

Carnegie Grant Proposal

A. Campus Demographic Description

An overwhelming number of students arrive at Glendale Community College (GCC) with below college-level skills in English and/or mathematics. In 2003-04, just 6% of all GCC first-time-in-college students were eligible for both transfer level math and English, meaning 94% of new students were underprepared for college-level academic work upon admission to the college. Approximately 27% of all Glendale students begin college in the developmental levels of English that are the focus of this proposal, and approximately 50% of Glendale college students who start at the developmental math levels addressed. Less than a third (29.2%) of GCC students report that English is their first language, and, as at all California community colleges, students come from many ethnic groups, with no one group forming a majority. As at other campuses, students in developmental courses at Glendale College are younger than the general population and are more predominantly from ethnic minority groups, such as Hispanic and Armenian; most are receiving financial aid. (See Table of College-wide and Developmental Student Characteristics as Appendix A)

In addition to the students who enroll in developmental courses in the credit program at GCC, approximately 120 students enroll each year in GCC's non-credit courses in developmental math and English in order to earn their high school diploma. In addition, each year a number of high school students also complete developmental courses via the GCC non-credit program; 60 such students completed developmental courses in math and English in 2003-2004.

B. Current Program Description

The Developmental Writing Program at GCC offers two writing workshops, English 189 (three levels below freshman comp) and English 191 (two levels below freshman comp). There are generally some twelve sections at these levels with an enrollment capacity of 27 each. The Developmental Writing Committee is comprised of four full-time faculty, two adjunct faculty, and (beginning in spring 2005) the Chair of non-credit ESL, who will teach one English 189 class. GCC's developmental English teachers are a pro-active team with a strong track record of innovative approaches to improving student success (Appendix B).

Our grant proposal derives from a very effective approach to student learning, which this team has continued to refine over the past three years. Three of our full-time developmental faculty members have demonstrated a keen resolve to develop web-based instructional materials that promote deep and lasting learning among our students. Led by the efforts of Chris Juzwiak, the team has generated a suite of original tools and practices that significantly enhance student success (Appendix B). In addition to content-area innovations, many of the new materials and approaches derive from Skip Downing's "On Course" active-learning pedagogies which empower students as they develop soft skills critical to student success including responsibility, motivation, self-management, interdependence, self-awareness, and emotional intelligence. Thus the approach augments our students' active involvement in the learning process while fortifying their basic skill sets as developing writers and students. Web-based materials and the students' own writing become the text for class. This new pedagogy involves students in their own learning as purposeful, intentional learners.

This project has moved forward despite time and budget restraints which have made faculty collaboration on this project intermittent and fragmentary. Although the only comprehensive and coherent implementation of this web-based/On Course model (what we call the *Full E-mersion*) has been in Juzwiak's 191 courses, this implementation has shown significantly greater student achievement than other models (Appendix C). Although other developmental writing faculty have used components of the Glendale College Proposal

Full E-mersion in their courses and recognize its watershed potential, they have not received the sustained training and support necessary to achieve a full realization. They are eager to evolve in this domain. Team leader Chris Juzwiak is also eager for the collaboration; he has ample technological knowledge and creative drive, but senses that his approaches and materials would benefit from critical examination inherent in collaboration with faculty who have strong academic backgrounds specific to developmental writing. It is this collaboration, focused on evaluating, revising, augmenting, and further disseminating this web-based/On Course model, which is the focus of this proposal.

C. Proposed Plan of Action

The Developmental Writing Committee would like to explore and expand the *Full E-mersion* model to include additional instructors, thus reaching nearly all of our developmental writing students. The current model will be studied in a classroom setting by a faculty team, modified, and then tested by the new users. Along with the refinement and augmentation of current materials and methodology, the team will systematically track and evaluate student responses to the innovations. In fact, “getting inside” our students’ minds—to examine how the technology stimulates, shapes, or shuts down their thinking and learning—is the pivotal next stage of the *Full E-mersion* pedagogy. Our efforts will be made with an eye to eventual program-wide application of the model and the *making visible* of our effort (both the innovations and the meta-investigation) to our colleagues at home and in the field.

