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APPLICATION FOR GRANTS UNDER THE

UNDERGRADUATE INTERNATIONAL STUDIES AND FOREIGN LANGUAGE

CFDA # 84.016A

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OMB No. 1840-0796, Expiration Date: 08/31/2010

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U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
 University of Wyoming

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 14,100	\$ 13,100	\$ 8,200	\$ 0	\$ 0	\$ 35,400
2. Fringe Benefits	\$ 2,296	\$ 1,886	\$ 1,722	\$ 0	\$ 0	\$ 5,904
3. Travel	\$ 51,400	\$ 54,650	\$ 69,750	\$ 0	\$ 0	\$ 175,800
4. Equipment	\$ 1,500	\$ 0	\$ 0	\$ 0	\$ 0	\$ 1,500
5. Supplies	\$ 5,500	\$ 5,500	\$ 5,500	\$ 0	\$ 0	\$ 16,500
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 52,000	\$ 53,000	\$ 43,000	\$ 0	\$ 0	\$ 148,000
9. Total Direct Costs (lines 1-8)	\$ 126,796	\$ 128,136	\$ 128,172	\$ 0	\$ 0	\$ 383,104
10. Indirect Costs*	\$ 10,143	\$ 10,250	\$ 10,253	\$ 0	\$ 0	\$ 30,648
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 136,939	\$ 138,386	\$ 138,425	\$ 0	\$ 0	\$ 413,752

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No
- (2) If yes, please provide the following information:
 Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2006 To: 6/30/2010 (mm/dd/yyyy)
 Approving Federal agency: ED Other (please specify): Department of Health and Human Services
- (3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
 Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)?



U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
 University of Wyoming

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SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 69,450	\$ 69,450	\$ 61,950	\$ 0	\$ 0	\$ 200,850
2. Fringe Benefits	\$ 28,329	\$ 28,329	\$ 24,280	\$ 0	\$ 0	\$ 80,938
3. Travel	\$ 2,000	\$ 1,000	\$ 0	\$ 0	\$ 0	\$ 3,000
4. Equipment	\$ 500	\$ 500	\$ 0	\$ 0	\$ 0	\$ 1,000
5. Supplies	\$ 0	\$ 0	\$ 500	\$ 0	\$ 0	\$ 500
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 1,000	\$ 0	\$ 0	\$ 0	\$ 1,000
9. Total Direct Costs (lines 1-8)	\$ 100,279	\$ 100,279	\$ 86,730	\$ 0	\$ 0	\$ 287,288
10. Indirect Costs	\$ 8,022	\$ 8,022	\$ 6,938	\$ 0	\$ 0	\$ 22,983
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 108,301	\$ 108,301	\$ 93,668	\$ 0	\$ 0	\$ 310,271

Project Narrative

Abstract Narrative

Attachment 1:

Title: Pages: Uploaded File: **1235-UWUSIFLAbstract.doc**

Abstract. Advancing International Studies Instruction, Second Language Instruction and Global Awareness at Wyoming's Colleges

Wyoming has a population of just over 500,000 spread out over 96,000 square miles. Wyoming's demographics and rural character make it challenging to build and maintain strong internationally-focused educational programs. Despite these challenges, and in fact because of them, the University of Wyoming (UW), the state's only four-year university, has a strong commitment to internationalizing the campus and the curriculum. This commitment was significantly enhanced under UW's 2005-8 UISFL grant, "Strengthening International Studies, Language Study and Global Awareness at the University of Wyoming."

Wyoming also has seven two-year colleges spread throughout the state. Although Wyoming colleges work together to prepare community college students for effective transfer to UW, curricular changes at each institution can go unnoticed due to the autonomous administration of each college and Wyoming's vast distances. The ten-month planning process for this grant revealed that a variety of internationalization efforts have emerged independently across the colleges in recent years. This grant provides a unique opportunity for Wyoming colleges to collaborate on internationalization efforts, chiefly to develop a cohesive academic track in international studies and to expand courses with international content and foreign language offerings at the community colleges.

The Wyoming Community Colleges and the University of Wyoming seek \$413,752 over a three-year period in a UISFL Consortium grant. The primary goal of this project is to increase the number of students graduating from Wyoming's post-secondary institutions with a strong background in international studies and substantial proficiency in a second language. The specific objectives are to:

- 1) Strengthen the Wyoming colleges' capacity to offer internationally-focused courses, including developing new on-campus and distance/technology-delivered courses to be shared across the colleges, in order to create a uniform Associate Arts (A.A.) degree track for international studies, and encourage development of new international studies degree tracks where there are none;
- 2) Increase study abroad/internship and second language opportunities for students enrolled in the Wyoming colleges, particularly language opportunities in critical language areas like Chinese;
- 3) Work with Wyoming secondary education teachers to develop a state-wide Model United Nations (UN) program which will provide opportunities for secondary education students in Wyoming to increase their awareness of global issues.
- 4) Develop a visiting scholars and speakers' series which will raise awareness of global issues among Wyoming college students and the state's general population.

In particular, internationally-focused courses and use of speakers with international expertise in the areas of environment and natural resources and energy development will be encouraged as these themes are particularly relevant to Wyoming because of its status as a major energy producer and given its abundance of natural resources.

Project Narrative

Project Narrative

Attachment 1:

Title: Pages: Uploaded File: **1238-UWUSIFLNarrative.doc**

Proposal Narrative

Advancing International Studies Instruction, Second Language Instruction and Global

Awareness at Wyoming's Colleges

Department of Education Undergraduate International Studies and

Foreign Languages Grant Competition

CFDA# 84.016

Submitted by

University of Wyoming and Central Wyoming College

April 2009

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1. PLAN OF OPERATION

1A. Collaboration Among Wyoming's Colleges. This project provides a vehicle to promote internationalization among Wyoming's colleges. The project will allow faculty members at the Wyoming colleges engaged in global studies to become more familiar with one another, work together on curricular matters, coordinate planning and implementation of a uniform international studies degree program, recruit students for study abroad classes and internship opportunities, and support one another's distance/technology-delivered course offerings.

The preliminary discussions, begun in June 2008, held in preparation for this grant proposal have been encouraging with regard to the outcomes this consortium will yield. Six of the seven community colleges—Casper College, Central Wyoming College, Laramie County Community College, Northern Wyoming Community College District, Northwest College, and Western Wyoming Community College—have signed on to be full partners in this grant with the University of Wyoming. These six schools enroll 94% of Wyoming's part-time and full-time community college students and service 19 of 23 counties. Only Eastern Wyoming College, with the smallest enrollment, has failed to show interest in participating.

As demonstrated by the support letters from the academic vice presidents from each of the participating Wyoming colleges and the University provost and academic vice president, found in *Appendix A*, the commitment to this project is strong. Additional letters of support from the UW International Programs Office, the Outreach School, the Ellbogen Center for Teaching and Learning, the Haub School of Environment and Natural Resources, and the School of Energy Resources demonstrate there is broad support for this project at the University as well. The preliminary work and coordination done to date help insure that the plan of operation outlined here will succeed.

1B. Grant Coordination. Upon award, the consortium of faculty from Wyoming’s community colleges and the University of Wyoming (UW) who have been involved in the project’s design will form a Project Committee to coordinate and implement the grant. This committee will be co-chaired by the two Co-Directors of the project—the Director of the International Studies Program at UW and a faculty member of Central Wyoming College—and designated representatives of the Wyoming community colleges. The committee will be responsible for overall grant administration. Four subcommittees will oversee different aspects of the project:

1. The Course Development Subcommittee will oversee the development of internationally-focused on-campus and distance/technology-delivered courses with particular attention to foundation courses and addressing the themes of global energy, environment and natural resources, and facilitating the development of a state-wide Model United Nations (UN) program;
2. The Foreign Language Subcommittee will solicit input on the status of existing course offerings from foreign language programs at each community college and will support increasing capacity in foreign language offerings, including discussions on coordinating a state-wide Chinese language program in collaboration with Wyoming’s Chinese Flagship Initiative funded by a legislative allocation to Wyoming’s Department of Education (see support letter, *Appendix A*);
3. The Visiting Speakers Subcommittee will coordinate visiting speakers/scholars who focus on international issues, particularly in the areas of energy development and natural resource management, as well as other themes that support course development efforts;

4. The Project Evaluation Subcommittee will work with the Outside Evaluator to implement the project evaluation plan.

1C. Course Development. Course development efforts will center on: 1) foundation courses, which are currently taught unevenly across the six participatory community college campuses, to prepare students for further study in a four-year international studies program, particularly at the University of Wyoming; 2) courses addressing themes relevant to Wyoming in its status as a major energy producer and given its abundance of natural resources; and 3) courses that support existing areas of focus in area studies such as East Asia, Latin America, and Europe.

1C1. Course Development Subcommittee. Members of the Project Committee also will serve on the Course Development Subcommittee, as will Jeanette Reisenburg, Project Coordinator in the UW International Studies Program. Some faculty members from Wyoming colleges not serving on the Project Committee may also serve on this committee. The Course Development Subcommittee will be responsible for soliciting and evaluating course proposals.

1C2. Course Development Website. Based on lessons learned from UW's previous UISFL project coordination experience, the course development website will be used to post development materials. By November 15, 2009 it will include an on-line application for proposed course development, and information about the UISFL project – its rationale and goals, resources available, and a timeline for course development. Additionally, examples of previously developed courses, including course syllabi and teaching materials, will be made available to participants. The website will provide the principal means for communication among project participants and their institutions outside of project meetings. A section, restricted to participants, will be devoted to resource sharing. Another section will allow faculty to post progress-to-date materials, including draft syllabi and plans and itineraries for study abroad

courses. A public section will provide information on the grant's progress and make completed syllabi available to other institutions to disseminate project results.

1C3. *Solicitation of Participants.* From October 2009 through March 2010, members of the Course Development Subcommittee from each college will publicize course development opportunities at their colleges, meet with interested faculty, solicit brief narratives from prospective course developers, and work with individuals on their applications. Project participants for the second year of course development will be solicited similarly from October 2010 through March 2011. Former USIFL grant participants at UW will be available as mentors throughout this process.

1C4. *Criteria for Selecting Courses to be Developed.* Five types of courses will be developed in this project; their characteristics are not mutually exclusive. These include: 1) courses appropriate for an A.A. international studies track, particularly foundation courses that will be transferable to UW or other four year institutions; 2) courses that meet UW's general education global awareness requirement; 3) faculty-led study abroad courses; 4) courses that advance the important themes identified by the Project Committee; and 5) new foreign language courses that advance current offerings or add options in the area of critical language acquisition such as Mandarin Chinese.

Course evaluation criteria include the quality of content material, method of instruction, relevance to grant objectives, innovativeness, and potential for interdisciplinary collaboration.

More specifically, courses will be evaluated based on the following factors:

- ◇ Significance of the course's contribution to increasing global awareness and cross-cultural understanding, as articulated in UW's global awareness general education requirement;

- ◇ Incorporation of research, or problem-solving components into course design;
- ◇ Compatibility with foreign language instruction priorities or areas of focus within the international studies curriculum;
- ◇ Likelihood that courses will advance access for site-bound students including non-traditional part-time students and minority populations, especially individuals living on or near the Wind River Indian Reservation in central Wyoming located in Central Wyoming College's main service area;
- ◇ Likelihood that the course will become a regular offering.

1D. Meeting and Workshop Schedule. The success of this collaborative project requires regular meetings of project participants. Summer workshops and two annual meetings each year will facilitate information sharing, coordination, and the project's formative evaluation process. The consortium grant schedule details the timeline for the grant.

Table 1: Consortium Grant Schedule

Timeline	Meeting/Activity	Participants/Outcomes
<u>Year 1</u> Fall 2009	Articulation meeting and 1 st Project Committee meeting *Solicitation of Round I course proposals 11/1/09-3/1/10	Co-Directors, Project Committee, Project Coordinator, External Evaluator, and interested college faculty/administrators
Spring 2010	Course Development Subcommittee meeting (serves simultaneously as Project Committee meeting)	Selection of Round I course development proposals
Summer 2010	1 st Summer Workshop	Co-Directors, Project Committee, Project and Assessment Coordinator; Round I course developers, External Consultant, External Evaluator, and college administrators and UW resource faculty
<u>Year 2</u> Fall 2010	2 nd Articulation Meeting and 2 nd Project Committee Meeting *Solicitation of Round II course proposals 11/1/10-3/1/11	Co-Directors, Project Committee, Project Coordinator, External Evaluator, interested college faculty/administrators, and Round I course developers
Spring 2011	Course Development subcommittee meeting (serves simultaneously as Project Committee meeting) *Round I course developers meet with resource faculty	Selection of Round II of course development proposals; meeting of Round I course developers with resource faculty

Summer 2011	2 nd Summer Workshop *Initial Model UN Training at CWC with college faculty and secondary teachers	Co-Directors, Project Committee, Project and Assessment Coord; Round II course developers
<u>Year 3</u> Fall 2011	3 rd Project Committee Meeting	Co-Directors, Project Committee
Spring 2012	Course Development Subcommittee meeting (serves simultaneously as Project Committee meeting) *Round II course developers meet with resource faculty	Course Development Subcommittee; Mandatory meeting for Rounds I & II course developers
Summer 2012	3 rd Summer Workshop *Model UN Training Workshop at CWC (with secondary teachers)	Co-Directors, Project Committee, Project and Assessment Coordinator; External Evaluator; Round II Course Developers, voluntary for Round I Course Developers

1D1. Fall 2009 Articulation Meeting. This project will take advantage of the existing model for articulation meetings among common departments of Wyoming’s colleges and the University of Wyoming. These meetings bring together faculty from specific departments or programs to discuss curricular issues, student transfer, resource sharing, distance education courses, and other matters of mutual concern. A significant portion of the funding for the fall 2009 International Studies Articulation Meeting, including all the expenses for non-project participants, comes from individual departments and administrative units at each of the colleges.

1D2. Project Committee and Course Development Subcommittee Meetings. The Project Committee will meet each fall and spring with the first two fall meetings to be in conjunction with the college articulation meetings. The initial Project Committee meeting in fall 2009 will result in an action plan for implementation of the grant and the assignment of responsibilities, including requirements for project evaluation. The project’s Outside Evaluator will be introduced to the committee at this meeting and will provide guidance in the development and coordination process for successful implementation of the grant.

Course development will proceed in two phases. In March 2010, the Course Development Subcommittee will meet at a central location (e.g. Casper or Riverton) to review applications and select the first group of course developers. These individuals will participate in the first course development workshop in summer 2010 in Laramie. The Course Development Subcommittee will select a second round of course developers in March 2011 who will attend the summer 2011 workshop.

At each of the spring meetings, course developers will assemble at a central location (e.g. Central Wyoming College in Riverton or Casper College) to discuss progress, problems, and challenges in their course development. Paired UW faculty will attend, as well as the Co-Project Directors and some relevant community college administrators and staff. All course developers will be required to attend the spring 2012 meeting to become familiar with the project evaluation and requirements for the final report to the Department of Education and to present their progress to date. The External Evaluator will attend this meeting and have an opportunity for a site visit, to interview course developers, and offer suggestions for completing the project successfully.

1D3. *Summer Course Development Workshops 2010-2012.* In summer 2010 and summer 2011, community college course developers will participate in five-day course development workshops, to be held at UW's Ellbogen Center for Teaching and Learning (ECTL), which will introduce course developers to UISFL grant resources. The workshops will address topics such as interdisciplinary pedagogy, methods of comparative analysis, and technical issues for faculty-led study abroad courses. A significant portion of the workshops will allow course developers to use the research materials at UW and to work with a UW faculty partner who developed a course under the previous USIFL grant.

Workshop sessions conducted by former UW USIFL grant participants will focus on challenges to the course development process. Also, participants in the UW Model UN Program will facilitate a discussion about the use of simulations for hands-on, active-learning about international processes and lead a discussion on the development of a statewide Model UN Program to be coordinated by the colleges. A member of the language education faculty in the College of Education, faculty from the Department of Modern and Classical Languages at UW, or a national expert on proficiency-based language teaching will be brought in to discuss issues related to language course development. At the conclusion of each workshop participants will present their work and provide an initial syllabus and descriptive narrative of the proposed course. Course developers will receive a course development stipend in the form of summer salary.

Also in attendance at the workshops will be grant administration support staff, study abroad advisors, and an academic administrator from each community college, the assessment coordinator, and the External Evaluator. Keeping college administrators apprised of the grant progress is crucial to the success of the project.

Model UN Workshops. In summer 2011 there will be an initial Model UN training workshop held at Central Wyoming College, open to all interested Wyoming college faculty and secondary teachers, to initiate a regional Model UN program. Following this test case, there will be a comprehensive training session in summer 2012 that will provide a stipend to cover travel costs for a number of secondary teachers who participate in the training. In each case, a consultant with model UN experience, from UW or one of colleges, will participate in the training.

1D4. Final Workshop - Summer 2012. A 2- to 3-day abbreviated workshop in May 2012, will be convened at UW's ECTL for all 2011 course developers (voluntarily for 2010 course

developers) to provide time, resources, and help in completing the development of their courses. At its conclusion, all participants will present their work – a syllabus and descriptive narrative of the proposed course. This workshop also will set the groundwork for the final project assessment.

1E. Reporting and Evaluation. By June 15, 2012 all course developers will have provided reports on their courses, including evaluative information about courses offered to date. Reports will include a syllabus, course materials, readings and assignments, and a description of intended evaluation measures that document students’ global awareness and critical thinking about global processes and issues. Evaluations of the project will be solicited from course developers and submitted electronically on the project website. Budget accounting will be completed and the final report will be submitted on the IRIS system of the U.S. Department of Education by July 31, 2012.

