneurial Village

Provides under-represented students opportunities to become social entrepreneurs. Faculty will participate in workshops that emphasize the writing of case studies that are relevant to the needs of small, business owners. Cases resulting from the faculty workshops will be part of an interdisciplinary curriculum in social entrepreneurship. Students will take courses in this curriculum and participate in internship and service learning programs with local businesses. Long-term goals include the development of a partnership arrangement with at-risk youth in middle and high school.

FY 2003 Award: \$126,986
Total Award: \$350,483

Contact: Kenneth Mitchell, Shaw University, 118 East South Street, Raleigh, NC 27601; 919-546-8351;
kmitchell@shawu.edu

SUNY Oswego (NY)
P116B030099

Title: SUNY Teacher Education Program Assessment Project

Creates a sustainable assessment system to document beginning teacher competency and performance and provide feedback for program improvement for each of 15 teacher preparation institutions collaborating within the State University of New York (SUNY) system. Guided by an innovative and robust model of program assessment goals that applies to the full range of teacher preparation institutions in SUNY, it will systematically report and analyze aggregated teacher performance data and use the results to guide program changes designed to improve candidate performance at major checkpoints (admission, candidacy for student teaching, graduation, and post-graduation in the schools). A major outcome will be the creation of a database to support individual assessment by combining teacher certification examination results with other student data and eventually to include data on in-service teachers from the New York State Education Department (NYSED). Such an approach will serve to create a holistic resource for assessing program effectiveness using replicable, systematic approaches to teacher program assessments based on standard, reliable data. Replication will be enhanced by producing a handbook of the processes and procedures followed during the implementation plan and making the information available on the university's website.

FY 2003 Award: \$234,752
Total Award: \$682,769

Contact: Suzanne Weber, School of Education, SUNY Oswego, Oswego, NY 13128; 315-312-2102;
suweber@oswego.edu

University of Arizona (AZ)

P116B030990

Title: Einstein's Protégés: A Heuristic Approach to Bridging the Gap between Faculty Expectations and Student Preparedness

Develops a university-wide, critical competencies program called Einstein's Protégés. The project includes concurrent student and faculty development based on learning theory, incremental skill building through the use of student peer assistants (preceptors), student-initiated program management and low cost. Preceptors will be imbedded within participating faculty members' classrooms to help students improve their critical competencies while applying them to assigned course work. Learning specialists and subject librarians will design and facilitate preceptor-training courses that will focus on learning competencies, information literacy competencies, and communication techniques.

FY 2003 Award: \$171,044

Total Award: \$483,389

Contact: Professor Harold Larson; Space Sciences 353; Department of Planetary Sciences, The University of Arizona; Tucson, AZ 85721-0092; 520-621-6943; hplarson@u.arizona.edu

University of Arizona (AZ)

P116B031416

Title: The Initiative to Improve Latino Access and Academic Success

Seeks to inspire bilingual students to pursue higher education by affording them the opportunity to utilize and develop their native language and cognitive skills for academic success. The project will develop and implement a 4-year bachelor's major and minor course of study in Translation and Interpretation and a fully transferable Associate's degree program, in conjunction with Pima Community College. The project aims to improve access and retention among Latino students and to increase the number of individuals entering the workforce with specialized language skills that are in high demand.

FY 2003 Award: \$158,826

Total Award: \$471,242

Contact: Dr. Roseann Duenas Gonzalez, The University of Arizona, MLB #67, Room 445; Tucson, AZ 85721; 520-621-3615; ncitrp@u.arizona.edu

University of California, Davis (CA)

P116B030526

Title: Arabic Without Walls: A Model for Increasing Access to the Less Commonly Taught Languages Via Online Learning

Develops a model for teaching Arabic and other less commonly taught languages through distance learning. The proposed course will be sponsored by the University of California Consortium for Language Learning & Teaching, developed in conjunction with the National Middle East Language Resource Center at Brigham Young University, and offered for credit through the University of California at Berkeley. The project directly addresses the problem that language instruction for less commonly taught languages is not available to most students on their home campuses.