We base our proposal on five premises: 1) For this model to bolster our students’ learning experience in a given course, it needs to be a *total package*, taking advantage of the entire suite of new tools and practices. From our experience, an intermittent or “topical” application of an isolated tool or strategy does not impact student success. (In some instances, it may actually thwart it.) 2) To implement this model successfully, an instructor must be *fully conversant with and effective in using* both the technology (including WebCT, PowerPoint, Frontpage, some HTML, and Camtasia) and the On Course pedagogy. 3) Our content-area innovations *must be infused* with student-centered, self-reflective pedagogy in order to ensure deep and enduring learning opportunities. The Full E-mersion model clearly demonstrates the consciousness-and-skill-building potential of this combination. 4) We cannot rely on existing publishers’ materials or free-access composition/ grammar web sites. In our experience, these materials do not actively engage students in their learning, and they are not scaffolded in ways that challenge students to make significant growth while allowing students to experience success and build upon it. In essence, we are composing an original, *living* (web-based) textbook, which is currently about 60% complete. This work has been supported partially by a Title V grant, but most of it has been achieved through many hours of weekend and evening labor by our energetic and determined faculty. 5) For our proposal to succeed at a program-wide level, we need an unprecedented opportunity for sustained, in-depth faculty collaboration which aims for transparency and disclosure in our classroom practices and finer standardization of our content, terminology, and expectations of learning outcomes.

In the first year of the grant, released time or stipends will be provided so that two developmental faculty can be full-time observers and participants first in Team Leader, Chris Juzwiak’s most basic developmental English class, English 189, two levels below Freshman composition. In the spring semester, they will attend all class meetings and complete the web-based assignments, critiquing the use of technology and pedagogy. They will each be paired with two students representing different skill levels, and will observe these students in class and in the lab as the students complete the classroom and online assignments. The faculty will look for learning obstacles that can be transformed into learning springboards. The faculty team will meet on a regular basis to review and propose revisions of the material. In particular, the entire suite of PowerPoint lecture slides will be modified and honed, and Juzwiak will teach the faculty observers and participants to become proficient users of PowerPoint. By

the end of the semester, each faculty member should have a full sequence of revised slideshows for future 189 classes.

In the summer, the team will work to complete as much of the 189 website as possible, based on their classroom and lab observations and their discoveries regarding learning springboards. The focus will be on developing learning activities which are carefully scaffolded, student-centered, and built on self-reflective pedagogy. A brief list of tasks includes: updating and completing quiz sequences, adding feedback to ALL answers; devising a full offering of practice quizzes for the Wordbank; creating a hyperlinked syllabus and a complete online rubric with sample, hyperlinked essays; devising drag and drop exercises; creating interactive exercises on topic sentences, coherence, and development; adding audio files; revising journal topics; completing the *My Grammar Challenges* and the *Master Students* features. As part of this work, all released time faculty will become skilled users of Frontpage and Camtasia, and basic users of HTML as needed.

In fall of the first year, the observation, evaluation, and feedback process followed for English 189 will be repeated, with other developmental faculty using released time to be full-time observers and participants in Juzwiak's English 191 classes.

In the spring of the second year, faculty will have released time as they implement the revised approaches created for English 189 and increase their skill using both the technology and the On Course pedagogies to increase student learning outcomes. Team leader Juzwiak will be a full-time observer and participant in the English 189 classes of other developmental team members. He will coach and assist them in their use of technology in the classroom (PowerPoint and WebCT) and will provide sustained instruction and support in the **basic use** (Phase I) of WebCT.

In the fall, faculty will further develop their use of technology and On Course active learning, self-reflective pedagogy in English 189 (Phase II). Juzwiak will be a full-time participant, providing evaluation, feedback and observations regarding springboards for learning, as well as assistance with technology or active learning pedagogy.

In the winter of the second year, faculty, using released time will complete as much of the 191 website (the *living textbook*, see Appendix E) as possible, again incorporating the springboards for learning gleaned from the English 191 classroom and lab observations and evaluations.