1F. Distance/Technology-Delivered Learning. Outreach efforts are an essential piece of this project. Sharing resources and developing outreach courses open to all the Wyoming colleges, will help insure the necessary enrollments to sustain the courses needed for a uniform international studies degree track, particularly at the community colleges. Developing online or video-conference courses also allows for sharing of faculty expertise at some of the colleges that are not available in all locales. This is particularly important for an interdisciplinary program where many community colleges have only one or two people teaching in the disciplines such as political science, history, or sociology which serve as the base of resource faculty for an international studies degree. Language course development faces a similar challenge. By sharing faculty resources, a high quality statewide program can be developed and sustained over time in a cost-effective manner.

1G. Foreign Language Subcommittee and Criteria for Proposals to Advance Foreign Language Instruction. One member of the Project Committee will chair the Foreign Language Subcommittee, along with a designated language faculty member from each of the Wyoming community colleges. Committee members will evaluate the current status of language instruction at the colleges to determine how grant resources can best be utilized to increase and improve existing language offerings. Following evaluation, they will submit a report to the Project Committee. The subcommittee will meet during one of the planned meetings during AY 2009-10 or through a teleconference to discuss progress and share approaches to advancing foreign language instruction.

Most Wyoming colleges are located in small communities and consequently language course enrollments can be difficult to maintain. Student demand varies among the colleges as does the availability of instructors—some colleges use trained professionals while others rely on adjunct faculty with little formal language training. As such, it is important to bolster the existing language course offerings at the community colleges by pooling resources. In particular, this project will take advantage of a Wyoming legislative initiative to establish a Chinese Flagship language program for K-12 students and encourage Chinese language instruction at Wyoming’s community colleges. The following are some preliminary criteria for language strengthening proposals adopted from the previous UW USIFL grant:

- ◇ Well-documented needs, based on student demand and availability of instruction;
- ◇ Linkage to current or proposed international studies areas of focus;
- ◇ Likelihood for sustained language offerings; and
- ◇ Evidence that the requested support either cannot be met within the normal operating practices of the college, or that support will be matched to some degree by the college.

As a general rule, language instruction through distance education will be supported only with a compelling indication that it will deliver successful instruction. The Chinese language instruction, in partnership with the Wyoming Department of Education and the grant partners, will be an important test case.

1H. Speakers Subcommittee. A member of the Project Committee will chair the Speakers Subcommittee and serve along with a designated faculty member from each of the Wyoming community colleges. Jeanette Reisenburg, Program Coordinator for UW's International Studies Program, will serve as ex-officio member on this committee. Her experience in organizing and coordinating the International Scholars Lecture Series from UW's previous UISFL grant qualifies her for this work.

This speaker series will build upon the experience of the UW International Studies Program which regularly organizes a number of widely publicized, well-attended programs focusing on various international topics. Two programs under the previous UW USIFL grant (Dr. Alan Knight, Professor of History at Oxford University, in fall 2008, and Dr. Asma Afsaruddin, Associate Professor of Arabic and Islamic Studies at the University of Notre Dame, in spring 2007) exemplify the model for a joint international speaker series. In both cases, a joint program was developed for the university and a second Wyoming community, in these cases Jackson Hole, located more than 400 miles from Laramie. These programs focused on timely international topics with broad appeal and supported the International Studies Program's ongoing course development efforts under its USIFL grant. By sharing expertise and resources, high-quality programs can be brought to multiple locations in Wyoming in a cost-effective manner.

This committee will be charged with decisions regarding the disbursement of funds for visiting speakers as part of this UISFL project. The committee will coordinate publicity and public

service announcements. As the letters of support found in *Appendix A* indicate, each college is willing to provide matching funds to help host and facilitate the speaker series.

1H1. *Criteria for Selecting Visiting Speakers.* Guest speakers will be selected based on the needs and priorities identified by the Project Directors and the Speakers Subcommittee. Selection criteria for this series will focus on the potential to broadly impact internationalization efforts at Wyoming's colleges and their communities and the state a whole. Because Wyoming community colleges serve as educational hubs for their communities and have strong service ties to secondary schools in their communities, they serve a broad geographic region that often includes several communities and counties. The series will promote programs that include a variety of recognized scholars and practitioners from different disciplines to compliment the internationalization efforts at each partner school.

1H2. *Building a Sustainable Visiting Speakers Series.* This Visiting Speaker Series will strengthen community college and UW efforts to build community and institutional support to sustain such a series beyond the grant period. For example, from its previous USIFL grant the UW International Studies Program now has an International Studies Scholars Lecture Series supported by private donations.

1I. *Project Evaluation Subcommittee.* A Project Evaluation Subcommittee made up of members of the Project Committee and chaired by UW Asst. Professor Tom Seitz with help from International Studies Project Coordinator, Jeanette Reisenburg, will be charged with conducting project evaluation activities throughout the life of the project. The subcommittee will meet at each spring meeting and the summer workshops to discuss the evaluation process, collect information, and prepare formative and summative evaluation reports that will be distributed to

all project participants. The committee will report to the entire assemblage at each summer workshop.

1J. Access and Pledge of Non-discrimination. UW and the state's community colleges are affirmative action/equal opportunity employers and institutions and do not discriminate on the basis of race, sex, creed, color, age, national origin, individual handicap, or veteran status in any aspect of employment or service. Educational programs, activities, and services offered to students and/or employees are administered on a nondiscriminatory basis (See also the University's Mission Statement on Discrimination and Harassment: <http://uwadminweb.uwyo.edu/REGISTRAR/bulletin/mission.htm>). The administrators of this project embrace this commitment. The project's committees will be composed of individuals who represent the diversity of the Wyoming community colleges and the University of Wyoming and will make project resources available to all worthy applicants, regardless of racial or ethnic identity, gender, age or disability. All college and university facilities involved in this project are accessible to persons with disabilities. Opportunities for participation will be widely publicized, and special needs will be responded to in a timely and appropriate manner. Individuals with disabilities who need accommodations to fully participate in this project will be invited to let their needs be known in advance.

2. QUALITY OF KEY PERSONNEL

The Co-Directors and Project Committee represent an interdisciplinary group who will serve as grant representatives at their respective institutions and participate in all general meetings of the grant. The vitas for the key personnel found in *Appendix B* highlight their varied backgrounds that bring invaluable experience to the grant.

2A. Project Directors: Jean Garrison and Jim Thurman will co-direct the project.

Jean Garrison is Director of the International Studies Program and Associate Professor of Political Science at the University of Wyoming and has served on the International Studies Advisory Committee for the last nine years. She developed UW's Model United Nations Program, and teaches a range of international relations courses in her area of expertise – American foreign relations and U.S.-China relations. Her foreign policy experience includes serving in the Office of Chinese and Mongolian Affairs in the U.S. State Department's Bureau of East Asian and Pacific Affairs under the auspices of a Council on Foreign Relations International Affairs Fellowship in 2004 and time as a Visiting Fellow with the Maureen and Mike Mansfield Foundation in 2007 in Washington, DC. She is the author of two books on U.S. foreign policy, a third (published in 2009) focusing on China's energy policy, and numerous articles across a variety of foreign policy and international relations journals.

Garrison holds a Ph.D. in Political Science from the University of South Carolina and a B.A. in Political Science from the University of Wyoming. She was an original participant in the UW UISFL project, serving in an advisory capacity and participating on the International Studies Scholars Speaker Series Committee. She also has served as the chair of professional development committees for two national organizations whose mandates, like the guidelines of this grant proposal, promote teaching pedagogy to encourage active learning in international studies curriculum. Garrison will devote 15% of her time as an in-kind match to this grant and has received a one-course release to support her work on this grant.

Jim Thurman is Associate Professor of Political Science and History at Central Wyoming College (CWC) in Riverton, WY, and an adjunct in international studies at the University of Wyoming. Thurman came to CWC five years ago, after four years at Bilkent University in Ankara, Turkey. He has taught in Germany, the Ukraine, and Kyrgyzstan, in addition to the

College of DuPage and the University of Louisville. He has experience as a linguist and intelligence analyst for the U.S. Army, as well as a decade of work with refugees and internally displaced persons, in connection with the U.S. State Department, UNHCR, and the International Organization for Migration.

Thurman holds M.A. degrees in Political Science (University of Louisville), Humanities (California State University), and is completing a Ph.D. in Political Science at Bilkent University. At CWC, Thurman has established a new international studies degree (2007), and is committed to increasing foreign language and study abroad offerings. He was an original participant and course developer for UW's previous UISFL project, creating a faculty-led study abroad course in Turkey. With his experience and the commitment of the CWC administration, he and the college are ready to serve as central partners with UW in administering this grant. CWC will host articulation meetings, project meetings, and coordinate development of the Model UN program. Thurman will devote 15% of his time to this project and has received release from one course per semester from the college to support administration of this grant.

2B. Project Committee. The Project Committee represents an interdisciplinary set of faculty member from each of the remaining consortium partners – one from each institution. Each has agreed to devote 10% of his time as an in-kind match, specifically directing grant projects on their campuses including promotion of course development.

Roger Davidson is Chair of the Business and Social Science Division and a tenured Professor of Sociology and Psychology in the Northern Wyoming Community College District in Sheridan, Wyoming. In addition to twenty-five years of academic service at Sheridan College, he has thirty years of adjunct teaching experience at the University of Wyoming. Davidson holds Bachelors and Masters' degrees in Sociology from the University of Wyoming and a Ph.D.

in Sociology, with specialization in social change, from Colorado State University. He has been a strong advocate for international recruitment and global course content and, with his wife, has been a friendship family for international students.

Erich Frankland is the Director of the International Studies Program at Casper College and a faculty member of its Political Science and History Departments. Frankland serves as Director of the Casper Committee on Foreign Relations, and also serves in various college organizations dealing with international and multicultural groups and activities. His research on nationalism, political violence, environmental politics, security, democratization, and other issues has been published in a range of professional texts and journals. Frankland completed his advanced graduate work in Political Science at the University of Oklahoma where he received his M.A. in Political Science. His undergraduate work was in politics and history at Earlham College (Indiana) and Westminster College (England). Frankland will serve as Casper College's representative on the grant and with administration support will help to host articulation meetings.

Dudley Gardner is Professor of Social Science at Western Wyoming College. He holds a Ph.D. in History with an emphasis on Chinese in the United States and Canada. He regularly teaches courses on Chinese Civilization, History of Civilization, Western Civilization, Sociology, and Government. For nine years he has taken students overseas to work and study around the Pacific Rim, and brought Chinese scholars to Wyoming to help foster international cooperation and education.

David Marcum is the Director of the Government Studies and International Studies Programs, and a member of the political science faculty, at Laramie County Community College (LCCC) in Cheyenne, Wyoming. He holds M.A. degrees in international studies and Public

Administration from the University of Wyoming. Marcum has taught at LCCC for eighteen years, and a further nine years as an adjunct instructor of political science at the University of Wyoming. His academic interests include American foreign and environmental policy; governing institutions and policies of Russia, Iran, South Africa, the United Kingdom and France; comparative environmental management; and political violence in a global context with specific emphasis on terrorism and genocide. He is a 24-year veteran of the U.S. Air Force and has spent almost ten years living and traveling outside the United States. In 2008, Marcum developed a new International Studies Program at LCCC.

Steve Thulin is Associate Professor of History at Northwest College in Powell, Wyoming, where he has taught for eighteen years. He earned his B.A. and M.A. at Old Dominion University in Norfolk, Virginia, and did his doctoral work at Kent State University. His graduate studies included a focus on German, Soviet/Russian history and area studies, modern European and American diplomatic history, and Scandinavian area studies and history. As part of the history faculty at NWC, Thulin teaches World and Western Civilization courses ranging from ancient Greece to 20th Century Europe. He works closely with the NWC “Field Studies” faculty who annually take students to different parts of the world, and for whom he has taught the history components of their curriculum. He is a past recipient of a Fulbright-Hays research scholarship for study in Helsinki and has been part of an educators study tour to Cuba.

2C. Other Key Project Participants from the University of Wyoming. **Thomas Seitz** is an incoming Assistant Professor of international studies and has been an adjunct in the program since 2003. His research and teaching interests focus on comparative political cultures, international relations, and Southeast Asia. Seitz served on the Course Development Committee on the UW USIFL project and developed a new course, Comparative Political Cultures, a course

that has been offered several times, including in fall 2009. Seitz has held university appointments in Indonesia, the Philippines, and the Republic of Korea. In 2006, he established a graduate-level double degree program between UW and Universitas Diponegoro in Semarang, Indonesia, and is currently working to build a similar interdisciplinary program between UW and the University of Indonesia in Depok. Seitz received his B.A. degree from the University of the State of New York, his M.A. from the University of Kent at Canterbury, and his Ph.D. in Political Science from Cambridge University. He has been a Fulbright Fellow to Korea and Indonesia. He will devote 15% of his time to the grant administration, act as coordinator of the assessment process, and will serve as acting co-director in the absence of Jean Garrison.

Jeanette Reisenburg is the Project Coordinator for the International Studies Program at UW and has worked for the University since 1985. She coordinates student advising for undergraduate majors and minors and is responsible for internships, development, coordination of the Masters' International Program, and teaches the introductory course for majors. Reisenburg holds an M.S. in Economics from Montana State University and a B.S. in Economics from U.C. Santa Barbara. She was the general coordinator for the 2005 Title VI grant. She organized the Course Development workshops for faculty and worked with the faculty committee to review proposals, progress reports, and facilitated the International Studies Scholars Lecture Series. She also assisted the Director in progress reports and inputting the final report on IRIS. She will serve a similar role in this USIFL grant and will devote 10% of her time as an in-kind match for the grant.

Garth Massey was author and Project Director for the initial UISFL project grant (2005-8) awarded to UW and the Director of the International Studies Program until summer 2008. Massey holds a Ph.D. in Sociology from Indiana University and taught for more than thirty years

at UW. Massey will consult through the first year of this project and participate in the first summer workshop.

3. BUDGET AND COST EFFECTIVENESS

Through this consortium grant Wyoming colleges will be able to increase the breadth and depth of international studies, area studies, and language courses available to its students and to develop a coordinated, state-wide international studies degree track. This proposal focuses on new course development, much of it shared, and development of a state-wide visiting scholar speaker series that will raise the profile of these internationalization efforts. Further, funding this proposal will open new opportunities to promote internationalization among secondary school teachers and students through the development of a state-wide Model UN program. As the project's **Budget Narrative Details** file illustrates, while UW along with Central Wyoming College, will shoulder much of the responsibility to administer the grant, each participating college has committed faculty time, administrative resources, and facilities to coordinate the grant.

4. ADEQUACY OF RESOURCES

4A. The University of Wyoming. The University of Wyoming is a research extensive university (Carnegie classification) with library holdings exceeding 1.2 million volumes. As the only four-year degree granting institution in the State, the University is expected to provide access to higher education for all of its citizens by offering a full range of programs in support of the educational needs of the state. It is the State's flagship institution and works closely with Wyoming community colleges to insure that all Wyoming students who begin coursework at a community college and seek a four-year degree can achieve this by preparing for and successfully transferring coursework to the University.

The University of Wyoming offers undergraduate and graduate (M.A.) language degrees in French, German, Spanish and Russian. It offers two years of instruction, with occasional third-year and independent study courses, in three less-commonly-taught-languages: Japanese, Chinese, and Arabic. Several faculty members from the Department of Modern and Classical Languages participated in the initial UISFL project, which supported in substantial ways the improvement in instruction of UW's three less-commonly-taught languages. In 2009, the University seeks to add a second instructor in Chinese and develop a new minor in Chinese. Students are encouraged to study abroad in furtherance of their second-language acquisition. In the 2007-8 academic year, seventy-two percent of UW's students studying abroad were in countries where English was not the predominant language.

Faculty interest and student demand have kept library resources – including documentary films – current, and a new 17,000 ft² addition to the library will significantly enhance capacity to meet student and faculty needs. The newly renovated Center for Teaching Excellence space in the library offers a modern space for the project to meet in its summer workshops. The latest University Academic Plan for 2009-2013 (see at http://uadminweb.uwyo.edu/AcadAffairs/Acad_plan) promises substantial increases in the budget for library acquisitions, electronic journals, and databases. In addition, the University has been recognized nationally as one of the “most wired” campuses in the nation in terms of student access to the World Wide Web and it boasts a new 28,000 ft² information technology building.

The administration plans to enhance Wyoming's distance-education infrastructure further. The Dean of Outreach and the Vice President for Information Technology will lead a statewide task force to develop a plan for the statewide technology infrastructure that supports distance education. This plan should accommodate the need for dedicated channels for delivery of credit-

bearing classes as well as continuing education, an appropriate distribution of access sites; the need for ongoing maintenance and upgrades of these sites and the networks that connect them; and the associated staffing, funding, and governance needs (UW Academic Plan)

4B. Wyoming Community Colleges. Wyoming has a strong community college system that reflects significant accomplishments. They include premier programs, or “Centers of Excellence,” that have grown and solidified in response to local and regional needs. The colleges offer extensive distance education offerings that help ensure access to coursework for Wyoming residents as well as career and technical education programs. The Wyoming Community Colleges are noted for their high A.A. completion rates, their responsiveness to industry training needs, and service learning projects.