FY 2003 Award: \$125,201

Total Award: \$452,622

Contact: Robert Blake, University of California, Davis, UC Consortium for Language Learning and Teaching, 220 Voorhies Hall, Davis, CA 95616; 530-754-7152; rjblake@ucdavis.edu

University of California, Irvine (CA)

P116B031429

Title: Development of a Bachelor of Science Degree in Informatics

Establishes a new undergraduate degree program in informatics to better educate the technological workforce that will create and maintain the software and information systems of tomorrow. The new degree program is in response to concerns that the traditional computer science curricula have become too broad to best meet the needs of software and information design. The curriculum development includes multi-course sequences, studio and design courses, independent and problem-based learning activities, a community service project course, and integrated specializations. It is expected that the curriculum will attract more women and underrepresented groups to the profession than the traditional computer science curriculum.

FY 2003 Award: \$175,057

Total Award: \$448,303

Contact: Andre van der Hoek, University of California, Irvine, 444 Computer Science Building, Irvine CA 92697-3425; 949-824-6326; andre@ics.uci.edu

University of California, Los Angeles (CA)

P116B030828

Title: Geographical Literacy with EL Focus

Combines the training of teachers in geographic literacy with English Learner teaching methodologies in the Los Angeles Unified School District. The project addresses not only the low level of geographic understanding in the general population but also the low level of English proficiency among the District's students, turning the large proportion of English Learners and immigrants to pedagogical advantage. Utilizing a comprehensive professional development model that builds capacity in the schools and expands in the local area, the project will also be disseminated through several state-wide and national professional networks.

FY 2003 Award: \$160,989

Total Award: \$467,039

Contact: J. Nicholas Entrikin, UCLA, Los Angeles, California 900095-1524; 310-825-1071; entrikin@geo.ucla.edu

University of Idaho (ID)

P116B031480

Title: Academic Success – The Norm: Academic Champions Experience (ACE-it)

Design and demonstrate a new academic achievement model program based on the Social Norms Model that has proven effective to change college students' high-risk drinking behavior and campus climate. The new model will change the campus culture towards high academic achievement from one of low achievement. The ACE-it project intends to increase the six-year college graduation rate by 5% by the end of the grant period. Partner institutions include Central Washington University, Washington State University and Western Washington University (the control site). The project will be evaluated using a cost-benefit analysis in addition to other measures.

FY 2003 Award: \$108,832
Total Award: \$332,273

Contact: Michael Griffel, 2nd Floor Wallace Resident Center, P.O. Box 442010, University of Idaho, Moscow, ID 83844-2010, 208-885-5848, mgriffel@uidaho.edu

University of Massachusetts Medical School (MA)
P116B030570

Title: The Community Skills Mentor Project: Skill Training for Direct Support Workers in Developmental Disabilities

Develops a Web-based curriculum to train supervisors of direct support professionals (DSPs) to implement 12 core competencies identified by a national consortium of human service professionals in the area of developmental disabilities. Direct support workers provide daily hands-on care of persons with mental retardation or developmental disabilities. This consortium project complements an existing distance education curriculum for DSPs that is aligned with Community Support Skills Standards (12 competencies) and the Code of Ethical Practices of the National Alliance for Direct Support Professionals. The 12 new complementary course modules will aid supervisors and mentors in training DSPs in learning and applying those standards. Partners include three state departments of mental retardation, the Human Services Research Institute, the University of Massachusetts, and UMASS OnLine.