In the third year, Juzwiak will observe and participate in the English 191 classes of other developmental faculty to continue the mentoring and feedback processes. In the winter and spring, with materials and evaluation fully developed and accessible, team members will begin to transmit these innovations to the ESL division at GCC and, at statewide and national conferences, to others who teach developmental English at the community college level. (See detailed Implementation plan, Appendix F).

D. Evaluation (Innovations and Measurements): Making Them Visible

The evaluation component of the projects in English and in math will assess both student learning and the aspects of teaching/learning methodologies that result in that learning. Assessments will address learning objectives at the activity, unit, class section and course levels, as well as success at the subsequent course within the discipline.

For English, course success rates of students in *Full E-mersion* Developmental Writing courses will be compared with historical success rates and with success rates of students not served by the *Full E-mersion* model. Students passing English 189 and English 191 using the interventions will also be tracked through higher level English writing courses. Their success rates in the next writing course will be compared to the success rates of students not served by the interventions. Additionally, both groups of students will be tracked to English 101 (freshman composition), and the percentage of students passing English 101 will be compared between intervention students and other students. In addition to course success rates, as indicated by course grades, specific student learning outcomes defined by the instructors

in the Developmental Writing sequence will be compared. These measures include scores on holistically graded writing samples and additional measures of student learning outcomes being defined by faculty in the English division. Secondary measures of the effectiveness of the *Full E-mersion* interventions will include the number of instructors using the *Full E-mersion* model in their Developmental Writing classes, the percentage of students in Developmental Writing courses served by the interventions, student surveys and focus groups measuring student perceptions of the techniques used, and faculty surveys and focus groups measuring instructor evaluations of the techniques used as well as instructor perceptions of their own ability to use the techniques.

E. Institutional Resources/Reform Alignment

The type of work proposed here is very much a part of the culture of evidence that Glendale College is actively striving to build and our commitment to use data for improvement. We have an outstanding Research Office with 2.6 Ph.D. researchers who use the college's data collection system and analysis tools routinely to assess programs and approaches in the types of studies proposed in this project. A copy of the Campus Profile for 2004 accompanies this proposal (online at <http://research.glendale.edu>). These annual reports have been part of GCC for more than 15 years. Our campus commitment to evidence is seen in the current work going on in the Academic Senate projects on Student Learning Outcomes, in the Master Plan projects on core competencies, and in the work of several groups on campus actively engaged in the scholarship of teaching and learning and making their growing body of knowledge visible to one another and the broader community on the Visible Knowledge website. The most active of these groups is our Writing Across the Curriculum scholars. An award is given each year for improvements in the teaching of composition demonstrated by convincing evidence of increased student learning; Chris Juzwiak, the coordinator of the English portion of this proposal, won this award last year for the innovations which are to be enhanced and disseminated by the work proposed in this grant. The college has used its Title III grant, including a focus on classroom-based research, and its Title V grants, including in each a focus on research to nurture a culture of evidence and build an infrastructure capable of supporting it.

The administration supports initiatives such as the ones proposed here that lead to continuous improvement and increased student success at both the collegiate and pre-collegiate levels. Evidence of this commitment includes released time for faculty to engage in program review and the student learning outcomes task force, as well as writing across the curriculum efforts. The college has made a strong commitment to developmental education and to the smooth transition of students from the pre-collegiate to the collegiate level. To ensure the alignment of curricula and practices, the pre-collegiate and collegiate levels are both integral and important parts of the English and math divisions; developmental courses are not in a separate developmental division as is true at some campuses. A Freshman Seminar program and strong collaborative programs with feeder high schools are part of the college's commitment to students' success in their first college semester. The Freshman Seminar program has been especially effective in increasing the success of minority students, as has our outstanding program in EOP&S.

The English and math divisions are fully committed to this proposal.

F. Dissemination Plan

The innovations that are the subject of this proposal can easily be expanded to other pre-collegiate courses and to collegiate-level offerings as well. Participating English faculty will maintain a narrative log of observations made by the visiting instructors to Juzwiak's class, and then by Juzwiak when he reciprocates. The visiting instructors will also interview students (especially those two with whom they are paired) for anecdotal evidence of their challenges and successes. (Some of these exchanges may be audio- or videotaped.) Subsequently, faculty will consolidate these materials into a

well-organized, hyperlinked webpage (appropriate for the Carnegie's Knowledge Media Laboratory) that will allow other instructors to navigate our dialogic history with relative ease. Readers will be able to track commentary and critique using indices for theme, voice (the four instructors and the students), and timeline. The page will include a "frame" for the research (a narrative and statistical account of Juzwiak's preliminary model), plus links to statistical data gathered throughout the project.