The community colleges are supported by the Wyoming Community College Commission, a coordinating board of seven commissioners appointed by the Governor. The mission and purpose of the Commission is to provide coordination, advocacy, and accountability for the Community College System on behalf of the State of Wyoming. Over the last several years millions of dollars have been spent on a capital facilities campaign which has significantly modernized community college facilities.

The classrooms and language labs at each college are equipped with the latest teaching technologies. Each college has state of the art Outreach delivery facilities and remote facilities located in multiple communities which allow them to transmit live interactive courses to multiple sites in their service areas. They also are linked together through the interactive video, Wyoming Equality Network, and each campus also houses a UW Outreach facility and UW Outreach Coordinator to better link the colleges to the University and its degree opportunities that otherwise not available to citizens across Wyoming without traveling to Laramie. Through this

system community college students have access to online courses taught by UW faculty and UW students have access to UW courses taught by community college faculty.

5. PLAN OF EVALUATION

5A. Criteria for Project Evaluation. During the first Project Committee Meeting in fall 2009, the Evaluation Subcommittee will work out the details in the comprehensive plan for course assessment and evaluation of the project in consultation with the External Evaluator.

5B. External Evaluator. Dr. Alicia Cook, Professor Emeritus at Colorado State University, has agreed to serve as External Evaluator for this project. Dr. Cook was the External Evaluator for UW's previous UISFL project. She served as Professor of Human Development and Family Studies in the College of Applied Human Sciences as well as administrative posts including Associate Dean of the Graduate School, Vice Provost of Faculty Affairs, Director of International Programs, and the Department Head of Human Development and Family Studies. Dr. Cook brought international recognition to Colorado State University's efforts in global education and enhanced the institutional reputation for quality in instruction and curriculum development. Dr. Cook currently serves as a grant reviewer for a variety of projects including Undergraduate Studies and Foreign Language Programs. Her vita is available in *Appendix B*.

Dr. Cook will be involved with the proposed project from the outset. She will read and discuss the plan of operation and project evaluation with the Co-Directors of the project as soon as funding is approved. She will attend initial meetings in the fall and spring of 2009-10 and will attend a portion of the initial summer 2010 and 2011 workshops. The Co-Directors will consult with her prior to submitting the First Year report of the project. During the second year of the project, formative evaluation material will be gathered and discussed with Dr. Cook. Based on

this material, and Dr. Cook's recommendations, needed adjustments will be implemented. In the final year of the project Dr. Cook will help the Co-Directors organize all evaluation materials in anticipation of a project review that will precede the conclusion of the project. She also will be invited to do an on-site evaluation in which she can review all facets of the project, interview course developers, and advise on post-project actions that will insure the sustainability of the work done under this grant.

5C. Methods of Project Evaluation. Six types of evaluation will be administered in an iterative fashion during the course of this project. Progress in the grant will be evaluated in periodic reviews of data and reflected in end-of-year reports and at the project's conclusion. The Project Evaluation Subcommittee will be joined by the Project External Evaluator, the UW assessment coordinator, and a staff member of the Ellbogen Center for Teaching and Learning at UW with expertise in assessment and evaluation. The committee will gather information about the project by means of electronically-administered participant surveys. Additional information gathered will include final interviews of participants, discussions with the project Co-Directors, and examination of documents pertaining to the three areas of the project: e.g. course syllabi and other course material, applications for Global Awareness approval as general education courses; speaker series publicity and audience surveys; budget expenditures; enrollment numbers in new courses. Discussions focusing on evaluation procedures will precede first- and second-year project reports and the final report. These will be the basis for making adjustments to the conduct of the project.

5C1. Evaluation 1. All courses will include evaluation/assessment mechanisms—including quantitative measures—to gauge student learning. Consistent with the assessment program of UW (<http://uwadminweb.uwyo.edu/AcadAffairs/assessment>), this will include self-assessment

by students in the form of a course survey. One part of these guidelines is the expectation that courses be evaluated in terms of meeting program goals for student learning. To that end, the rubric developed by the UW International Studies Program for its capstone projects provides guidance to assess the accomplishment of learning goals. (see *Appendix C*). A description of evaluation/assessment mechanisms will be a part of each course development and foreign language development proposal. Progress in meeting the goals of each proposal will be evaluated by members of the Project Evaluation Subcommittee working with course developers responsible for the formative assessment activities. First- and second-year reports will include an accounting of these formative evaluations and steps taken in response to them.

5C2. Evaluation 2. All courses proposed for the Global Awareness designation must meet the evaluation criteria established by the UW University Studies Program (<http://uwadmnweb.uwyo.edu/unst/faculty/default.asp>). The goal of the Global Awareness assessment criteria (see *Appendix D*) is to evaluate students' knowledge of the global organization and interdependence of human societies that will help them to respond effectively to the challenges that come with an increasingly interconnected and interdependent world. They should have an awareness of the multiple links that affect the living conditions and range of action of peoples of the world, including international systems of commerce, art, science, technology, politics, communication, belief, and justice, among others. Courses will be designed with these criteria in mind, with the added expectation that they will become part of the Global Awareness offerings at their respective colleges.

5C3. Evaluation 3. The curriculum committees for degree programs in international studies at the colleges and UW will evaluate courses for consideration of inclusion into the degree's curriculum. Evaluation criteria include the quality of content material, method of instruction,

relevance to global issues and regional events and trends and, where possible, interdisciplinary learning. Compatibility between college offerings and the UW major in international studies is of significant importance in order to insure transferability of course credit through the articulation agreement between the schools. Accomplishing this articulation will be a measure of this evaluation process.

5C4. Evaluation 4. For courses developed in this project, the frequency of offerings, numbers of students enrolled, as well as the number of students enrolled from disciplines outside the social sciences will be important quantitative indicators of the success of the project to promote the internationalization of the curriculum. The ability to attract sufficient enrollments from across the community college system and UW as well as the establishment of mechanisms (e.g. the provision of on-load teaching responsibilities, study-abroad scholarships, etc.) to sustain these courses beyond the project will be part of this evaluation.

5C5. Evaluation 5. Much like all programs sponsored by the National Council for the Arts and the National Council for the Humanities, the project's visiting lecture series will seek responses from audiences regarding quality and audience interest in the speaker. These data will be evaluated on an ongoing basis by the Speakers Subcommittee and used to inform decisions about subsequent speakers.

5C6. Evaluation 6. Evaluation of efforts to advance language learning will involve gathering data on course enrollments and frequency of offerings, qualitative determinations based on interviews with language instructors, and rates of students' continuation in language instruction beyond the first-year level. The central goal will be to consistently deliver language, to increase language proficiency, and to increase in student enrollments at all levels.

6. CURRENT COMMITMENT TO INTERNATIONAL STUDIES

6A. University of Wyoming Commitment to International Studies. Originally established in the 1950s as an option within the Political Science Department, in 1995 the program became an independent, interdisciplinary unit of the College of Arts and Sciences. Today the program has three designated faculty and thirty-seven adjuncts from across campus. It offers an undergraduate major (B.A.), a minor, including minors in Asian Studies and European Studies, and M.A. degrees including a traditional masters with a thesis and the Master's International-Peace Corps degree. Currently the degree program has 175 undergraduate majors, up from forty majors ten years ago and ninety-six majors when the UW UISFL grant proposal was submitted in 2004. The program also has twenty-two minors and twenty-four graduate students. One hundred and thirty courses are arranged in thematic and four regional studies areas, from which students select a concentration for their major: global economic systems; international culture and social issues; international development and global environment; Latin America; Europe and the former Soviet Union; Asia and the Pacific Rim; and Africa and the Middle East. Most international studies courses are cross-listed with the department where the teaching faculty member has his or her appointment; the exceptions are new courses developed by new full-time international studies faculty, readings and independent study courses, internships, thesis research, the first-year orientation and the senior capstone courses.

Among the international studies adjunct faculty members, most are social scientists, some represent the Humanities, while others are in Business, Law, Engineering, Education, Agriculture, and Health Sciences. In addition to teaching internationally-focused courses and faculty-led study abroad courses, these faculty members serve on graduate committees and

mentor undergraduates in international studies. Twelve adjunct faculty members serve on the International Studies Advisory Committee that governs the program.

The University of Wyoming has a strong commitment to internationalizing the campus and the curriculum. UW's academic plans have mandates to increase the number of students studying abroad, encourage faculty to create innovative courses with significant international content, and encourage interdisciplinary collaborations to build depth in UW's internationally-focused curriculum. In particular, the most recent University 5-Year Plan (2009-2013) commits UW to increasing international student enrollments (from the current 450 to 700 students) and increasing the number of students studying abroad from the current 8 percent to 15 percent of the university's total student enrollment. These efforts have been bolstered by a \$3.2 million gift from Dick and Lynne Cheney to support study abroad grants and create an international center.

The College of Arts and Sciences, in which the International Studies Program is housed, also has a strong commitment to international education. The college has its own study abroad fund and works with its external Advisory Board to raise funds for study abroad scholarships. The A&S Dean heads a Dean's level steering committee which coordinates cross-college internationalization efforts at the University.

6B. Community College Commitment to International Studies. Wyoming's community colleges have been responding to increased student demand for internationally-focused curriculum and study abroad offerings, although the depth and breadth of the opportunities provided varies widely across the colleges. (see *Table 2*) As a result, internationalization efforts at the Wyoming community colleges could benefit significantly from a collaboration to develop a cohesive A.A. track in international studies and development of new internationally-focused courses and improved language course offerings.

Table 2: Community College Internationalization Efforts

	<i>Foreign languages offered (2008/2009)</i>	<i>Int'l Studies degree offered?</i>	<i>International Studies required courses</i>	<i>Faculty-lead study abroad courses (2009)</i>	<i>Number of students, total (full-time) *Student-Teacher Ratio</i>
Casper	Spanish, French, German (FT fac.), Russian, <i>Japanese, Italian, Portuguese, Arabic, Latin, Chinese (by need)</i>	yes (17 students)	*Intro to Cultural Anth. *Micro & Macroecon. *World Reg. Geog. *Western Civ. I & II *U.S. from 1865 *Non-Western Political Cultures *Politics of Europe & the EU <i>or</i> Intro to Intl Rel. *Intro to Polt Sci.*Intro to Sociology *Foreign language elective (1 yr)	*Women's Studies: Victorian Women Travel (Czech Republic & Austria) *GAPP trip (Germany)	4,000 (2,000) 19:1
NWC	Spanish (<i>degree</i>), French, German (FT fac.), <i>Greek, Hebrew (by need)</i>	no	None	*Photography: field study (Rome) *Humanities: field study (London)	1,750 (--) 17:1
LCCC	Spanish (<i>degree</i>), French, Portuguese, Greek, Latin, Japanese, <i>Russian (by need)</i>	yes (<i>in Fall 2009</i>)	*Intro to Cult. Anth. *Micro & Macroecon. *World Reg. Geog. *Western Civ. I & II *Am. gov't *Non-West. Polt Cult *Intro to Cult.Anth. *Sociol. Principles *Foreign language elective (1 yr)	*Intensive Spanish study abroad (Costa Rica, Mexico, or other spanish speaking country)	5,700 (3,729) 16:1
CWC	Spanish, Arapaho, Shoshone, <i>German, French (by need)</i>	yes (5 students)	*Intro to Human Geography *World Religions *History of Islam *Intro to International Relations *U.S. Gov't *Non-Western Political Cult. *Foreign language elective (rec./not required)	none	1,704 (678) 16:1
WWCC	Spanish (<i>degree</i>), <i>French, German (by need)</i>	no	Courses for Int'l Emphasis: Cultural Anth., economics, Am. Gov't, *Non-Western Political Cult, Intro to Philosophy *Intro to Int'l Rel. *Foreign language elective (2 yrs)	*Archeology methods field study (New Zealand)	2,617 (1,028) 18:1
NWCCD	Spanish, French, Chinese	no	none	none	5,650 (2,260) 16:1

Casper College has a broad, interdisciplinary International Studies Program leading to an associates' degree. The curriculum is bolstered by substantive foreign language offerings; students can pursue coursework in Spanish, German, and French from full-time faculty and Russian, Japanese, Italian, Portuguese, and Arabic from part-time adjunct faculty. There are 17 students enrolled in its International Studies Program. **Central Wyoming College (CWC)**, in close cooperation with UW, recently added an A.A. degree in international studies to its curriculum which now enrolls five students. CWC is committed to foreign language study, but needs this grant opportunity to expand its limited language offerings which now include four semesters of Spanish and two semesters of French. **Laramie County Community College (LCCC)** also has expanded its globally focused curriculum, adding an International Studies Program in 2008. LCCC's foreign language options include a Spanish language degree program with summer study in Peru as well as more limited offerings in French, Greek, Latin, Japanese, and Russian.

The remaining consortium colleges offer a range of internationally-oriented courses, but as yet lack the resources to form an international studies degree track and have only limited language offerings. The **Northern Wyoming Community College District (NWCCD)** promotes internationalization via a Global Diversity requirement, and a variety of courses with global focus. **Northwest College (NWC)** offers a range of internationally-focused courses and hosts significant numbers of international students (more than 4% of its student body) from five continents (more than any of the other colleges). **Western Wyoming Community College (WWCC)** offers internationally-focused courses ranging from international business to comparative religions and hosts public presentations on global affairs. WWCC has placed

students in working situations in the South Pacific for the past nine years, and offers a limited number of study abroad courses.

7. ELEMENTS OF THE PROPOSED INTERNATIONAL STUDIES PROGRAM

7A. Implementing a Program in International Studies and Languages. The project will provide funding for regular meetings among project participants to discuss internationally-focused curricular issues, especially in the form of regular articulation meetings; provide incentive funding for faculty members to develop new internationally-focused courses; strengthen and expand foreign language offerings, and provide funding to train secondary education teachers in internationally-focused models of active learning through a Model U.N. Program.

The most immediate effect of establishing a regular international studies articulation meeting will be development of a cohesive academic track for A.A. degrees in international studies that will allow students to more easily transition to an internationally-focused program at a four-year institution, especially the UW International Studies Program. In the long term, articulation meetings will insure success of statewide internationalization efforts by bringing together faculty members to discuss curricular issues, resource sharing, study abroad efforts, and distance education opportunities.

The Project Committee formed under this grant will develop a cohesive set of international themes in the first year of the grant that provide a solid foundation for course development efforts and help insure that the courses developed will address the needs of students and will continue beyond the grant period. Since June 2008, faculty participants from the partner colleges have identified two themes that exemplify the types of subjects that will fulfill our international

studies learning goals: global governance processes (emphasizing, first, the development of a state-wide Model UN) and global energy security/competition and natural resources.

The first theme, global governance processes, provides an open model to address a host of ‘hot topics’ with accompanying international problem-solving strategies through development of a Model UN program shared across the colleges. The program promises to engage both community college and secondary students in various state-wide Model UN simulations, while providing professional development for secondary school teachers in internationally-focused models of active learning. Coordinated by Co-Director Jim Thurman at CWC, the program will start with a Model UN course to be open to all community college students, which will teach students how to work in and organize simulation exercises. The faculty involved in this grant will organize two teacher in-service workshop in the second and third grant years open to secondary teachers. This is an essential step in the development of Model UN programs at Wyoming high schools. The goal is to develop a Model UN program coordinated through the participating community colleges and open to all secondary schools in Wyoming.

The second theme, focusing on international aspects of global energy competition and natural resources, will provide a common focus for a host of courses in which students explore many of the security, political, economic, and development/environmental issues relevant to energy acquisition – issues highly relevant to the daily lives of Wyoming students and communities. Further, this focus matches well with existing thematic curricular development priorities in the International Studies Program at the University of Wyoming. These include the existing joint degree program with the Haub School of Environment and Natural Resources, exploration of joint curricular development with the new School of Energy Resources, and the program’s new concentration under development in Global Governance and Conflict Resolution. Additional

common themes for courses will be developed in concert with the Course Development Subcommittee across the second and third years of the grant.

7B. Improving the Breadth and Quality of Language Instruction. This project will help community colleges move beyond the basic instruction in Spanish available at each of the colleges by broadening second-language opportunities. Language course development will be emphasized through two avenues. First, grant resources will be devoted to broaden the instruction of languages already supported at the community colleges. Second, this project will facilitate the goal of the Wyoming legislature, which set aside \$100,000 to develop a Chinese Flagship program promoting instruction of Chinese across Wyoming at the secondary school level that may also benefit community college students. These legislative funds will be used to hire an instructor to work with the Brigham Young University Chinese Flagship Program to develop courses in Chinese that will go out to multiple sites over the interactive video Wyoming Equality Network.

7C. Problem-based Learning. Students in international studies must be problem solvers. The interdisciplinary nature of the field, combined with academic experience in problem-based learning, helps students become practitioners who can confront issues with an eye toward finding solutions, often by formulating policies that effectively address a problem. This proposal encourages the adoption of problem-based learning in every created or revised course. Group work, the use of primary data (both qualitative and quantitative), and the presentation of findings for class discussion are all part of the problem-based approach to learning. The simulations proposed in the Model UN curriculum offer a specific example of the kind of hands-on, problem-based approach that motivates student learning. The staff of the ECTL are well versed in problem-based learning and were important contributors to the adoption of problem-based

learning in courses developed through the first UW UISFL grant. This experience and expertise will be an important part of course development through this project.