FY 2003 Award: \$149,864
Total Award: \$449,543

Contact: Charles Hamad, University of Massachusetts Medical School, Shriver Center, 200 Trapelo Road, Waltham, MA 02452; 781-642-0048; charles.hamad@umassmed.edu

University of Minnesota Twin Cities (MN)
P116B030781

Title: Transforming Undergraduate Earth Science: The Social Significance of Earth Processes

Creates a new concluding earth science course-based case studies of the upper Mississippi region to address the continuing question of how to teach science for the non-science major. Rather than serving as introduction to a particular body of knowledge, the course will focus on concepts and skills the students need to become informed citizens in a global community and provide the appreciation of the close interactions between earth processes and human society. Also the course will provide students with the opportunity to learn and practice scientific methods, analyze data or situations, form and test hypotheses. Many of the course differences will occur in the laboratory portion where case studies and visualization methods of the upper Mississippi region will be used as a vehicle to effectively demonstrate the interaction between humans and earth processes. Students are more likely to have visited or have knowledge of regional earth science topics than the far distant geological areas typically used in these courses.

FY 2003 Award: \$158,644
Total Award: \$439,966

Contact: Kent C. Kirkby, University of Minnesota, 310 Pillsbury Drive SE, Minneapolis, MN 55455; 612-624-1392; kirkby@umn.edu

University of North Texas (TX)
P116B031199

Title: Parent Teacher Education Connection

Further refine and disseminate five online modules that prepare teacher candidates to engage parents in the education of PreK-12 students. Modules will reflect the areas for parent involvement articulated by Epstein and the National PTA standards and will be piloted in three partner site programs with particular attention given to preservice candidates' attitudes, knowledge and skills that promote parental engagement across cultures. Findings and online modules will be disseminated through the Web Library of the Texas Center for Educational Technology and facilitated through the American Association of Colleges for Teacher Education and contact with state departments of education. Partner schools are the University of Mississippi, University of North Dakota, and the University of Texas El Paso.

FY 2003 Award: \$175,528
Total Award: \$468,545

Contact: Mary Harris, University of North Texas, P.O. Box 311337, Denton, TX 76203, 940-565-4327, mmharris@unt.edu

University of Texas at El Paso (TX)
P116B030216

Title: Forging Global Supply Chain Management in Engineering Education

Integrates international supply chain management (SCM) with an information technology-based educational strategy into the undergraduate engineering curriculum at the University of Texas at El Paso (UTEP). This project will teach business skills and industrial practice to Hispanic and other students underrepresented in the upper echelons of U.S. companies. The project will develop two senior-level courses cross-listed in the schools of engineering and business and one graduate course in supply chain management. The project includes year-long internships for UTEP and Howard University students in companies on both sides of the U.S.-Mexico border and an SCM seminar series with faculty from two American and two Mexican universities.

FY 2003 Award: \$146,722
Total Award: \$302,286

Contact: Rong Pan, University of Texas at El Paso, Dept. of Mechanical and Industrial Engineering, 500 W. University Road, El Paso, TX 79968-0521; 915-747-5780; rpan@utep.edu

University of Texas Medical Branch (TX)
P116B030983

Title: Clinical Laboratory Sciences Accessibility Project

Develops and evaluates the use of clinical laboratory educational materials packaged as "learning objects" that may be used to instruct clinical laboratory science (CLS) students, lab science practitioners seeking continuing education, and many other pre-professional and practicing health students. In leading the project, the University of Texas Medical Branch will partner with the University of Nebraska Medical Center and also collaborate with national digital libraries to catalog and disseminate the new learning objects. Additionally, the project will include several pilot programs with hospitals to determine how easily and cost-effectively the learning objects can be packaged in the creation of new clinical lab sciences programs; thereby, the project seeks to address the shortage of clinical lab science graduates and counteract the recent closures of many CLS programs, especially those that are hospital-based.