Juzwiak's class websites will be accessible to visitors at all times throughout the project. A special icon on the homepage, "For Instructors" will link to updates on the project and suggestions for browsing the sites. Visitors will be able to access and download the full suite of tools, from quizzes and PowerPoint Slides, to lecture videos and essay prompts. At a future date, these materials may be consolidated on a webpage suitable for KML publication.

Once developed, the *living textbook*, can be copied, accessed, and used by faculty anywhere. Any faculty conversant in technology and active learning pedagogy will be able to replicate the results achieved in the project, using their own students' writing as the subject of further chapters in the *living textbook*.

Appendix A
Characteristics of Students College-wide
and in Developmental Courses*

	Fall 2003	
	Students in Developmental Courses addressed by this proposal*	All Credit Students
Total	1,882	14,877
<i>Ethnicity:</i>		
Anglo	13%	17%
Armenian	36%	33%
Latino	30%	25%
Asian/Pacific Islander	7%	11%
Filipino	6%	6%
Black	2%	3%
Other	5%	5%
<i>Age:</i>		
16 to 24	77%	57%
25 or older	23%	43%
<i>Gender:</i>		
Male	42%	40%
Female	58%	60%
<i>Financial Need:</i>		
Financial Aid During Year	57%	47%

* English 189 & 191 (two and three levels below college level)
and Math 155, 101, 120, 141, & 146 (two, three, and four levels below college level)

Appendix B

Track Record of Success in Developmental Writing

Recent Activities of the Developmental Writing Committee and its Members:

- Two of our members have won the John Craven Award for the successful teaching of composition, and a third has been nominated. To qualify for this award, faculty must have implemented new composition pedagogies and shown statistical evidence of improved student success.
- All four of our full-time faculty are graduates of the Skip Downing “On Course” seminar, an intensive training in pedagogies that foster self-reflective behavior in students.
- We conduct holistic midterm and final exams with the full participation of our faculty, and we submit scores to the research department in order to track student learning outcomes.
- We have rubrics for both courses, and we have just completed an intensive revision of the 191 rubric in collaboration with the English 120 and 101 committees to standardize terminology, exit standards and so-forth. The rubric includes annotated sample essays that are available in hardcopy and on-line, hyperlinked versions.
- Three instructors have participated in the Title V-sponsored Freshman Seminar, which pairs a writing course with a student development course. These linked courses employ materials and strategies derived from the “On Course” seminar to enhance student self-reflection in the learning experience.
- In the spring of 2004, the committee launched a new task force for identifying and assisting “at risk” developmental students early in the semester. Collaborating with the Chair of LD counseling and the Development Reading faculty, we team-evaluate first-day diagnostic essays, look at historical data, compare rosters, and share anecdotal observations. We meet early in the semester to identify, track, and assist the most fragile students.
- Three of our faculty contributed instructional materials to the new Writing Across the Curriculum Manual, and one of our members is the chair of the WAC committee.
- We have a good track record of conference attendance and presentation, including the 2001 Academic Senate for California Community Colleges’ Curriculum Institute, the 2002 ECCTYC Conference, the 2004 League for Innovation Conference, the CSUN 2004 Composition Faculty Orientation Day, and the **2004 inaugural conference of SOTL** (attendance only).
- Two of our instructors are members of the GCC Faculty Discussion Group on the Scholarship of Teaching and Learning (formerly the Collaborative Learning Group), headed by Carnegie scholar Mark Maier.