8. NEED FOR AND PROSPECTIVE RESULTS OF THE PROPOSED PROGRAM

8A. Need for Project. Wyoming has a population of less than 500,000 spread out over 96,000 square miles. There are more antelope in the state than people. Wyoming's demographic and geographic characteristics can make it challenging to build and maintain strong internationally-focused educational programs. These circumstances also necessitate the Wyoming colleges to work together to prepare community college students for effective transfer to UW. However, because of the great distances separating the colleges, as well as the autonomous administration of each, curricular changes at each institution can go unnoticed.

In recent years a variety of internationalization efforts have developed independently among the Wyoming colleges, leading to some important differences among the colleges as to what constitutes an international studies degree. This is because the colleges have not held any articulation meetings to develop formal agreements on internationally-focused curriculum issues.

About 70% of University of Wyoming students are residents of Wyoming, the majority of which come from primarily rural communities and yet, the university's International Studies and Study Abroad Programs have grown dramatically in the last several years. UW and the community colleges have had to respond to increased demand for globally-focused studies. The International Studies Program at UW has doubled in five years, Casper College's program has grown, and new programs are starting at Laramie County Community College and Central Wyoming College. Western Wyoming Community College has developed an "emphasis area" in international studies. Given the significant growth in demand for internationally-focused courses

among students at both UW and the community it is clear that collaborating on internationalization efforts will be beneficial to the Wyoming college system.

Funding for this project will vastly improve collaborative efforts among Wyoming colleges in the area of global studies by: 1) fostering concrete articulation agreements among the colleges on global studies and foreign language curricular issues; 2) stimulating the development of new internationally-focused courses, some of which can be delivered in nontraditional methods to meet the unique demands of Wyoming students living in a sparsely populated state; 3) providing resources for college faculty members to work with high school instructors to train secondary school teachers in internationally-focused models of active learning through a Model UN Program; and 4) allowing Wyoming colleges to share renowned internationally-focused scholars and speakers who will raise awareness of global issues among college students and Wyoming citizens. The impact of bringing nationally- and world-renowned speakers addressing international issues to a sparsely populated, primarily rural state cannot be overstated.

One anticipated outcome of this project is a significant increase in student enrollments in internationally-focused academic and study abroad programs in the Wyoming colleges. In a sparsely populated, primarily rural state, this would have a major impact on the number of graduates produced by Wyoming colleges who are prepared to work in the global arena, perhaps with companies that have ties to Wyoming in the fields of energy and natural resource management. As Wyoming struggles to maintain, and increase its small population, training students who would be prepared to work for companies competing in the international marketplace could pay huge dividends for the state in the long term.

9. ADDRESSING COMPETITION PROGRAM PRIORITIES

9A. Competition Preference Priority. All the Wyoming community colleges offer two years of a foreign language in at least one language, Spanish. In the colleges that have an international studies degree track, foreign language options are encouraged but not necessary required. At UW undergraduates in the international studies degree must demonstrate proficiency in a foreign language at the fifth semester level. The University offers coursework in Spanish, French, German, Russian, Chinese, and Japanese at the fifth semester level.

This project will encourage language strengthening among the Wyoming colleges by 1) developing a uniform A.A. international studies degree track that sets a common foreign language requirement; and 2) increasing the availability of less commonly taught languages, in particular Chinese, through resource sharing and use of distance/technology delivery methods.

9B. Invitational Priorities. The project specifically addresses the invitational priorities #1, 3, and 4: in-service training for K-12 teachers, increasing the number of underrepresented minorities who are studying foreign languages and area and international studies, and providing access to a priority language.

The Model UN training proposed in this project, to be administered by participating community colleges, will provide in-service training for K-12 teachers as part of organizing a state-wide Model UN program. This program will be open to community college and high school students. The fledgling program at Jackson Hole High School, developed by InterConnections 21 (see supporting letter in *Appendix A*) shows that support for the program can be found state wide.

Central Wyoming College, a participating college in this project, is located just outside the Wyoming's Wind River Indian Reservation. This reservation is home to almost all of

Wyoming's Native American population which makes up 2.2% of Wyoming's population. Native Americans constitute approximately 14% of Central Wyoming's student enrollment. In addition, the largest minority group in Wyoming is Hispanic, constituting 7.2% of Wyoming's population. One goal of this project would be to increase student enrollment in international studies degree programs representing these two minority populations.

This project will collaborate with the Wyoming Chinese Flagship K-12 Initiative to make Mandarin Chinese accessible to Wyoming high school and community college students. This, in turn, will help students transferring to UW interested in East Asia to have start on their language requirement.

Project Narrative

Other Narrative

Attachment 1:

Title: Pages: Uploaded File: **1236-UWProgramFile.doc**

Attachment 2:

Title: Pages: Uploaded File: **1237-UWUSIFLAppendicesA-D.pdf**

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Grant Proposal Appendices and Support Documents

for

Advancing International Studies Instruction, Second Language Instruction and Global Awareness at Wyoming's Community Colleges

Submitted by
University of Wyoming and
Central Wyoming College
April 2009

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Appendix A
Letters of Support

Wyoming Colleges Letters of Support

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3. Laramie County Community College (LCCC)
4. Northern Wyoming Community College District (NWCCD)
5. Northwest College (NWC)
6. Western Wyoming Community College (WWCC)



ACADEMIC AFFAIRS

Carmen M. Simone, Ph.D.
Vice President, Academic Affairs
CASPER COLLEGE
125 College Drive
Casper, WY 82601
csimone@caspercollege.edu
(307) 268-2706

September 29, 2008

Christine Corey, Senior Program Manager
Undergraduate International Studies and Foreign Language Program
U.S. Department of Education
6th Floor, 1990 K Street, NW
Washington, DC 20006-8521

Re: Support for Title VI Grant Proposal

Dr. Garrison:

On behalf of Casper College, I pledge our support for the state-wide Title VI grant application being submitted by the University of Wyoming on behalf of our higher educational system. We are pleased at the prospect of being involved in such an endeavor.

When it comes to international education initiatives, Casper College has progressed a great deal over the past several years. We have always offered a wide variety of world languages, exemplified by the Fall 2007 term in which seven different language courses were offered. We have now signed sister institution agreements with institutions in Thailand, Mexico, and Brazil. By the end of this current term, we will have sent teams to all three of these sites for extensive partnership talks. Our first Fulbright scholar is spending this academic year with us teaching Arabic and sharing the culture of Yemen with our community. Finally, our International Education Director has helped bring fresh, innovative ideas to our campus and has already grown our fledgling program beyond our initial expectations.

Casper College fully supports this grant proposal and, in fact, we are excited to be part of these important conversations in our state. It is our responsibility to help our students become good global citizens and perhaps this grant will make this endeavor just a little easier.

Sincerely,

A handwritten signature in black ink that reads "Carmen M. Simone". The signature is written in a cursive, flowing style.

Carmen M. Simone, Ph.D.
Vice President for Academic Affairs



CENTRAL *Wyoming* **COLLEGE**

2660 Peck Avenue

Riverton, Wyoming 82501

307-855-2110

OFFICE OF THE EXECUTIVE VICE PRESIDENT

April 13, 2009

Christine Corey, Senior Program Manager
Undergraduate International Studies and Foreign Language Program
U.S. Department of Education
6th Floor, 1990 K Street, NW
Washington, DC 20006-8521

Dear Ms. Corey,

I have had the opportunity to review a proposal for a collaborative grant submitted to the Undergraduate International Studies and Foreign Languages division of the Title VI Program of the Department of Education. This grant seeks to strengthen the global learning experience for our students at Central Wyoming College and other Wyoming institutions of higher education. I am pleased by the range of objectives outlined in the grant proposal. Developing more and better international education experiences is one of our priorities. The proposal has strong institutional backing for this effort.

The objectives of the proposed project directly support CWC's desire to provide our students with international exposure, as found in our General Education requirements. We also look forward to the support provided to faculty in creating additional curriculum with an international character. To encourage and support this project objective, Central Wyoming College will provide matching funding to the proposal. As detailed in the proposal, we will provide the time of administrative personnel (myself and my assistant, Sue Thompson) and faculty (project co-manager, Professor Jim Thurman). We will also offer our support to visiting international scholars and in hosting meetings of the project participants at CWC.

This grant will provide a powerful boost to internationalization at an institution in the heart of the U.S. that very much needs to enhance the global awareness of its students. We look forward to the outcome.

Sincerely,

J.D. Rottweiler, PhD
Executive Vice President for Academic Services
Central Wyoming College



**LARAMIE COUNTY
COMMUNITY COLLEGE**
Cheyenne • Laramie • Pine Bluffs

September 2, 2008

Christine Corey, Senior Program Manager
Undergraduate International Studies and Foreign Language Program
U.S. Department of Education
6th Floor, 1990 K Street, NW
Washington, DC 20006-8521

Dear Ms. Corey:

Laramie County Community College (LCCC) is pleased to support the collaborative grant being submitted by the University of Wyoming to the Undergraduate International Studies and Foreign Language division of the Title VI Program of the U.S. Department of Education. This project clearly seeks to strengthen global learning experiences for students at LCCC as well as our sister community colleges across Wyoming.

Developing enhanced international education learning experiences for our students is one of our priorities at LCCC. We are supportive of the effort to develop shared internationally-focused courses that will benefit students in our global environment. The collaboration between faculty members from the community colleges and the University of Wyoming will bring about quality discussions concerning curriculum, speakers for our students and communities, and additional benefits to our greater communities.

Laramie County Community College is interested in bringing vibrant speakers and guest lecturers to our community and, to that end, would be willing to assist in hosting such an event on our campus.

This grant will provide a boost to the internationalization of our institution which is located in the heart of the United States and will enhance the global awareness of our students. We look forward to hearing that this grant will be funded.

Sincerely,

Marlene Tignor
Vice President of Instruction
Laramie County Community College
Cheyenne, WY 82009



Northern Wyoming Community College District
PO Box 1500
Sheridan WY 82801

Christine Corey, Senior Program Manager
Undergraduate International Studies and Foreign Language Program
U.S. Department of Education
6th Floor, 1990 K Street, NW
Washington, DC 20006-8521

Dear Ms. Corey,

Northern Wyoming Community College District (NWCCD) is indeed committed to internationalizing our campuses in numerous and varied ways.

The College has long placed a value on an international or global component to our educational mission. A Global Diversity requirement is an important part of our general education requirements for graduating with a degree from our school. Our established curriculum includes a variety of courses that have a global focus: courses such as International Business, World and Regional Geography and World Literature. We have also been a temporary home for a significant number of international students over the years, going back at least to the early 1970's.

The College has recently refocused its emphasis on making international studies a part of our vision by hiring a full-time international student recruiter and coordinator (ISRC), Claudia Colnar. This position entails recruiting international students and handling the paperwork and assisting them with all of the procedural and technical details in their transition to NWCCD. She is also trying to create and develop programs that will expose our students to international experiences, to broaden their horizons. A goal for Fall 2009 is to recruit 25 international students.

The College is supporting this endeavor by sending our recruiter on the American Association of Community Colleges (AACC) Asia Recruiting Tour this autumn. She will be recruiting students in Jakarta, Surabaya, Ho Chi Minh City, Hanoi, and Seoul. Because of her background of living and working in Japan for 18 years, she will also be recruiting at some international and DoDD Schools in Tokyo and Yokohama.

Sheridan College ♦ 3059 Coffeen Ave ♦ Sheridan WY 82801-1500 ♦ 307-674-6446
SC Fax ♦ 307.674.4293
Gillette Campus ♦ 300 W Sinclair ♦ Gillette WY 82718 ♦ 307-686-0254

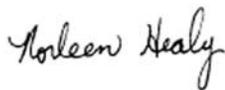
Over the past couple of months, we have developed the New Perspectives series: “Lunch & Learning” and “Dinner, Dialog and Documentary.” The former is an informal gathering of students, faculty and staff who enjoy a bit of armchair travel at lunchtime with one of our international students. This past term, we had speakers from Saudi Arabia, Australia and China. Dinner, Dialog and Documentary, slated to kick off in September, will feature an ethnic meal and documentary film reflecting the nationality of the speaker that evening. Members from the community will be able to attend. In conjunction with these events, the Library will be displaying books, maps and artifacts reflective of the countries featured that month.

Our IRSC is also going to be launching a host family program wherein people in our communities can have the opportunity to host an international student. The family can invite the student for an evening, hiking, dinner, holidays, etc. It will be a wonderful learning experience for both host family and student.

The IRSC launched an international students’ club this spring. The College further demonstrates its commitment to internationalization by sending her to the American Association of Community Colleges/The Institute of International Educators conferences this past year. We now also have NAFSA – Association of International Educators membership. The IRSC has a general five-year plan in place that calls for developing programs for faculty to study abroad and to link up to other institutions so that our students can have a short study-abroad experience. We hope to investigate a scholar exchange between our faculty and those at other educational institutions and hope that we can begin efforts to have our community join forces with a “sister city” in another country as a way to further facilitate educational exchanges.

Participation in this grant fits in nicely with the aforementioned activities and provides us with an excellent and valuable opportunity to help us further those goals and objectives in the area of international studies.

Sincerely,



Norleen Healy
Vice President of Academic Affairs



Vice President for Academic Affairs
307.754.6235 * FAX 307.754.6241
231 W. Sixth Street
Powell, WY 82435-1895 USA
www.northwestcollege.edu

September 5, 2008

Christine Corey, Senior Program Manager
Undergraduate International Studies and Foreign Language Program
U.S. Department of Education
6th Floor, 1990 K Street, NW
Washington, DC 20006-8521

Dear Ms. Corey,

I am very excited about the proposal for a collaborative grant submitted to the Undergraduate International Studies and Foreign Languages division of the Title VI Program of the Department of Education. This grant seeks to strengthen the global learning experience for our students at Northwest College and other partner institutions. The objectives outlined in the grant proposal are important to our institutional goals and also to the success of our students. Developing additional international education experiences and multicultural understanding are important priorities. The proposal has generated enthusiasm from an eager group of faculty and staff. We have strong institutional support for the proposed grant activities.

One of our general education categories is called "Comparative Cultural Awareness". One of our most influential committees is the Multi-Cultural Program Committee. Through both of these means and many others, we introduce our students to topics and issues of key international importance to their educations and career success. We currently have over eighty international students in our 1,700 student institution. We have also hosted a Fulbright Scholar from Vietnam and will host an international scholar this spring through another Fulbright grant.

With a strong foundation in international education, we are still eager to expand the global education we provide to our students and community. Northwest College will provide matching funds to support visiting international scholars and to host meetings of the project participants. We welcome these opportunities to advance achievement of the goals of the grant.

This grant will provide a powerful boost to internationalization in a region and state that has relatively little population diversity. We seek to help our students develop a world perspective and sensitivity that will positively shape their educational, professional, and personal choices and contributions. The grant is an important opportunity for our students, and we are ready to put energy, dedication, and resources into implementing grant projects and to reaching grant outcomes.

Sincerely,

A handwritten signature in blue ink that reads "Sheryl Hruska".

Sheryl Hruska, Ph.D.
Vice President for Academic Affairs



April 2, 2009

Christine Corey, Senior Program Manager
Undergraduate International Studies and Foreign Language Program
U.S. Department of Education
6th Floor, 1990 K Street, NW
Washington, DC 20006-8521

Dear Ms. Corey,

I recently had the opportunity to review a proposal for a collaborative grant submitted to the Undergraduate International Studies and Foreign Languages division of the Title VI Program of the Department of Education. This grant seeks to strengthen the global learning experience for our students at Western Wyoming Community College. I was pleased by the range of objectives outlined in the grant proposal. Developing more and better international education experiences is one of our institution's priorities.

One of my many, and more enjoyable, responsibilities is to foster the general education courses. These courses strengthen Western Wyoming Community College's undergraduate requirements, especially in diversity, information literacy, and global awareness. One of the objectives of the proposed project, to encourage and support the development of Global Awareness and Cultural Context courses, directly supports one of Western's primary student learning goals of Seeing Issues from Multiple Perspectives. Our institution can help by providing space for project meetings and help provide some support for visiting scholars.

This grant will provide a powerful boost to internationalization at an institution in the heart of the U.S. that very much needs to enhance the global awareness of its students. We look forward to the outcome.

Sincerely,

Ken Fitschen
Vice President for Academic Affairs

University of Wyoming Letters of Support

1. Myron Allen, Provost and Academic Vice President
2. Maggi Murdock, Associate Vice President and Dean of the Outreach School
3. Anne Alexander, Director, International Programs
4. Jane Nelson, Director, Ellbogen Center for Teaching and Learning
5. Mark Northam, Director, School of Energy Resources
6. Ingrid Burke, Director, Haub School of Environment and Natural Resources

UNIVERSITY OF WYOMING

Office of Academic Affairs

Dept. 3302 • 1000 E. University Ave. • Laramie, Wyoming 82071

(307) 766-4286 • (fax) (307) 766-2606

www.uwyo.edu/acadaffairs

April 13, 2009

Christine Corey, Senior Program Manager
Undergraduate International Studies and Foreign Language Program
U.S. Department of Education
6th Floor, 1990 K Street, NW
Washington, DC 20006-8521

Dear Ms. Corey,

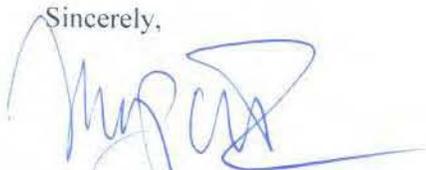
I recently had the opportunity to review a proposal for a collaborative grant prepared by the UW International Studies Program in collaboration with Central Wyoming College and five other Wyoming Community colleges. This grant is in preparation for submission to the Undergraduate International Studies and Foreign Languages division of the Title VI Program of the Department of Education. This grant seeks to strengthen internationalization at Wyoming's community colleges and the global learning experience for students across Wyoming. I am pleased by the range of objectives outlined in the grant proposal, and principally the collaborative role that UW can play in this statewide effort. The proposal has strong institutional backing for this effort.