FY 2003 Award: \$213,830
Total Award: \$658,279

Contact: Vicki Freeman, Dept. of Clinical Laboratory Sciences, University of Texas Medical Branch, 301 University Boulevard, Galveston, TX 77555-1140; 409-772-3056; vfreeman@utmb.edu

University of Wisconsin (WI)
P116B031118

Title: Nursing Education and Technology (NEAT) Project: Opening the Floodgates

Establishes a Collaborative Academic Team (CAT) of 18 inter-institutional partners to identify common teaching and learning needs in distance nursing education by developing and testing shareable content objects (SCOs); and, by interactive case studies applicable across courses, programs, and educational levels of nurses, nurse practitioners, nurse midwives, physician assistants, and nurse educators. A Dissemination Advisory Committee representing various organizations of the nursing fields will design and implement strategies for sharing the SCOs, including a “home” to support maintenance, manage the addition of new SCOs, continue evaluation, and develop sharing procedures. A Virtual Guide will be developed and implemented to help others share and use the SCOs from this project.

FY 2003 Award: \$135,535
Total Award: \$484,950

Contact: Jeannette McDonald, H6/210 Clinical Science Center, 600 Highland Avenue, Madison, WI 53792; 608-263-5170; mcdonal7@wisc.edu

University of Wyoming (WY)
P116B031291

Title: Connecting Learning Across Academic Settings

Restructures the curriculum and instruction of six general education science and humanities courses by integrating the development of “working literacies” such as information literacy, computer literacy, critical thinking, quantitative literacy and writing. Faculty will scaffold learning and support interaction so that mastery of these working literacies is advanced (within the general curriculum rather than in remedial settings) and the potential for applying this mastery to other courses is increased. Outcomes include an Inventory of Working Literacies,” workshops on the process of reconstructing courses, six model course portfolios, and various dissemination activities.

FY 2003 Award: \$110,000
Total Award: \$351,440

Contact: Jane Nelson, Ellbogen Center for Teacher and Learning, 307 Coe Library, University of Wyoming, Laramie, WY 82071; 307-766-4822; jnelson@uwyo.edu

Wright College (IL)
P116B030714

Title: Great Books in the Two-Year College

Conducts an evaluation of Wright College's five-year old Great Books curriculum, focusing on long-term student and campus outcomes. The college will compare participating and non-participating students for differences in learning outcomes, retention and completion, GPA, choices of careers and disciplines, faculty satisfaction, transfers to four-year schools, changes in the college curriculum and other variables. The applicant will also develop a transportable evaluation tools that could be used by other schools interested in instituting Great Books curricula.

FY 2003 Award: \$100,262
Total Award: \$380,468

Contact: Bruce Gans, English Department, Wright College, Chicago, IL 60634; bmg1030@hotmail.com

Yale University School of Medicine (CT)
P116B031017

Title: Anatomy Transformed: A Modular, Multimedia Approach to Teaching Anatomy from High School through Clinical Education

Proposes a modular, multimedia, multidimensional approach to teaching anatomy from high school through college and clinical education. The project addresses the shortage of anatomists in the United States, the ineffectiveness of rote memorization as a pedagogy to attract and engage students in anatomy, and the inefficiencies of repetitively teaching a one-dimensional view of anatomy in high school, college, and early medical school. The project will use surgical case studies to provide a clinical context that allows students to explore anatomy from perspectives of a patient's presentation, physical exam, diagnostic imaging, and surgical resolution. The course integrates with second-year pathophysiology modules, linking anatomy to other medical disciplines. A Web-based instructional delivery plan enables: 1) the integration of radiology, video and web activities to complement the dissections; 2) a modular design enabling reorganization and adaptation to instruction in other health fields; and 3) the training of surgeons, anatomists and anthropologists charged with teaching basic, medically relevant anatomy. Six universities will test the Web modules with medical, nursing and allied health students; New Haven's inner city Career High School will be a test site in high school biology; and, a Dissemination Advisory Board will create strategies for national adaptation in institutions that teach anatomy from high school to clinical practice.

FY 2003 Award: \$149,313
Total Award: \$395,293

Contact: Lawrence J. Rizzolo, Ph.D., Dept of Surgery, Yale University School of Medicine, PO Box 208062, New Haven, CT 06520-8062; 203-785-6277; lawrence.rizzolo@yale.edu