Appendix C
Success of Full E-mersion Model
2003 Letter Nominating Chris Juzwiak
for David R. Pierce Faculty Technology Award

It is my pleasure, as the Superintendent/President of AACC-member Glendale Community College, to nominate William Chris Juzwiak for the 2004 David R. Pierce Faculty Technology Award. As a full-time member of our English Department in good standing, Chris is a leader in our efforts to implement innovative and effective uses of instructional technology, and we are grateful for the services he has provided as a role model and mentor to colleagues across campus. His leadership was recognized by the full faculty this past year when he won the 2003 Craven Award for exemplary teaching of composition. He is an outstanding teacher who has inspired faculty and students alike to overcome limitations and recognize the power of technology to help them excel.

Though Chris teaches and uses technology to great advantage in advanced courses for our most accomplished students as well, he specializes in courses for developmental students. As at other colleges across the nation, our developmental courses enroll a disproportionate number of traditionally underserved students, including Hispanic, Black, and the disabled. **Developmental students come to college ill-prepared for success, not only because they lack reading and writing skills, but often because their self-perception, motivation, attitudes, and behaviors have not served them well in school. Chris' innovative uses of technology empower these students and move them forward. Students succeed in his developmental English classes at a rate 8% higher than the departmental average and outperform students from other classes in the next level as well. Chris's students complete the Associate Degree level English course at a rate 7% higher and succeed in that course at a rate 11% higher than students who begin their work without benefit of his technology-reliant methodology and the inspiration he provides them to overcome obstacles, persevere, and succeed.**

Let me share with you just a little about his history and methods. Chris was an early adopter of the WebCT course management system. Though he had few technology skills when he began, he quickly honed innovations that effectively address the special needs of developmental students. Spurred by the unprecedented enthusiasm and progress of his students, he quickly learned PowerPoint, Frontpage, HTML, and the full suite of WebCT tools. He recognized the extraordinary potential of web-based instruction to promote an essential revision of developmental instruction by 1) revitalizing the materials; 2) making repetition engaging; 3) personalizing the learning experience; 4) bridging course content with broader life experience; and 5) leveling the playing field among students of diverse skill levels and learning styles. With his objectives clearly defined, Chris forged an educational experience that motivates his students, enhances their comprehension and retention of course content, and nurtures their life-long learning abilities.

His classroom activities and class websites incorporate robust multiple media. He has transformed PowerPoint slide shows into interactive grammar and composition lessons with sound, color, and movement that his students can access independently. He also provides lecture slides, streaming video, photo galleries, film clips, hyperlinked writing samples, and numerous quizzes in WebCT that allow students multiple opportunities to learn from their mistakes, take alternate versions, and demonstrate their incremental mastery of each skill. Alert to the limitations of standard textbooks to engage developmental learners, Chris has converted much of the course textbooks to electronic format, rendering them interactive and embedding them with supplemental material. In addition, of course, Chris links the students to the publishers' companion website, where they complete various activities.

Furthermore, to provide the resources and motivation necessary for writing assignments, Chris has assembled “the best of the World Wide Web,” linking students to outstanding grammar sites, databases, library catalogs, cultural and political sites, and humanitarian organizations such as Greenpeace, Amnesty International, Tolerance, and Biogems. Each week, he posts outstanding student work, highlighting the strengths within these examples. By clicking on an “Email the Author” link on each, other students provide feedback easily and directly. Chris even creates a communicative bridge from one semester to the next, as he presents his new students with online advice from previous students called “Passing the Torch.” To help his students develop attitudes and self-knowledge that will allow them to be successful in all future endeavors, Chris engages them in a variety of web-enhanced activities exploring their goals and the steps that will lead them to goal achievement, as well as their emotions, values, and use of time.

As a result of these many activities, Chris’ students acquire the skills they need to comprehend difficult text, evaluate it, and use it to support reasoned positions in well-written, grammatically correct essays. This is a remarkable achievement for students who begin Chris’s classes reading and writing somewhere between a 3rd and an 8th grade level. Equally remarkable is the fact that the preponderance of electronic materials has never presented a sustained barrier to this vulnerable student population. Instead, through a structured, seemingly seamless incorporation of technology, Chris moves his students to unanticipated levels of competence and achievement before they have an opportunity to doubt their ability.