As a land-grant university and the only four-year university in the state, UW has a central role to play in coordinating internationalization efforts across Wyoming. We promote access of Wyoming citizens to a broad college experience and see that this USIFL grant promotes the goals specifically in the area of international and area studies and language course development.

The objectives of the proposed project directly support the university's desire long-term efforts to provide faculty the support needed to create additional curriculum with an international character. To encourage and support this project objective, the University will provide matching support in terms of facilities and the hosting of scholars and faculty participating in the grant.

This grant will provide a powerful boost to internationalization at many institutions of higher learning across Wyoming. Given that many of these students matriculate to the University and specifically into our International Studies and language programs, our central involvement in this project is necessary and useful. I look forward to the outcome.

Sincerely,



Myron Allen
Provost and Vice President
Academic Affairs

UNIVERSITY OF WYOMING

Outreach School
Office of the Dean
Dept. 3106
1000 E. University Ave.
Laramie, WY 82071

(307) 766-3152
fax: (307) 766-4048

e-mail: jantim@uwyo.edu
murdock@uwyo.edu
<http://outreach.uwyo.edu>

Division of Outreach
Credit Programs
1-800-448-7801

Division of Community
Service Education
1-877-733-3618

Division of
Outreach Technology
(307) 766-4999

University of Wyoming
Casper College Center
1-877-264-9930

Wyoming Public Radio
1-800-729-5897

10 April 2009

Christine Corey, Senior Program Manager
Undergraduate International Studies and Foreign Language Program
U.S. Department of Education
6th Floor, 1990 K Street, NW
Washington, DC 20006-8521

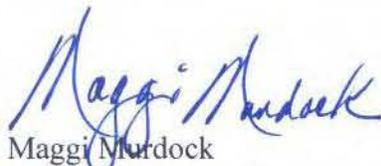
Dear Ms. Corey,

I recently had the opportunity to review a proposal for a collaborative grant between the International Studies Program at the University of Wyoming and Wyoming's community colleges in preparation for submission to the Undergraduate International Studies and Foreign Languages division of the Title VI Program of the Department of Education. This grant seeks to strengthen the global learning experience for students at Wyoming's community colleges. I am pleased by the range of objectives outlined in the grant proposal. The Outreach School is strongly committed to providing educational opportunities to students across Wyoming – a central goal of this grant proposal. We have the technical expertise and facilities across the state to facilitate the collaboration called for in this proposal.

The objectives of the proposed project directly support UW and our colleges' desire to promote access to teaching and learning opportunities to all of Wyoming's citizens. To encourage and support this project's objectives, the Outreach School will provide facilities and technical staff support as an in-kind match to this proposal. As detailed in the proposal, we will provide the time of administrative personnel to help grant participants coordinate important meetings requiring our facilities and summer workshops to be held in Laramie, Wyoming.

This grant will provide a powerful boost to instructors and their students from across Wyoming. We look forward to the outcome.

Sincerely,



Maggi Murdock
Associate Provost for Academic Affairs and
Dean of the Outreach School

UNIVERSITY OF WYOMING

Anne M. Alexander
Director, International Programs
Dept. 3707 • 1000 E. University Ave. • Laramie, WY 82071
(307) 766-3677 • fax: (307) 766-3679 • e-mail: aalex@uwyo.edu
<http://www.uwyo.edu/intprograms/>

April 8, 2009

Christine Corey, Senior Program Manager
Undergraduate International Studies and Foreign Language Program
U.S. Department of Education
6th Floor, 1990 K Street, NW
Washington, DC 20006-8521

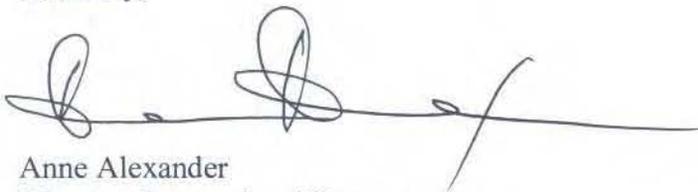
Dear Ms. Corey,

I recently had the opportunity to review a proposal for a collaborative grant submitted to the Undergraduate International Studies and Foreign Languages division of the Title VI Program of the Department of Education. This grant seeks to strengthen the global learning experience for our students at Wyoming's community colleges. I am pleased by the range of objectives outlined in the grant proposal. Developing more and better international education experiences is one of our priorities. The proposal has strong institutional backing for this effort.

The objectives of the proposed project directly support UW and our office's desire to provide our students with international exposure, as found in the recently-completed University Plan 3. We also look forward to the support provided to faculty in creating additional curriculum with an international character. To encourage and support this project objective, the International Programs Office will provide staff support as an in-kind match to this proposal. As detailed in the proposal, we will provide the time of administrative personnel to help grant participants interested in developing faculty-led study abroad courses, to provide help in grant workshops, and in consultation regarding issues in promoting internationalization efforts at Wyoming community colleges.

This grant will provide a powerful boost to internationalization in Wyoming that will have a direct impact on students across the state, many of whom ultimately finish their work at the University of Wyoming. We look forward to the outcome of your review process.

Sincerely,



Anne Alexander
Director, International Programs

UNIVERSITY OF WYOMING



John P. "Jack" Ellbogen Center for Teaching and Learning
Dept. 3295, 1000 E. University Avenue • Room 1070, Engineering Building • Laramie, WY 82071-3295
(307) 766-4847 • fax (307) 766-4822 • e-mail: jnelson@uwyo.edu • www.uwyo.edu/ctl

April 6, 2009

Christine Corey, Senior Program Manager
Undergraduate International Studies and Foreign Language Program
U.S. Department of Education
6th Floor, 1990 K Street, NW
Washington, DC 20006-8521

Dear Ms. Corey,

I recently had the opportunity to review a proposal for a collaborative grant between the International Studies Program at the University of Wyoming and Wyoming's community colleges in preparation for submission to the Undergraduate International Studies and Foreign Languages division of the Title VI Program of the Department of Education. This grant seeks to strengthen the global learning experience for students at Wyoming's community colleges. I am pleased by the range of objectives outlined in the grant proposal. Promoting teaching and learning is the core mission of the Ellbogen Center for Teaching and Learning and we extend this mission to helping develop the instructional capacities of our faculty and that of other teachers across the state of Wyoming. The proposal has strong institutional backing for this effort.

The objectives of the proposed project directly support UW's mission and our center's desire to promote teaching and learning objectives. To encourage and support this project's objectives, the ECTL will provide facilities and technical staff support as an in-kind match to this proposal. As detailed in the proposal, we will provide the time and efforts of administrative personnel to help grant participants in summer workshops to be held in Laramie, Wyoming.

This grant will provide a powerful boost to instructors and their students from across Wyoming. We look forward to the outcome.

Sincerely,

A handwritten signature in cursive script that reads "Jane Nelson".

Jane Nelson, Director
Ellbogen Center for Teaching and Learning

UNIVERSITY OF WYOMING

School of Energy Resources

Dept. 3012 • 1000 E. University Ave. • Laramie, WY 82071

(307) 766-2663 • fax: (307) 766-6701

www.uwyo.edu/SER

April 10, 2009

Christine Corey, Senior Program Manager
Undergraduate International Studies and Foreign Language Program
U.S. Department of Education
6th Floor, 1990 K Street, NW
Washington, DC 20006-8521

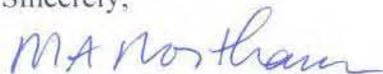
Dear Ms. Corey,

I write to express the support of the School of Energy Resources for the collaborative grant between the International Studies Program at the University of Wyoming and Wyoming's community colleges written in preparation for submission to the Undergraduate International Studies and Foreign Languages division of the Title VI Program of the Department of Education. This grant seeks to strengthen the global learning experience for students at Wyoming's community colleges, with a focus on international courses focusing on energy issues, in combination with other themes. As a major energy state, at the cross-roads in our energy future, Wyoming has a real place in the national and international energy debates. I am pleased that this grant proposal recognizes the importance energy issues and incorporates it as a major theme in the by the range of objectives outlined in the grant proposal.

The objectives of the proposed project directly support UW's area of distinction in energy and our school's desire to enhance the opportunities for students across the state interested in these issues. This grant builds on a fruitful collaboration that we already have with the International Studies Program in providing funding for a series of five symposia focusing on the Global Competition for Energy: Wyoming and the World across 2009 and 2010. The funding provided for this series acts as a \$10,000 in-kind grant for this proposal. Given the broad expertise of our faculty in energy-related issues we also can provide consultative support to teachers developing coursework in this area at the community colleges.

This grant is a fantastic opportunity to build links between international studies and the School of Energy Resources across the state. We look forward to the outcome.

Sincerely,



Dr. Mark Northam
Director

The Helga Otto Haub
School of Environment and
Natural Resources

UNIVERSITY OF WYOMING

Director
Ingrid Burke
Department 3971
1000 East University Avenue
Laramie, WY 82071-3971
(307) 766-5080
Fax: (307) 766-5099
E-mail: icnr@uwyo.edu
Web Page: www.uwyo.edu/enr/

April 8, 2009

Christine Corey, Senior Program Manager
Undergraduate International Studies and Foreign Language Program
U.S. Department of Education
6th Floor, 1990 K Street, NW
Washington, DC 20006-8521

Dear Ms. Corey,

I recently had the opportunity to review a proposal for a collaborative grant between the International Studies Program at the University of Wyoming and Wyoming's community colleges in preparation for submission to the Undergraduate International Studies and Foreign Languages division of the Title VI Program of the Department of Education. This grant seeks to strengthen the global learning experience for students at Wyoming's community colleges, with a particular focus on international courses focusing on environment and natural resource issues. I am pleased by the range of objectives outlined in the grant proposal. The Haub School is strongly committed to providing educational opportunities to students across Wyoming and this interdisciplinary grant would greatly enhance educational opportunities for students interested in these issues and those who matriculate to UW. We have the technical expertise among our interdisciplinary faculty to provide consultative support to teachers developing coursework in this area at the community colleges.

The objectives of the proposed project directly support UW's area of distinction in environment and natural resources and our school's desire to promote access to teaching and learning opportunities to all of Wyoming's citizens. As a state rich in natural resources, this topic will be of particular interest to Wyoming's students. To encourage and support this project's objectives, the Haub School will provide faculty in-kind match to support course development.

This grant will provide a powerful boost to instructors and their students from across Wyoming. We look forward to the outcome.

Sincerely,



Ingrid Burke
Director

Outside Letters of Support

1. Cassandra Celaya, Language Coordinator, Wyoming Department of Education
2. Susie Rauch, President, InterConnections 21



Wyoming Department of Education

Dr. Jim McBride, Superintendent of Public Instruction

2020 Grand Avenue, Suite 500

Laramie, WY 82070

Phone 307-777-5296

Fax 307-777-6719

Website www.k12.wy.us

April 10, 2009

Christine Corey
Program Officer
International Education Programs Service (IEPS)
U.S. Department of Education
1990 K Street, N.W., Room 6069
Washington, D.C. 20006-8521

Dear Ms. Corey:

I recently had the opportunity to review a proposal for a collaborative grant between the University of Wyoming and Wyoming's community colleges that will be submitted to the Undergraduate International Studies and Foreign Languages division of the Title VI Program of the Department of Education. This grant seeks to strengthen the global learning experience for students across Wyoming in the form of developing courses in international and area studies and to broaden access to world languages for our students.

In my position as the World Languages Content Specialist for the Wyoming Department of Education, there are many ways we can work to promote and utilize this program. The Wyoming Department of Education supports the efforts of the University of Wyoming and the community colleges in collaborating on this USIFL project with the emphasis on world languages, particularly Mandarin Chinese. While the WDE does not provide financial assistance for the program, we can support through in-kind contributions. The department is supporting the University of Wyoming with \$100,000 for the promotion of distance-learning instruction in Chinese languages at the community colleges and secondary schools over the state's WEN interactive video network.

This project is significant to Wyoming because it will provide college and secondary students with access to Chinese language instruction that is not currently available. The legislature specifically allocated these funds because it believed it would be beneficial in keeping our students competitive in the 21st Century.

As a key supporter of this project, the WDE is committed to participating in any capacity that would help further the goals of the K-12 schools and the University of Wyoming and Wyoming's community colleges.

Regards,

Cassandra Celaya
World Languages Content Specialist
Wyoming Department of Education
2020 Grand Avenue, Suite 500
Laramie WY 82070-4382

INTERCONNECTIONS 21

P.O. Box 960 • 3705 West Canyon Road • Wilson, Wyoming USA 83014
307 733-0549 • fax 307 733-4178 • email info@ic21.org
www.ic21.org

April 15, 2009

Ms. Christine Corey
Senior Program Manager
Undergraduate International Studies and Foreign Language Program
U.S. Department of Education
6th Floor, 1990 K Street, NW
Washington, DC 20006-8521

Dear Ms. Corey,

I recently had the opportunity to review a proposal for a collaborative grant between the International Studies Program at the University of Wyoming and Wyoming's community colleges in preparation for submission to the Undergraduate International Studies and Foreign Languages division of the Title VI Program of the Department of Education. This grant seeks to strengthen the global learning experience for students at Wyoming's community colleges and to provide opportunities for secondary school teachers and their students as well. I am pleased by the commitment to develop a state-wide Model United Nations (MUN) Program.

Since 2006, my organization has worked with three local high schools to organize the annual Teton County Model UN (TCMUN) conference. Public high schools in Dubois and Lander have also participated in this conference, and other schools around the state have expressed interest. This past summer we organized a MUN training workshop to help teachers and students prepare for the November '08 conference, and MUN resource and training materials are available at our website (www.ic21.org).

For a number of years InterConnections 21 and the International Studies Program at the University of Wyoming have discussed the opportunities that a state-wide MUN program would provide to high school and community college students, many of whom live in relatively isolated and rural communities. MUN develops citizenship skills and attitudes important for participation in an interdependent world and actively engages students in critical global issues. To date, we have lacked the resources to reach out to the many schools across this sparsely populated state who are interested in benefiting from MUN. With the Title VI grant, however, this vision can become a reality.

We have the technical expertise to help organize a MUN program and to provide consultative support to teachers developing coursework in this area at Wyoming's high schools and the community colleges.

This grant will provide a powerful boost to instructors and their students from across Wyoming. We look forward to the outcome.

Sincerely,

A handwritten signature in blue ink that reads "Susan Rauch -". The signature is written in a cursive style.

Susan Rauch, Ed. D.
President

Appendix B

Vita of Key Personnel

Project Co-Directors:

1. Jean Garrison, Director of International Studies, University of Wyoming
2. Jim Thurman, Associate Professor, Central Wyoming College

Project Committee:

1. Roger Davidson, Professor, Northern Wyoming Community College District
2. Erich Frankland, Director of International Studies, Casper College
3. Dudley Gardner, Professor, Western Wyoming Community College
4. David Marcum, Director of Government Studies and International Studies, Laramie County Community College
5. Steve Thulin, Associate Professor, Northwest College

Other Key Personnel:

1. Thomas Seitz, Assistant Professor, University of Wyoming
2. Jeanette Reisenburg, International Studies Project Coordinator, University of Wyoming
3. Garth Massey, Professor Emeritus and former Director of International Studies, University of Wyoming
4. Alicia Cook, Professor Emeritus at Colorado State University, Project Evaluator

JEAN A. GARRISON
International Studies Program
Dept. 3293, 1000 E. University Ave
Laramie, WY 82071-2000
email: garrison@uwyo.edu
phone : 307-766-6771
fax : 307-766-3812

ACADEMIC APPOINTMENTS

Director of International Studies Program, University of Wyoming, Fall 2008 –

Associate Professor, Department of Political Science, University of Wyoming, 2004-

Assistant Professor, Department of Political Science, University of Wyoming,
Fall 2001 – Spring 2004 (Visiting Assistant Professor 2000-2001)

Assistant Professor of Social Science, College of General Studies, Boston University,
Fall 1996-2001

Adjunct Assistant Professor, Department of International Relations, Boston University,
Summer 1999 & 2000

OTHER POSITIONS

Maureen and Mike Mansfield Foundation Visiting Fellow, Washington, DC, Fall 2007

United States Department of State, Bureau of East Asian Pacific Affairs, Office of Chinese and
Mongolian Affairs (Spring-Summer 2004 as part of Council on Foreign Relations
International Affairs Fellowship)

Council on Foreign Relations International Affairs Fellow, 2004

Lecturer, Academy of International Economic Affairs, sponsored by the Taiwan Ministry of
Economic Affairs, courses on International Organization and International Relations (Sept.
2001; 2003), Tsinchu, Taiwan

EDUCATION

Ph.D., Political Science, University of South Carolina, 1996 (M.A., 1992)
Fields: American Foreign Policy, International Relations, and Political Psychology

B.A., Political Science (with Honors), University of Wyoming, 1990

RECENT PUBLICATIONS AND RESEARCH PROJECTS

Books:

China and the Energy Equation in Asia: Determinants of Policy Choice (Boulder, CO: First Forum Press – a division of Lynne Rienner Publishers, 2009).

Making China Policy: Nixon to G.W. Bush (Boulder, CO: Lynne Rienner Publishers, 2005).

