**Grant Title:** COURSE, CURRICULUM, AND LABORATORY IMPROVEMENT (CCLI)

**PA Number:** NSF 06-536

**Area of Research:** Funding encouraging educational research into the teaching of science, technology, engineering, and math.

**Release Date and expiration:** No listed release; January 11, 2007 expiration.

**Annual Closing Date:** *Phase 1 proposal:* May 9, 2006 (States beginning with A-M); May 10, 2006 (States beginning with N-W); *Phase 2 & 3 proposals:* January 10, 2007

**Amount:**

*Phase 1:* Exploratory Projects, $150,000 over 1 to 3 years ($200,000 when 4-year colleges and universities collaborate with 2-year colleges). 55-70 awards.

*Phase 2:* Expansion projects, $500,000 over 2-4 years.

*Phase 3:* Comprehensive Projects, $2,000,000 over 3 to 5 years. 15-25 awards (phase 2 & 3)

**Length of Support:**

*Phase 1:* 1 to 3 years

*Phase 2:* 2-4 years

*Phase 3:* 3 to 5 years

**Eligible applicants:** Colleges and universities; non-profit and non-academic organizations; for-profit organizations; and State and local governments

**Agency/Department:** National Science Foundation; Directorate for Education and Human Resources, Division of Undergraduate Education

**Summary:** The Course, Curriculum, and Laboratory Improvement (CCLI) program seeks to improve the quality of science, technology, engineering, and mathematics (STEM) education for all undergraduate students. Based on a cyclic model of knowledge production and improvement of practice, CCLI supports efforts that conduct research on STEM teaching and learning, create new learning materials and teaching strategies, develop faculty expertise, implement educational innovations, assess learning, and evaluate innovations. The program supports three types of projects representing three different phases of development, ranging from small exploratory investigations to comprehensive projects. The CCLI program is based on a cyclic model of the relationship between knowledge production and improvement of practice in undergraduate STEM education. In this model, research findings about learning and teaching challenge existing approaches, leading to new educational materials and teaching strategies. New material and teaching strategies that show promise lead to faculty development programs and methods that incorporate these materials. The most promising of these developments are first tested in limited environments and then implemented and adapted in diverse curricula and educational practices.