Chris has generously shared his innovations. As Chair of the Developmental Writing Committee, he has been tireless in his campaign to educate and rally developmental faculty to tap into the vision and contribute their own innovations. Currently, four out of five of our full-time Developmental English faculty use variations of Chris’s websites in their classes, and the momentum is growing. As a result, an ever-larger population of formerly underserved students is receiving cutting-edge educational opportunities. Chris has conducted many on-campus multidisciplinary workshops and presented at the Academic Senate for California Community Colleges’ 2001 Curriculum Institute and the 2002 ECCTYC Conference. He is now preparing workshops for faculty at our feeder high schools and the English Department at California State University, Northridge and for a presentation, “The Full E-mersion: Developmental Deep Space and Beyond,” at the 2004 League for Innovation Conference.

I can’t imagine a better candidate for the David R. Pierce Faculty Technology Award than W. Chris Juzwiak, and it is with great pleasure that I forward this nomination.

Sincerely,

John Davitt
Superintendent/President

Appendix E

Visitor's Guide to *Chris Juzwiak's Full E-mersion English 191 Website*

To Log On:

1. Go to: www.glendale.edu
2. Click: Online Classes
3. Click: Log in
4. User ID: guest
5. Password: Carnegie
6. Click on title of course

(Caveat: browsing the website cannot begin to simulate the rich dynamics of these tools as they are woven together during the semester. This English class is taught entirely in a computer lab, the only such pedagogical model that we know of.)

The following features may be of particular interest:

1. SYLLABUS: There is a companion quiz that requires students to know the syllabus in detail.
2. CALENDAR: Homework instructions are very explicit, teaching students to stay on task and follow intricate directions.
3. COURSE MATERIALS: This is the core of the “living” textbook. Check out a few of the offerings including:
 - journal topic week 1
 - chapter 2, practice 2.6
 - essay topics for Exemplification, Process, Cause & Effect, Compare & Contrast
 - sample outlines for Writing the In-Class Essay
 - weekly status reports (number 6 is open for viewing; click on the link)
4. GRAMMAR: This is a powerful, “one stop shopping” feature to help students learn grammar. Check out a few links, but especially, “My Grammar Challenges.”
5. MY JOURNAL: Students write and submit their weekly journal entries on line.
6. QUIZZES: Check out the suite of original quizzes (If you would like any quiz opened, please send an email using the email tool.)

7. **WORDBANK:** An exciting vocabulary-building feature. (The “Wordbank Practice Quizzes” contain hundreds of original practice sentences. Look on the QUIZ page for the practice quiz that is currently available, or email me for access.)

8. **MY PROGRESS:** Students’ scores are posted daily. With an average of five new scores per week, the students become virtually fixated with monitoring their progress. They let me know immediately if a score is missing or incorrect.

9. **STUDENT ESSAYS:** Click on “Current,” then “Essay 1.” Select any essay and view the photo that was the prompt for the writing assignment. Next, click on “Rubric,” then “Pass, Essay 1.” Roll the cursor over any part of the text for embedded commentary. (This rubric is a work-in-progress.)

10. **EYE OF THE BEHOLDER:** Since many of our students are visual learners, the first few writing assignments are based on photographs. Take a peek at the fascinating selection of photo prompts.

Thanks for visiting!

BUDGET

YEAR ONE

PERSONNEL

Salaries and Wages

English 189 Evaluation Team (3 faculty at 20% RT spring semester)	\$10,080
English 189 Website Development (3 faculty at 20% RT summer semester)	\$ 9,000
English 191 Evaluation Team (3 faculty at 20% RT fall semester)	\$10,080
Math Common Final Creation/Coordination/Analyze Results (Basic Math - 1 faculty at 2 units RT SP & Fall)	\$4480
(Algebra - 2 faculty winter stipend , 20 hours each (2 faculty at 20% RT for spring and fall semesters)	\$2000 \$13440
Coordination of Adjunct Mentoring Program (1 faculty at 20% RT Spring & fall)	\$ 6720
Math Hybrid Course Development (2 faculty at 20% RT for Spring & fall semester)	 \$ 13440

Fringe Benefits

10% of \$70,560 \$ 6,996

Consultant and Contract Services

Website Consultant for English 189 web site (Drag and Drop Designer) \$ 4,000

Training

Stipends for Math Common Final Workshop Participants (19 faculty at 4 hours at \$50/hr)	\$ 3,800
Stipends for Adjunct Mentoring Attendees & Lecturers	\$ 3,000
Training in Math Hybrid Course Software	\$ 2,000