Games Advisors Play: Foreign Policy in the Nixon and Carter Administrations (College Station, TX: Texas A & M University Press, 1999).

Select Articles and Chapters:

“Managing the U.S.-China Foreign Economic Dialogue: Building Greater Coordination and New Habits of Consultation,” *Asia Policy*, No. 4 (July 2007), pp. 165-175.

“Constructing the ‘National Interest’ in U.S.-China Policy Making: How Foreign Policy Decision Groups Define and Signal Policy Choices,” *Foreign Policy Analysis*, vol. 3, no. 2 (2007), pp. 105-126.

Editor for “Foreign Policy Analysis in 20/20: A Symposium,” *International Studies Review*, vol. 5, no. 2 (Summer 2003), pp. 155-202

“The Domestic Political Game Behind the Engagement Strategy,” in Suisheng Zhao, ed., *China-U.S. Relations Transformed: Perspectives and Strategic Interactions*, (London, Routledge, 2008).

RECENT COURSES TAUGHT

American Foreign Relations; Seminar in Human Security; Seminar in Energy Security; Comparative Foreign Policy; Psychology of War; Introduction to International Relations; Comparative Foreign Policy of Russia; China and the US; Cold War in Asia

SELECT PROFESSIONAL HONORS AND AWARDS

“Global Competition for Energy Symposia Series,” (Co-PI Michael Brose), funded by UW School of Energy Resources, (2008-10), \$10,000.

Arts and Sciences Outstanding Merit in Research, University of Wyoming, 2008.

Mortar Board ‘Top Prof’ Award, University of Wyoming, 2008.

Flittie Sabbatical Award, College of Arts and Sciences, UW, 2007, \$12,500

JAMES THURMAN
Central Wyoming College
Social Science & Education
(307) 855-2174
thurman@cw.edu

ACADEMIC APPOINTMENTS

Central Wyoming College, Riverton, Wyoming

*Asst. Professor, current Faculty Association President
Political Science and International Studies, August 2005-present*
Responsible for Social Science and International Studies programs. Faculty Association President. Teach courses in Political Science, History, and International Studies. Twice voted CWC *Faculty Member of the Year*; 2009 *Faculty Member of the Year* for the state of Wyoming.

University of Wyoming, Laramie, Wyoming

Adjunct Instructor, International Studies, August 2007-present.
Teaching upper-level International Studies courses in Middle Eastern Area Studies, Refugees and Migration issues, and Ethnic Conflict.

Bilkent University, Ankara, Turkey

Instructor, Dept. of Political Science and FAE program, 2001- 2005.
Taught American Government, Comparative Politics, as well as Political Science -based Freshman Academic Writing courses.

Gasprinsky Library, Simferopol, Ukraine

EFL Instructor, part-time, April 2000 – July 2001.

Tavrishisky Ekologichisky Institute, Simferopol, Ukraine

Guest Lecturer, American Political Culture, February 2000 – May 2001.

Osh State University, Osh, Kyrgyzstan

Summer Program Lecturer, Writing and Research Skills, Summer 2000.

College of DuPage, Glen Ellyn, Illinois

Adjunct Instructor, American Politics, November 1997 – July 1999.

EDUCATION

Bilkent University, Ankara, Turkey

Doctoral Candidate, Dept. of Political Science and Public Administration

Coursework in Comparative Politics, Political Theory, Turkish Politics. Dissertation pending; expected completion Summer 2010.

Oxford University, Oxford, England, United Kingdom
Certificate, Refugees and Forced Migration, Summer 2008.
Intensive course on refugees and forced migration.

California State University, Dominguez Hills, California
MA, Humanities-History focus, August 2007.

University of Louisville, Louisville, Kentucky
MA, Political Science, December 1996.
BA, Political Science, December 1989.

Indiana University, Central Eurasian Studies Dept., Bloomington, Indiana
Social Science Research Council fellowship recipient, Summer 1995

Monterey Institute of International Studies, Monterey, California
Certificate, German language, August 1989

Defense Language Institute, Presidio of Monterey, California
Diploma, Korean Language, December 1988

OTHER POSITIONS

USCC Migration and Refugee Services, Chicago, IL and Louisville, KY
Job Developer, Case Manager for Employment, September 1997 - March 1998.
Managed U.S. State Department-directed refugee employment program.

Central States Institute, Alcohol & Drug Screening Services, Chicago, IL
Site Supervisor/Supervisory Lab Technician, March 1998 - October 1999.
Supervised laboratory testing for court-appointed drug testing program.

Air National Guard, U.S. Army and Army Reserve
Current: 153d Airlift Wing, October 2008 – present

LANGUAGES

Russian – intermediate; German – intermediate; Korean – basic; Turkish/Turkmen – beginning.

Qualification Summary: Significant teaching, curriculum development, and program management in higher education, including course development in UW 2005-08 USIFL Grant. Substantial work and life experience outside the United States. Military background in intelligence and linguistics. Additional international experience in refugee resettlement.

ROGER DAVIDSON
Sheridan College
P.O. Box 23
Buffalo, WY 82834
307-674-6446 ext.3204

ACADEMIC APPOINTMENTS

Chair, Division of Business and Social Sciences, Sheridan College, Sheridan Wyoming, 2003-present

Tenured Instructor of Sociology and Psychology, Sheridan College, Sheridan Wyoming, 1983-present.

Adjunct Assistant Professor or Instructor of Sociology and Criminal Justice, University of Wyoming, Laramie Campus, Casper College Campus and Outreach Program--over 25 courses taught, 1979 - present.

Regis University, Adjunct Assistant Professor of Sociology (Part-time), Extension Program, 1986.

Adjunct Instructor of Sociology (Part-time), Colorado State University, 1981-82.

EDUCATION

Ph.D. Colorado State University, Sociology. 1983, Specializations in Deviance, Stratification, Political Sociology and Social Change.

Master of Arts, University of Wyoming, Sociology, 1978.

Bachelor of Science, University of Wyoming, Sociology, 1974.

Associate of Arts, Sheridan College, 1973

OTHER POSITIONS

Research Consultant (Part-time), Center for Survey Research, University of Wyoming, 2002.

Research Consultant (Part-time), Big Horn National Forest Plan Update-Interviewing Community Leaders, Primary Investigator, Audie Blevins, Department of Sociology, University of Wyoming, 2001.

Psychoeducational Specialist (Part-time), for Early Intervention Program for Adolescent Drug Offenders, The Northern Wyoming Mental Health Center, Sheridan, WY, 1991-93.

Consultant for Grant Writing (Part-time), Sheridan House Youth Project, Sheridan, WY, 1991.

Director of Research (Part-time), The Executive Suite, Sheridan, WY, 1989.

Assistant Director of Residential Treatment Program, Transitional Care Unit, Mental Health Center, Miles City, Montana, 1983.

Research Consultant (Part-time), Department of Sociology, University of Wyoming, 1981-83.

Research Consultant (Part-time), Department of Economic Development, State of Wyoming, 1980.

HONORS

Listed in Who's Who Among America's Teachers, 2006

Twenty Year Service Award. Sheridan College, May, 2004.

Listed in Who's Who Among America's Teachers, 2002

Hewlett Grant to improve college teaching. Center for Teaching Excellence, University of Wyoming, 2000-2001.

Visiting Scholar, Departments of Sociology and Criminal Justice, University of Wyoming, Fall 1999.

ERICH G. FRANKLAND

Division of Social &
Behavioral Sciences
Casper College
125 College Drive
Casper, WY 82601
(307) 268-2490

efrankland@caspercollege.edu

EDUCATION

Political Science (ABD) - University of Oklahoma, M.A.-Political Science-University of Oklahoma, 1994

B.A.-Political Science and History-Earlham College, 1990

Westminster College, Oxford, England, 1988

SPECIAL INTERESTS AND SKILLS: Nationalism; European Politics (West and East); Political Violence; New World Order Politics; Environmental Politics; Green Parties; Democratization; Post-Soviet Politics

TEACHING EXPERIENCE

Director of International Studies, Casper College and professor of Political Science and History, Fall 1998 - present

Teaching Areas: Introduction to International Relations; Western European Politics; Politics of Europe and the European Union; Issues in Foreign Relations; 20th Century World History; Non-Western Political Cultures;

Adjunct Faculty, University of Wyoming/Casper College Center and the University of Wyoming

Teaching Areas: Governments and Politics of the Middle East; Global Terrorism; United States Presidency (graduate seminar); Political Violence (senior/graduate seminar); Environmental Politics and Administration (senior/graduate seminar); Introduction to Women's Rights (senior/graduate workshop); The Holocaust, Genocide, and Ethnic Conflict (graduate workshop); Civil Rights and Beyond (graduate workshop); Tolerance in America: A New Look at Civil Rights (graduate workshop); Understanding the Holocaust (graduate workshop).

OTHER PROFESSIONAL POSITIONS

Director/Chair, Multicultural Film Festival Committee. Casper College, Fall 1999 - present

Director, Casper Committee on Foreign Relations (affiliated with the American Committees on Foreign Relations). Fall 1999 - present

President, Wyoming Faculty Alliance. Spring 2001 to Spring 2007

Board Member, Challenge Editorial Board. Fall 2000 to the present. Casper College

Political Consultant. Associated Press, KTWB Television (ABC), KCWY TV 13 (NBC), KGWC TV 14 (CBS), Casper Journal, Casper Star-Tribune, Fall 1998 - present

Casper College Faculty Senate, Member (Social & Behavioral Sciences), Fall 2001 to Spring 2007; Chair Fall 2004 to Spring 2007; Vice Chair Fall 2002 to Spring 2004; Secretary Spring 2001 to Spring 2002. Member (at large) Fall 1999 to Spring 2001

Member, International Student Advisory Board. Spring 1999 to the present. Casper College

Member, Committee on Outcomes and Assessment. Spring 1999 to Fall 2004. Casper College

Faculty Adviser, Campus Democrats, Casper College, Fall 1999 - present

RECENT PUBLICATIONS

Co-author of Global Studies: Europe. 10th edition. 2009. Dubuque, IA: McGraw-Hill.

"East and Central Green Movements and Parties." 2001. In John Barry and E. Gene Frankland (eds) International Environmental Encyclopedia. London: Routledge.

"The Wise Use Movement." 2001. In John Barry and E. Gene Frankland (eds) International Environmental Encyclopedia. London: Routledge.

"A Case of National Liberation with Feminist Undertones: The Secession of Eritrea." 1996. Small Wars and Insurgencies 7 (3, Winter):401-424. Co-author with Tammy Noble

HONORS AND AWARDS

Recipient of Rosenthal Outstanding Educator Award, Casper College, 2004

Inspirational Teacher Award, Academic Awards Program, Natrona County School District, Casper, WY, 2001

Outstanding Educator, The Lion's Club of Casper, 2000

A. DUDLEY GARDNER
College Drive, P.O. Box 428
Rock Springs, Wyoming 82902-0428
(307) 382-1746
dgardner@wwcc.wy.edu

ACCADEMIC APPOINTMENTS

Professor, Western Wyoming College, 1981-present

Work in the field of Archaeology from 1977 - present

Fieldwork in Fiji, New Zealand, Easter Island, Colorado, Wyoming, Montana, Utah, and Tennessee.

Primary courses: Archaeological Field Methods, North American Indian History, American History, U.S. West, Wyoming History, Chinese Civilization, History of Civilization, Western Civilization, Sociology, and Government.

Visiting Professor, Henan University, Kaifeng, Henan Province, Peoples Republic of China, 1986

EDUCATION

Ph.D. degree in History, University of New Mexico, May 2000.

Doctoral Dissertation: "Two Paths, One Destiny: A Comparison of Chinese Households and Communities in Alberta, British Columbia, Montana, and Wyoming" (University of New Mexico January 2000). Dr. Richard Etulain, chair.

M.A. degree in History, Colorado State University, August 1980.

G.P.A. 3.87 (Multi-Disciplinary Degree, 25 hours Anthropology, 24 hours History).

Masters Thesis: "Cultural Change Among the Cherokee Indians, From European Contact to 1838,"(Colorado State University August 1980).

B.A. degree in English , *Cum Laude*, Lee College, Cleveland, Tennessee, May 1977, (36 hours in history).

RECENT PUBLICATIONS

Books:

Red Desert: A History of a Place. Annie Proulx ed. (**Austin:** University of Texas Press. 2008), responsible for six chapters.

Where the Old West Stayed Young: The Chinese in Wyoming (Final Edit)

“Two Paths, One Destiny: A Comparison of Chinese Households and Communities in Alberta, British Columbia, Montana, and Wyoming,” (Kaifeng: Henan University Press translation completed Spring 2003, in preparation, no date set for publication).

Wyoming History: A “Web” Based Text and College Course (Western Wyoming Community College: http://www.wwcc.cc.wy.us/wyo_hist/, 2001). ***Selected as Best of the Web by the concepts direct corporation and included in the best of the humanities channel.***

Letters to Friends: Historical Essays on Wyoming. Revised and Expanded Version. Rock Springs, Wyoming: E&W Press, 2001

Letters to Friends: Historical Essays on Wyoming. Albuquerque, New Mexico: P. G. Publishing Company, 1995.

Articles and Chapters

“The Chinese Cemetery at Levuka Fiji,” ***Domodomo : the Scholarly Journal of the Fiji Museum*** 2009. (Junior author Laura Pasacreata).

“The Asians of Wyoming,” ***the Greenwood Encyclopedia of American Regional Cultures*** (Westport, CT: Greenwood Press, in press).

“The Asians of Montana,” ***the Greenwood Encyclopedia of American Regional Cultures*** (Westport, CT: Greenwood Press, in press).

“Ethnicity” in ***"The Plains Region," the Greenwood Encyclopedia of American Regional Cultures*** (Westport, CT: Greenwood Press, November 2004).

“The Chinese in Wyoming: Life in the Core and Peripheral Communities,” in Lipeng Zhu and Rose Estep. ***Ethnic Oasis: The Chinese in the Black Hills: South Dakota History*** (Pierre: South Dakota Historical Society Press, 2004).

“The Chinese in Wyoming: Life in the Core and Peripheral Communities,” ***South Dakota History*** 33, 4 (Winter 2003): 380-390.

“Chinese Emigrants in Southwest Wyoming, 1868-1885.” in Dirlik, Arif, ed. ***Chinese on the American Frontier*** (Lanham, Maryland: Rowman and Littlefield Publishers, 2001), 341-348.

“World War II and the Japanese of Southwest Wyoming,” ***Annals of Wyoming***, Spring 1996, Vol. 68, No. 2, 22-32.

EDUCATION

- 1995 MA, Public Administration
University of Wyoming, Laramie, Wyoming
- 1990 MA, International Studies
University of Wyoming, Laramie, Wyoming
- 1987 BA, International Studies
University of Wyoming, Laramie, Wyoming

SIGNIFICANT WORK EXPERIENCE

- 1999-Present INSTRUCTOR OF POLITICAL SCIENCE
- Division of Social Sciences
 - Laramie County Community College, Cheyenne, Wyoming
- 1997-2000 EDITORIAL ASSISTANT, *Administration & Society*
- 1990-1997 INSTRUCTOR OF POLITICAL SCIENCE & COORDINATOR OF UNDERGRADUATE ADVISING [*Political Science, Administration of Justice, International Studies & Pre-Law*]
- Department of Political Science
 - University of Wyoming, Laramie, Wyoming
- 1989-1997 INSTRUCTOR OF POLITICAL SCIENCE
- Division of Social Sciences
 - Laramie County Community College, Cheyenne, Wyoming
- 1989-1990 PROGRAM MANAGER [*University of Wyoming-Kingdom of Saudi Arabia Meteorological Training Program*]
- Department of Atmospheric Sciences
 - University of Wyoming, Laramie, Wyoming
- 1988-1989 LECTURER
- Department of Political Science
 - University of Wyoming, Laramie, Wyoming

PUBLICATIONS

Refereed Articles, Book Chapters, and Book Reviews

"Non-State Governments in Wyoming", in Gregg Cawley, Michael Horan, Larry Hubbell, James King, David Marcum, Maggi Murdock, and Oliver Walter, *The Equality State: Government and Politics in Wyoming* (Dubuque, IA: Edie Bowers Publishing, 1996) pp. 125-154.

Non-Refereed Publications

Test Item File to accompany *American Government: Freedom and Power* (New York: W.W. Norton, 1996).

Test-Item File to accompany *We the People: An Introduction to American Politics* (New York: W.W. Norton, 1997).

Test Item File to accompany *American Government: Freedom and Power* (New York: W.W. Norton, 1998).

"American Federalism in Action: 16 Case Studies", in Theodore Lowi and Benjamin Ginsberg, *American Government: Freedom and Power, Fifth Edition* (New York: W.W. Norton, 1998).

Internet Workbook to accompany Theodore Lowi and Benjamin Ginsberg, American Government: Freedom and Power, Fifth Edition (New York: W.W. Norton, 1998).

HONORS

Honorable Discharge, USAF/ANG, 2000.

Cunningham Doctoral Fellowship, Virginia Tech, 1997-2000.

Air National Guard Illustrator of the Year, 1997.

Outstanding Public Administration Graduate Student, University of Wyoming, 1995.

Ralph M. Wade Award for Scholastic Achievement, University of Wyoming, 1989.

Milward Simpson Scholarship, University of Wyoming, 1988-1989.

Paul Stock Scholarship, 1988-1989.

Graduate Assistantship and Tuition Scholarship, University of Wyoming, 1987-1989.