NON-PERSONNEL

Supplies

Software for Math Hybrid Course Development \$ 2,800

Travel

Dissemination of Math Common Final Information to Local High School Instructors (Stipends for 20 instructors at 2 hours at \$25/hr)	\$ 1,000
Conference Attendance for Math Hybrid Course Developer	\$ 1000
Travel to Carnegie Grant Meetings	\$ 3,000

Miscellaneous

Meals for Adjunct Mentoring Programs \$ 800

YEAR 1 TOTAL **\$99,156**

YEAR TWO

PERSONNEL

Salaries and Wages

English 189 Implementation Team (2 faculty at 20% RT, 1 at 40% RT for spring and fall semesters)	\$26,880
English 191 Redesign/Website Development (3 faculty at 20% RT for summer semester)	\$10,080
Math Common Final Creation/Coordination/Analyze Results (3 faculty at 20% RT for winter, spring and fall semesters)	\$20,160
Coordination of Adjunct Mentoring Program (1 faculty at 20% RT spring and fall semesters)	\$ 6,720
(1 faculty at \$50 stipend at 40 hrs. for winter semester)	\$ 2,000
Math Hybrid Course Development & Implementation (1 faculty at 40% RT for spring semester)	\$ 6,720
(1 faculty at \$50 stipend at 40 hrs. for summer semester to revise course)	\$ 2,000

Fringe Benefits	
10% of \$70,560	\$ 8,020
Consultant and Contract Services	
Video photographer for English 189/191 web sites (20 hours at \$50/hr)	\$ 1,000
Training	
Stipends for Math Common Final Workshop Participants (19 faculty at 4 hours at \$50/hr)	\$ 3,800
Stipends for Adjunct Mentoring Attendees & Lecturers	\$ 6,000

NON-PERSONNEL

Supplies	
Equipment and software for Math Hybrid Course creation	\$ 5,000
Travel	
Dissemination of Math Common Final Information to Local High School Instructors (Stipends for 20 instructors at 2 hours at \$25/hr)	\$ 1,000
Dissemination of Math Common Final Information to Local Community College Faculty (Stipends for 20 faculty at 2 hours at \$50)	\$ 2,000
Dissemination of Adjunct Mentoring Information to Local/National Community Colleges (attendance at a conference)	\$ 1,500
Travel to Carnegie Foundation grant meetings	\$ 3,000
Travel for hybrid faculty to conferences and dissemination sites	\$ 2,500
Miscellaneous	
Meals for Adjunct Mentoring Programs	\$ 1,000

YEAR 2 TOTAL \$124,820

YEAR THREE

PERSONNEL

Salaries and Wages	
English 191 Implementation Team/Project Dissemination Team (2 faculty at 30% RT, 1 at 60% RT for spring and fall semesters)	\$40,320
Math Common Final Creation/Coordination/Analyze Results (3 faculty at 10% RT for winter, spring and fall semesters)	\$30,240
Coordination of Adjunct Mentoring Program (1 faculty at 20% RT spring and fall semesters)	\$ 6,720
(1 faculty at \$50 stipend at 40 hrs. for winter semester)	\$ 2,000
Math Hybrid Course Analysis and Revision (1 faculty at \$50 stipend at 40 hrs.)	\$ 2,000
Fringe Benefits	
10% of \$81,128	\$ 8,128
Training	
Stipends for Math Common Final Workshop Participants (19 faculty at 2 hours at \$50/hr)	\$ 1,900
Stipends for Adjunct Mentoring Attendees & Lecturers	\$ 6,000

NON-PERSONNEL

Travel	
Dissemination of Math Common Final Information to Local High School Instructors (Stipends for 20 instructors at 2 hours at \$25/hr)	\$ 1,000
Dissemination of Math Common Final Information to Local Community College Faculty (Stipends for 30 faculty at 2 hours at \$50)	\$ 3,000
Dissemination of Adjunct Mentoring Information to Local/National Community Colleges (attendance at various conferences)	\$ 3,000
Conference attendance to disseminate information on Hybrid Course model	\$ 4,000
Travel to Carnegie Foundation grant meetings	\$ 3,000
Miscellaneous	
Meals for Adjunct Mentoring Programs	\$ 1,000