Who's Who Among Students in American Universities and Colleges, University of Wyoming, 1987.

Outstanding International Studies Undergraduate Student, University of Wyoming, 1987.

STEVE R. THULIN

ACADEMIC POSTIONS

Associate Professor of History (tenured) Northwest College, Social Sciences and Education Division, Powell, Wyoming, September 1990 - present

Courses Currently Taught: U.S. before 1865 and U.S. from 1865; Ancient Civilizations; Revolutionary Europe; Twentieth Century Europe; The Nuclear Century; Western Civilization I and II; Ancient Greece; Ancient Rome; The Holocaust: A Survey

Director of Government Relations Wyoming Education Association, Cheyenne Wyoming, May 2003 - August 2004 (One-year Leave of Absence from Northwest College)

Full-Time Instructor in History Kent State University, Department of History Kent, Ohio, September 1988-1990

Adjunct Instructor in History Kent State University, Department of History Kent, Ohio, September 1984-May 1987

OTHER ACADEMIC EXPERIENCE

Fulbright-Hayes Grant and Finnish Ministry of Education Research Appointment
September 1987-May 1988 University of Helsinki, Department of Political History, Helsinki Finland - Activity: Research in Finnish State Archives, British Public Records Office (London), German Central Archives (Bonn), and Soviet State Archives, Leningrad

Finnish Language Certificates

May 1987-December 1988

Department of Finnish Instruction for Foreigners, University of Helsinki, Helsinki, Finland
Activity: Full immersion language training in Finnish

EDUCATION

Candidate Status, Ph.D. in History, Kent State University, August 1984

Major Fields: Modern Germany, Modern Europe, Balkans, U.S. Diplomatic
Cognate Fields: Russian and Soviet History, Scandinavian Area Politics, Political Science
Methods

Dissertation Research: "Anti-Nazi Diplomacy and Finland's Continuation War: Anglo-American Opposition to German hegemony in Helsinki, 1940-44."

Master of Arts in History, Old Dominion University, 1977

Major Fields: European Social History, Russian and Soviet History, European Diplomatic History

Masters Thesis: "The German Communist Struggle, 1918-1923"

Bachelor of Arts in History, Old Dominion University, 1975.

THOMAS R. SEITZ
International Studies Program
Department 3293
Laramie, Wyoming 82071
tseitz@uwyo.edu

EDUCATION

- Ph.D.** 1997 **University of Cambridge.** Faculty of Social and Political Sciences.
- M.A. with Distinction**
1989 **University of Kent at Canterbury.** Faculty of International Relations, 1989.
- B.S.** 1988 **University of the State of New York.** Major and minor concentrations in political science and history, respectively.

TEACHING and RESEARCH EXPERIENCE

- Assistant Professor of International Studies**
Fall 2009. **University of Wyoming, International Studies Program.**
Adjunct 1995-2004
- Adjunct Assistant Professor of International Studies**
2005-2009. **University of Wyoming, Department of Political Science and International Studies Program.**
-Developed new foundation course, *Comparative Political Cultures* as part of Title VI course development project, 2006-2007.
-Served on Title VI course development committee.
-Established M.A. double degree program with Universitas Diponegoro in Semarang, Central Java, Indonesia.
- Visiting Assistant Professor of Political Science**
2004-2005 **University of Wyoming, Department of Political Science and International Studies Program.**
- Visiting Professor**
1999-2000 **Seoul National University, Graduate Institute for International and Area Studies,** Seoul, Republic of Korea.
- Visiting Fulbright Professor**
1997-1998 **Universitas Diponegoro,** Semarang, Indonesia. Faculty of Social and Political Studies.
- Visiting Fulbright Research Fellow**
1992-1993 **University of the Philippines at Diliman,** Institute for International Legal Studies.

AWARDS and FELLOWSHIPS

“Thumbs-up” Award, College of Arts and Sciences Student Council **University of Wyoming**, 2008. Received student-nominated award for outstanding and positive contributions to the college.

International Travel Grant **University of Wyoming**, 2007. With Steve Ropp. Awarded grant to develop research cooperation with University of St Andrews and other British universities.

Moody Grant 1993 **The Lyndon Baines Johnson Foundation**. Awarded grant to conduct research at the Johnson Presidential Library.

Institute for the Study of World Politics 1992 **University of Cambridge**. Awarded fellowship for dissertation research.

PUBLICATIONS

WORK IN PROGRESS:

Lessons Learned, Lessons Lost: The Evolving Role of Nation Building in U.S. Foreign Policy.
Book manuscript exploring the evolution of nation building approaches in US policy toward developing areas from the early Cold War years, with a particular focus on the interaction between ideas and systemic contexts.

PEER-REVIEWED ARTICLES:

“European Security and Defense Policy Demystified: Nation-Building and Identity in the EU.”
(co-authored with Stephanie Anderson). *Armed Forces and Society*, 33 (October 2006).

"Economic statecraft in a globalizing economy: Is there an 'international standard' for human rights performance?" *Journal of International and Area Studies* 6, 1 (December 2000).

"Nation-building in the information age: Legitimacy and the 'information economies' of Southeast Asia." *Journal of International and Area Studies* (formerly *Asia Journal*), 5, 2 (May 1999).

JEANETTE REISENBURG

SUMMARY OF SKILLS

- Computer Skills: MS Access-Database Management, MS Excel, MS Word, MS PowerPoint, Adobe Photo Shop, Adobe In-Design, Web Page Design
- Student Advising: responsible for advising 180 undergraduate majors
- Institutional research: generate statistical reports
- Editing: department newsletter and reports
- Excellent communication skills used in conducting surveys, writing reports, and giving presentations at regional conferences

EDUCATION

M.S., Economics, Montana State University, Bozeman, MT, 1984

B.S., Economics, U.C. Santa Barbara, Goleta, CA, 1979

WORK EXPERIENCE

2005-present **Project/Advising Coordinator**, International Studies, University of Wyoming

1992-2005 **Project Coordinator**, Math Department, University of Wyoming

1989-1991 **Editorial Assistant**, Enhanced Oil Recovery Institute/Institute for Scientific Computation, University of Wyoming

1985-1989 **Research Associate**, Department of Agricultural Economics, University of Wyoming

1982-1985 **Research Assistant**, Department of Agricultural Economics and Economics, Montana State University

1980-1982 **Administrative Assistant**, International Center for Economic Policy Studies, New York, NY

1979-1980 **Receptionist**, Senate Committee on Commerce, Science, and Transportation, Washington, D.C.

HONORS, AWARDS, ACTIVITIES

- Outstanding Staff Award, University of Wyoming, March 1996
- University of Wyoming Staff Fellow, 1994/1995
- Founding Member of Frontline Staff Advisory Committee, 1995-1997

GARTH MASSEY
gmmassey@uwyo.edu

CURRENT POSITION

~~Independent~~ Writing and Research
Consultant on International Development and
Ethnic Conflict
Director, Red Feather Institute
Fulbright Senior Scholar (nominee)

EDUCATION

Indiana University, Bloomington, Indiana, Ph.D., Sociology 1975; MA 1972

University of Missouri, Columbia, B.A. Sociology (minor Philosophy) 1970

ACADEMIC POSITIONS

2008-present Professor Emeritus, International Studies, University of Wyoming

2006-2008 Professor of International Studies, University of Wyoming and
Adjunct Professor of Sociology

1998-2008 Director, International Studies, University of Wyoming

1974-2006 Professor of Sociology, University of Wyoming
(Department Chair 1980-84; Associate Professor 1981-87; Assistant
Professor 1974-81)

1979-2002 Visiting Research Fellow/Professor: Harry S. Truman Research Institute for
the Advancement of Peace, Jerusalem, Israel; The Flinders University of
South Australia, Adelaide, Australia; University of London, UK; Gödöllő
University, Hungary; Professional Training Institute, Taiwan; University of
Zagreb, Yugoslavia; University of Dar-es-Salaam, Tanzania

HONORS AND AWARDS

Outstanding Faculty Member for Internationalization at the University of Wyoming –
International Board of Advisors 2007
Top Ten Teachers, College of Arts and Sciences 2003, 2006, 2007
Presidential Lecture, University of Wyoming 1996
Fulbright Research Fellowship to Hungary 1993-94
Meritorious Research Award, College of Arts and Sciences 1992, 1994, 1999
CASE Professor of the Year - Wyoming. Awarded by the Carnegie Foundation Council
for the Advancement and Support of Education, Washington, D.C. 1992
John P. Ellbogen Outstanding Teacher Award, University of Wyoming 1992

COURSES TAUGHT SINCE 2000-08

Principles of Sociology; Social Change; Race and Ethnic Relations; Social Research Methods and Advanced Research Methods; Sociology of International Development; Sociological Theory and Advanced Sociological Theory; Ethnic Conflict ; Social Change in Socialist Societies; Social Change in Eastern Europe; Changing Work in a Global Economy

SELECT PUBLISHED WORK

Forces of Social Change. In progress. Under consideration by Pine Forge Press.

Readings for Sociology, 6nd edition. (editor) New York: W.W. Norton, 2008.

“Understanding Earth Resources: What’s Sociology Got to Do With It?” (with James Myers) *Research in Social Problems and Public Policy*, 16, Harriet Hartman (ed.), 2008.

“Bridging Disciplines for Global Citizenship Education” (with James Myers).

“Ethnic Tolerance and Ethnic Conflict: The Case of War in Croatia.” 2006. *Ethnic and Racial Studies*. 29: 118-142 (2006), (with Duško Sekulić and Randy Hodson).

"Making Sense of Work on the Wind River Indian Reservation." *American Indian Quarterly*, 28 (3&4): 786-816 (2006).

“Prospects for Liberal Nationalism in Post-War Croatia.” *Nations and Nationalism* 9 (1): 55-82 (2003) (with Randy Hodson and Duško Sekulić).

Garth Massey. 1988. *Subsistence and Change: Lessons of Agropastoralism in Somalia*. Boulder: Westview Press.

SELECT RECENT CONTRACTS, GRANTS AND AWARDS FOR RESEARCH (total grant funding 1977-2008: in excess of \$1.5 million)_

“Building Global Science Literacy for Energy Education.” (With James D. Myers) Course development grant from the UW School for Energy Resources. (07-08), \$15,000

Middle East Partnership Initiative: Building the University of Wyoming-Tunisia Educational Partnership." (with Anne Alexander) A grant to establish and support exchanges of scholars and students between universities in Tunisia and the University of Wyoming (07-08), \$38,000.

“Strengthening International Studies, Language Instruction and Global Awareness at the University of Wyoming.” Department of Education, U.S. Government. CFDA Number 84.016. A proposal to develop international studies and global awareness courses, secure non-traditional language instruction, and establish a international scholars lecture series (05-07), \$176,735

ALICIA SKINNER COOK

Dept. of Human Development and Family Studies
119 Gifford Building, Colorado State University
Fort Collins, CO 80523-1570
Phone: (970) 491-7482; Fax: (970) 491-7975
E-mail: acook@cahs.colostate.edu

ACADEMIC HISTORY

Ph.D. Educational Psychology, Arizona State University, 1972-75.
M.S. Human Development and Family Studies, University of Alabama, 1971-1972.
B.S. Child Development, University of Alabama, 1969-71.

PROFESSIONAL EXPERIENCE

2006-present Lecturer, International Studies, and Professor Emeritus, Department of Human Development and Family Studies, Colorado State University.

2007 (Fall) Visiting Lecturer, Semester at Sea (Institute for Shipboard Education/University of Virginia).

1986-2005 Professor, Department of Human Development and Family Studies, Colorado State University (joint appointment in Psychology), Associate Professor 1981-86, Assistant Professor 1976-80

2002-2004 Co-Coordinator, Self-Study for Accreditation of Colorado State University by the Higher Learning Commission of the North Central Association of Colleges and Schools.

1998-2000 Interim Vice Provost for International Programs, Colorado State University.

1994-1996 Associate Dean, Graduate School, Colorado State University.

SELECTED PUBLICATIONS (over 52 peer-reviewed publications)

Cook, A. S. (2009). Ethics and adolescent grief research: A developmental analysis. (2009). In D. Balk & C. Corr (Eds.), Adolescent encounters with death, grief, and coping. New York: Springer.

Cook, A. S. (2008). Global dimensions in service learning: A collaborative grant-writing project. International Education, 37(2), 6-16.

Cook, A. S. (2007). The family, larger systems, and loss, grief, and mourning. In D. Balk, C. Wogrin, G. Thornton, & D. Meagher (Eds.), Handbook of thanatology (pp. 165-172). New York: Routledge.

Wagoner, H. T., & Cook, A. S. (1999). Enhancing the economic contributions of international women through education and training. International Education, 29(1), 71-82.

Cook, A.S., Denney, M.A., & Mwonya, R.A. (1992). Professional women in agriculture: Implications for education in Kenya. International Education, 21(2), 42-50.

Cook, A.S., Mwonya, R.A., & Lewis, M.A. (1991). University education and career development among women in Kenya. International Education, 20(2), 5-13.

SELECTED HONORS, AWARDS, AND PROFESSIONAL ACTIVITIES

- 2008 Consultant, Eastern Kentucky University, Enhancement of Campus International Initiatives.
- 2008 Fulbright Senior Specialist (short-term consultation with non-U.S., post-secondary academic institutions)
- 2007 Recipient, Distinguished Faculty of the Year Award, Colorado State University Alumni Association; Service Learning Instructional Innovation Award, Colorado State University.
- 2005-08 External Evaluator, International Studies Curriculum Project (funded by U.S. Department of Education), University of Wyoming.
- 2001-03 Member, International Development Studies Faculty Board, Colorado State University.
- 2001 Workshop Leader, World Bank Education Reform Project, Baku, Azerbaijan.
- 2001 Consultant, AIDS Orphans Needs Assessment Project, Diocesan Integrated Development Services, Homa Bay, Kenya.

COURSES TAUGHT (in past five years)

Children and Youth in Global Context; Psychology of Gender Across Cultures; Cross-Cultural Perspectives on Families; Senior Capstone Seminar: Program Planning and Proposal Development; Supervised College Teaching

MAJOR GRANTS

- Agricultural Experiment Station Grant, Family Crisis Project, 1981-1983, (\$84,000 over three years).
- Agricultural Experiment Station Grant, Regional Project on Family Stress and Coping, 1989-94, (\$168,000 over five years).
- Agricultural Experiment Station Grant, Regional Project on Work and Family Linkages, 1995-2000, (\$205,000 over five years).
- U.S. Dept. of Education, McNair Postbaccalaureate Achievement Program, 1995-1999, (\$771,000 over four years). Co-Principal Investigator.
- U. S. Information Agency, International Visitor Program on Africa and Economic Development (Women as Economic Partners in Nation Building), 1999, (\$389,000).
- U. S. Dept. of Education, Int'l Devel. Studies Enhancement Project, 2000-03, (\$94,000).

Appendix C. Rubric to Evaluate IS Undergraduate Capstone Projects

	Excellent 4	Good 3	Fair 2	Poor 1
Presentation of Work as Scholarship	The author(s) develop a specific thesis, clear logic with good organization, produce a project with a high degree of readability (lack of redundancy & clarity of presentation), demonstrate a clear voice & consistent style format.	There is a consistent thesis but it may not be developed fully, good organization, clear presentation & consistent style format.	The thesis is unclear or implicit, and may change throughout the paper. Presentation is uneven with underdeveloped research idea, inconsistent organization, unclear voice, & inconsistent style format.	The thesis is unclear or difficult to identify; poor organization, clarity of writing, readability, & lack of consistent style format.
Organization and Logic	The organization is clear and there is a logical progression of ideas. The conclusion is purposeful and perceptive.	The organization is generally clear and ideas generally flow in a logical manner. The conclusion provides satisfactory closure to the argument.	The organization is somewhat unclear and the progression of ideas is often not logical. The conclusion summarizes previously stated information.	The organization is unclear and does not capture the purpose. The ideas are not presented logically. The conclusion is absent, incomplete, or unfocused.
Use of Concepts and Theories	Author(s) use of concepts, theories, and models is appropriate, informs the content of the research, & recognize the difference between descriptive concepts and explanatory models/theories	The author(s) mostly use concepts, theories, and models appropriately. Use some theory/concepts to inform the research and generally understands the difference between descriptive and explanatory models/theories.	The author(s) use some concepts/theories/models appropriately (but inconsistently) to inform the research. The work often shows confusion in the difference between descriptive and explanatory models/variables.	The author(s) use concepts/theories/models inappropriately & fails to inform the research. Shows little ability to differentiate between descriptive and explanatory models/variables.
Use of Scholarship of the Field	The author(s) tap the best sources available, particularly from the political and social literatures, sufficiently documents the paper's content, cite appropriately, and use quotes and paraphrasing of	Author(s) tap some of the best sources available, generally document the paper's content, cite appropriately, and use quotes and paraphrasing appropriately.	Author(s) use some appropriate sources, inconsistently documents the paper's content, and use quotes/paraphrasing too often.	Author(s) use too few sources, fail to document the paper's content & use quotes/paraphrasing inappropriately.

	sources at an appropriate level.			
Synthesizes Disciplinary Contributions	Inclusive of most relevant disciplines' information; Most relevant alternative perspectives and conflicting arguments are presented & assessed. Judgments are reached concerning the relative accuracy of arguments.	Inclusive of some the relevant discipline's information; some alternative perspectives and conflicting arguments are presented & assessed.	Alternative perspectives and conflicting arguments are presented.	Alternative perspectives or conflicting arguments are not presented.
Includes/Understands Considerations of Context and Social Structures	Shows clear Understanding of all the relevant international interests/actors; domestic political process; social classes, status systems and power elites are presented	Shows mostly clear Understanding of many of the relevant international interests/actors; domestic political processes; social classes, status systems and power elites are presented	Shows some Understanding of relevant international interests/actors; domestic political process; social classes, status systems and power elites presented inconsistently	Shows little Understanding of relevant international interests/actors; domestic political process; social classes, status systems and power elites are not presented
Creativity and Originality	The paper represents an innovative design and clear independent contribution; provides original analysis and offers robust policy options	This paper presents a clear independent contribution; provides original analysis and offers appropriate policy options	This paper presents some independent contribution in terms of analysis and offers some policy options	Little independent work is apparent, analysis or discussion of policy options.

Appendix D: Global Awareness (G) Assessment

Criteria	1 Advanced	2 Proficient	3 Basic	4 Unsatisfactory
<p>Students demonstrate an ability to compare and contrast the unique characteristic of world cultures and the universality of human experience through examinations of traditions, social organizations, and ways of life</p> <p>Assessment method (assignment/task assessed)</p>	Interprets the information gathered in accurate and comprehensive ways. Provides a highly creative and unique synthesis of the information	Accurately interprets information gathered and concisely synthesizes it.	Makes significant efforts in interpreting the information gathered or synthesizes the information imprecisely or awkwardly	Misinterprets the information gathered and fails to synthesize it.
Students understand the interconnectedness of global and local concerns	Presents a thorough and comprehensive understanding of the interconnectedness of global and local concerns. Understands misconceptions or confusions that are commonly overlooked	Presents an accurate understanding of the interconnectedness of global and local concerns. Considers misconceptions or confusions that are commonly overlooked.	Presents a partially accurate understanding of the interconnectedness of global and local concerns. Considers only some misconceptions or confusions.	Fails accurately to understand the interconnectedness of global and local concerns. Fails to consider misconceptions or confusions.
Students recognize and interpret the aesthetic traditions and artistic representations that emanate from a culture located outside the U.S.	Recognizes and interprets the aesthetic traditions and artistic information gathered in accurate and comprehensive ways. Provides a highly creative and unique synthesis of the information	Accurately interprets information gathered and concisely synthesizes it.	Makes some errors in interpreting the information gathered or synthesizes the information imprecisely or awkwardly.	Misinterprets the information gathered and fails to synthesize it.

Budget Narrative

Budget Narrative

Attachment 1:

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Advancing International Studies, Second Language Instruction, and Global Awareness at Wyoming's Colleges

Budget Narrative Details
Year 1:

	Budget Category/Description	D of E Request Amount	UW & College In-Kind Contribution	Total
1	Personnel Salaries & Wages (Professional, GA and Secretarial)			
2	Graduate Assistants - 1.5 @ academic year stipend		20,000.00	20,000.00
3	Graduate Assistants - 1.5 summer stipend of \$6000	6,000.00		6,000.00
4	Workshop Organizers - Thurman and Garrison x \$2000 each	4,000.00		4,000.00
5	Workshop Coordinator - Reisenburg. @ \$400 per day	1,600.00		1,600.00
6	Project Committee Sum. Workshop Participation, 5 for 2 days @ \$250 per day	2,500.00		2,500.00
7	Project Co-Director Thurman @ 15% of annual salary		7,500.00	7,500.00
8	Project Co-Director Garrison @ 15% of annual salary		12,750.00	12,750.00
9	Lead Faculty Mentor/Assessment Coord. Seitz @ 15% of annual salary		4,200.00	4,200.00
10	Project Committee members (5) @ 10% of annual salary		25,000.00	25,000.00
11	Total Personnel Salaries & Wages	14,100.00	69,450.00	83,550.00
12	Fringe Benefits (@ 41% of wages and salaries)*			
13	Workshop Organizers - Thurman and Garrison	1,640.00		1,640.00
14	Workshop Coordinator - Reisenburg	656.00		656.00
15	Co-Directors and Project Committee members		18,552.00	18,552.00
16	Lead Faculty Mentor/Assessment Coord. - UW (Seitz)		1,722.00	1,722.00
17	Graduate assistant health insurance 1.5 @ \$790; tuition @ \$4580/person		8,055.00	8,055.00
18	Total Fringe Benefits	2,296.00	28,329.00	30,625.00
19	Travel			
20	Speaker Series Scholars' travel and per diem - 3 persons @ \$1600 per scholar	4,800.00		4,800.00
21	Speaker Series Scholars' travel within Wyoming - 3 persons @ \$1000 per visit	3,000.00		3,000.00
22	Project evaluator per diem & travel for 4 days @ \$150 per day	600.00		600.00
23	International Course Development travel - 2 trips per year @ \$3000 per trip	6,000.00		6,000.00
24	Domestic Course Development travel - 2 trips per year @ \$1500 per trip	3,000.00		3,000.00
25	Collaboration between Course Developers and UW Resource Faculty - travel	3,000.00		3,000.00
26	Sum. Workshop Travel - Course Devel. - 10 @ \$1000 each (hotel, mile. and perdiem)	10,000.00		10,000.00
27	Sum. Workshop Travel - Project Cmte (5) and Co-Director @ \$1000 each	6,000.00		6,000.00
28	Fall Articulation Conference (Project Cmte expenses) - UW and colleges - 1/2 of total	2,000.00	2,000.00	4,000.00
29	Spring Meeting - Course Developers - 10 @ \$500 each	5,000.00		5,000.00
30	Spring Meeting - Project Committee, Co-Directors, Proj. Coord. - 8 @ \$500 each	4,000.00		4,000.00
31	Project Co-Directors - to attend ISA/UISFL annual meeting @ \$2000 x 2	4,000.00		4,000.00
32	Total Travel	51,400.00	2,000.00	53,400.00
33	Equipment (purchase)			
34	Laptop computer for workshop meetings	1,500.00		1,500.00
35	Total Equipment	1,500.00	0.00	1,500.00
36	Supplies			
37	Workshop Materials	500.00	500.00	1,000.00
38	Course development materials (books, films, manuals, data sets)	5,000.00		5,000.00
39	Total Supplies	5,500.00	500.00	6,000.00
40	Contractual (including travel)			
41	Total Consultants & Contracts	0.00	0.00	0.00
42	Other honorarium, consultants, evaluator, communication, etc)			
43	Communications Expenses	1,000.00		1,000.00
44	Website creation, maintenance, and training expenses - IT consultant	3,000.00		3,000.00
45	Visiting Scholars Lecture series 3 Honorarium - 2 days @ \$1000 per day	6,000.00		6,000.00
46	Visiting Scholars receptions - 3 @ \$500 each	1,500.00		1,500.00
47	Workshop planning and attendance, and project advisement - Massey	4,000.00		4,000.00
48	Summer salary for course development - 8-10 @ \$3000 per course	30,000.00		30,000.00
49	UW Resource Faculty - lump sum stipend for 4 @ \$1000 each	4,000.00		4,000.00
50	Workshop Presenters - lump sum. 2 @ \$250 each	500.00		500.00
51	Project evaluator	2,000.00		2,000.00
52	Total Other	52,000.00	0.00	52,000.00
53	Subtotal	126,796.00	100,279.00	227,075.00
54	Indirect costs (D of E = 8% of request)	10,143.68	8,022.32	18,166.00
55	Total (Year 1)	136,939.68	108,301.32	245,241.00
56	3 Year Grant Total	413,752.32	310,271.04	724,023.36

*The UW fringe benefit rate is calculated based on the following formula - social security @ 7.65%, retirement @ 11.25%, health insurance @ 19.1% and worker's comp @ 3.0%. Community college fringe benefits are calculated using the same formula for purposes of the in-kind match calculation.

Advancing International Studies, Second Language Instruction, and Global Awareness at Wyoming's Colleges

Budget Narrative Details

Year 2:

	Budget Category/Description	D of E Request Amount	UW & College In-Kind Contribution	Total
1	Personnel Salaries & Wages (Professional, GA and Secretarial)			
2	Graduate assistants - 1.5 @ academic year stipend		20,000.00	20,000.00
3	Graduate assistants - 1.5 @ summer stipend of \$6000	6,000.00		6,000.00
4	Workshop Organizers - Thurman and Garrison x 2 @ \$1500 each	3,000.00		3,000.00
5	Workshop Coordinator - Reisenburg @ \$400 per day	1,600.00		1,600.00
6	Project Committee - Summer Workshop Participation, 5 for 2 days @ \$250 per day	2,500.00		2,500.00
7	Project Co-Director Thurman @ 15% of annual salary		7,500.00	7,500.00
8	Project Co-Director Garrison @ 15% of annual salary		12,750.00	12,750.00
9	Lead Faculty Mentor/Assessment Coord. Seitz @ 15% of annual salary		4,200.00	4,200.00
10	Project Committee members (5) @ 10% of annual salary		25,000.00	25,000.00
11	Total Personnel Salaries & Wages	13,100.00	69,450.00	82,550.00
12	Fringe Benefits (41% of wages and salaries)			
13	Workshop Organizers - Thurman and Garrison	1,230.00		1,230.00
14	Workshop Coordinator - Reisenburg	656.00		656.00
15	Co-Directors & Project Committee members		18,552.00	18,552.00
16	Lead Faculty Member/Assessment Coord. -UW (Seitz)		1,722.00	1,722.00
17	Graduate assistant health insurance 1.5 @ \$790; tuition @ \$4580		8,055.00	8,055.00
18	Total Fringe Benefits	1,886.00	28,329.00	30,215.00
19	Travel (employees only)			
20	Visiting Scholars' Speaker series travel and per diem - 7 persons @ \$1600 per scho	11,600.00		11,600.00
21	Visiting Scholars/Speaker series travel within Wyoming - 7 persons @ \$500 per visit	3,500.00		3,500.00
22	Project evaluator Summer Workshop Travel and per diem - 4 days @ \$150 per day	600.00		600.00
23	Project evaluator Site Visit for Course Devel. Travel and per diem - 3 days @ 150/day	450.00		450.00
24	International Course Development travel - 2 trips per year @ \$3000 per trip	6,000.00		6,000.00
25	Domestic Course Development travel - 2 trips per year @ \$1500 per trip	3,000.00		3,000.00
26	Collaboration between Course Developers and UW Resource Faculty	3,000.00		3,000.00
27	Workshop Travel and per diem - Course Developers - 8 @ \$1000 each	8,000.00		8,000.00
28	Workshop Travel and per diem - Project Committee (5) and Co-Director @ 1000 each	6,000.00		6,000.00
29	Fall Articulation Conference (Project Cmte members -5) - basic travel (1/2 of expense)	1,000.00	1,000.00	2,000.00
30	Spring Meeting - Course Developers - 8 @ \$500 each	4,000.00		4,000.00
31	Spring Meeting - Project Committee (5), Co-Directors @ \$500 each	3,500.00		3,500.00
32	Project Co-Directors - to attend ISA/UISFL annual meeting @ \$2000 x 2	4,000.00		4,000.00
33	Total Travel	54,650.00	1,000.00	55,650.00
34	Equipment (purchase)			
35	Total Equipment	0.00	0.00	0.00
36	Supplies			
37	Workshop material	500.00	500.00	1,000.00
38	Course development materials (books, films, manuals, datasets)	5,000.00		5,000.00
39	Total Supplies	5,500.00	500.00	6,000.00
40	Contractual (including travel)			
41	Total Contractual	0.00	0.00	0.00
42	Other (consultants & travel, communication, etc)			
43	Communications Expenses	1,000.00		1,000.00
44	Web Site Creation, Maintenance, and training expenses - IT consultant	3,000.00		3,000.00
45	Visiting Scholars Lecture series 7 Honorarium - 2 days @ \$1000 per day	14,000.00		14,000.00
46	Visiting Scholars receptions - 7 @ \$500 each	3,000.00		3,000.00
47	UW Resource Faculty - lump sum stipend for 4 @ \$1000 each	4,000.00		4,000.00
48	Summer salary for course development - 6-8 @ \$3000 per course	24,000.00		24,000.00
49	Workshop Presenters - lump sum. 2 @ \$250 each	500.00		500.00
50	Model UN Training Workshop - consultant and speaker travel, per diem	1,000.00	1,000.00	2,000.00
51	Project Evaluator	2,500.00		2,500.00
52	Total Other	53,000.00	1,000.00	54,000.00
53	Subtotal	128,136.00	100,279.00	228,415.00
54	Indirect costs (D of E = 8% of request)	10,250.88	8,022.32	18,273.20
55	Total (Year 2)	138,386.88	108,301.32	246,688.20
56	3 Year Grant Total	413,752.32	310,271.04	724,023.36

Advancing International Studies, Second Language Instruction, and Global Awareness at Wyoming's Colleges

Budget Summary Details Year 3:

Budget Category/Description	D of E Request Amount	UW & College In-Kind Contribution	Total
1 Personnel Salaries & Wages (Professional, GA and Secretarial)			
2 Graduate Assistants - 1 @ academic year stipend		12,500.00	12,500.00
3 Graduate Assistants - 1 @ summer stipend for \$4000	4,000.00		4,000.00
4 Workshop Organizers - Thurman and Garrison @ \$1000 each	2,000.00		2,000.00
5 Workshop Coordinator - Reisenburg @ \$400 per day x 3 days	1,200.00		1,200.00
6 Assessment Coordinator - Seitz @ \$1000	1,000.00		1,000.00
7 Project Co-Director Thurman @ 15% of annual salary		7,500.00	7,500.00
8 Project Co-Director Garrison @ 15% of annual salary		12,750.00	12,750.00
9 Lead Faculty Mentor/Assessment Coord. Seitz @ 15% of annual salary		4,200.00	4,200.00
10 Project Committee members (5) @ 10% of annual salary		25,000.00	25,000.00
11 Total Personnel Salaries & Wages	8,200.00	61,950.00	70,150.00
12 Fringe Benefits (@41% of wages and salaries)			
13 Workshop Organizers - Thurman and Garrison	820.00		820.00
14 Workshop Coordinator - Reisenburg	492.00		492.00
15 Workshop Assessment Coordinator - Seitz	410.00		
16 Co-Directors & Project Committee members		18,552.00	18,552.00
17 Project Assessment Coord/Lead faculty mentor		1,148.00	1,148.00
18 Graduate assistant health insurance 1.5 @ \$790; tuition @ \$4580		4,580.00	4,580.00
19 Total Fringe Benefits	1,722.00	24,280.00	26,002.00
20 Travel (employees only)			
21 Visiting Scholars' travel and per diem - 10 persons @ \$1600 per scholar	16,000.00		16,000.00
22 Visiting Scholars' travel within Wyoming - 10 persons @ \$500 per visit	5,000.00		5,000.00
23 Project evaluator travel and per diem (workshop and site visit) - 5 days @ \$150 per day	750.00		750.00
24 International Course Development Travel 3 trips/year @ \$3000/trip	9,000.00		9,000.00
25 Domestic Course Development Travel 2 trips/year @ \$1500/trip	3,000.00		3,000.00
26 Project Coordinator Travel to Internship Conference 1 @ \$2000	2,000.00		2,000.00
27 Sum. Workshop Travel - Course Developers Rnd 1 & 2 - 12 @ 1000 each	12,000.00		12,000.00
28 Sum. Workshop Travel - Project Committee (5) and Co-Director @ 1000 each	6,000.00		6,000.00
29 Fall Meeting - Project Committee (5) and Co-Directors (2) - 7 @ 500 each	3,500.00		3,500.00
30 Spring Meeting - Course Developers - 8 @ 500 each	4,000.00		4,000.00
31 Spring Meeting - Proj. Cmte, Co-Directors, Assess. & Proj. Coord. - 9 @ 500 each	4,500.00		4,500.00
32 Project Co-Directors - to attend ISA/UISFL annual meeting @ \$2000 x 2	4,000.00		4,000.00
33 Total Travel	69,750.00	0.00	69,750.00
34 Equipment (purchase)			
35 Total Equipment	0.00	0.00	0.00
36 Supplies			
37 Workshop material	500.00	500.00	1,000.00
38 Course development materials (books, films, manuals, datasets)	5,000.00		5,000.00
39 Total Supplies	5,500.00	500.00	6,000.00
40 Contractual (including travel)			
41 Total Consultants & Contracts	0.00	0.00	0.00
42 Other (consultants & travel, communication, etc)			
43 Communications Expenses	1,000.00		1,000.00
44 Web Site Creation, Maintenance, and training expenses - IT consultant	3,000.00		3,000.00
45 Visiting Scholars Lecture series 10 Honorarium - 2 days @ \$1000 per day	20,000.00		20,000.00
46 Visiting Scholars receptions - 10 @ \$500 each	5,000.00		5,000.00
47 Model UN Teacher Training Workshop - lump sum stipend for 15 teachers @ \$500 each	7,500.00		7,500.00
48 Model UN Workshop Speaker - stipend and travel	1,000.00		1,000.00
49 UW Resource Faculty - lump sum stipend for 3 @ \$1000 each	3,000.00		3,000.00
50 Project evaluator	2,500.00		2,500.00
51 Total Other	43,000.00	0.00	43,000.00
52 Subtotal	128,172.00	86,730.00	214,902.00
53 Indirect costs (D of E = 8% of request)	10,253.76	6938.4	17,192.16
54 Total (Year 3)	138,425.76	93,668.40	232,094.16
55 3 Year Grant Total	413,752.32	310,271.04	724,023.36