YEAR 3 TOTAL \$109,508

TOTAL PROJECT BUDGET \$333,484

Budget Narrative

The amount of \$99,156 is requested in Year One. These funds are requested to pay replacement costs for released time faculty in English and math projects, associated fringe benefits at 10%, contract services for technology assistance for English materials development, fees for faculty training, and stipends for faculty participating in workshops actively developing the math program as well as a small amount for faculty participating in dissemination workshops in math. This amount will provide, in addition, software for the math hybrid course development and a small amount for conference attendance for the hybrid course developer and food for training sessions that occur during mealtimes.

In Year Two, the amount of \$124,820 is requested to pay replacement costs for faculty continuing Phase II of the math and English program development. The amount is slightly higher than in year one, partly because considerably more dissemination is planned as knowledge expands, and as the hybrid course development moves forward more fully in Year Two.

In Year Three, funding in the amount of \$109,508 is requested. The amount for faculty released time is less than in Year Two of the grant, as, particularly in math, much of the development work will have been completed. Additional funds are requested, however, in year three for further analysis, revision, and dissemination and knowledge increases.

The total funding requested for the three years of this proposal is \$333,484

APPENDIX F

Implementation Plan - English

SPECIFIC TASKS TO BE COMPLETED	PRIMARY PARTICIPANTS	METHODS INVOLVED	TIMEFRAME	
			FROM	TO
Evaluate Juzwiak's <i>Full E-mersion</i> course in English 189.	Two full time faculty	Two faculty observers will study Juzwiak's current model in a classroom setting and acquire student feedback. Identify learning obstacles to transform into learning springboards.	02/05	06/05
Modify <i>Full E-mersion</i> course in English 189.	Juzwiak + two full time faculty	Revise materials based on student feedback. Modify and hone PowerPoint lecture slides.	02/05	08/05
Develop a website to accompany <i>Full E-mersion</i> n course in English 189.	Juzwiak + two full time faculty	Strengthen <i>Full E-mersion</i> course with the establishment of a <i>living textbook</i> complete with quiz sequences, drag and drop exercises, interactive exercises and audio files.	06/05	08/05
Expand the English 189 <i>Full E-mersion</i> format with two additional faculty members teaching in that format.	Two full time faculty	Faculty members will implement the Full E-mersion format in their own classrooms with Juzwiak providing coaching and assistance in the use of technology (WebCT and PowerPoint.)	02/06	12/06
Test the revised <i>Full E-mersion</i> course in English 189.	Juzwiak	Juzwiak will now serve as observer, continuing the process of feedback and review.	02/06	12/06
Evaluate Juzwiak's Full E-mersion course in English 191.	Two full time faculty	Two faculty observers will study Juzwiak's current model in a classroom setting and acquire student feedback. Identify learning obstacles to transform into learning springboards.	09/05	12/05
Modify <i>Full E-mersion</i> course in English 191 and develop a website to accompany course.	Juzwiak + two full time faculty	Modify and hone PowerPoint lecture slides. Strengthen Full E-mersion course with the establishment of a <i>living textbook</i> complete with quiz sequences, exercises and audio files.	06/06	08/06
Expand the English 191 <i>Full E-mersion</i> format with two additional faculty members teaching in that format.	Two full time faculty	Faculty members will implement the Full E-mersion format in their own classrooms with Juzwiak providing coaching and assistance in the use of technology (WebCT and PowerPoint.)	02/07	12/07

Test the revised course in English 191.	Juzwiak	Juzwiak will now act as observer, continuing the process of feedback and review.	02/07	12/07
Transmit <i>Full E-mersion</i> innovations to the ESL Division.	One full time faculty		02/07	12/07
Disseminate innovations campus-wide, state-wide and national.	Juzwiak + three full time faculty	Team members (from the two course revisions) will offer presentations and workshops and present at statewide and national conferences.	02/07	12/07

