1. Course Description

International Studies and Programs is proposing a Faculty International Seminar to East Africa. The field experience will be complemented by a campus-based graduate equivalent course. Participants will study global learning outcomes and assessment techniques, review effective study abroad design, acquire new competencies in cross-cultural communication, create curriculum projects for infusion upon their return, and gain the ability to mentor students based on their field experiences in East Africa.

This seminar is planned for between 8 and 10 faculty members from a variety of disciplines represented on campus. The course is equally suited to faculty who are new to the concept of internationalization and to those who are familiar with the practice.

2a. Course Rationale

This Faculty International Seminar is designed to equip faculty with the knowledge and direct experiences required to effectively contribute towards the preparation of students for careers and citizenship in an increasingly interconnected world\(^1\). In order to graduate globally competent students, faculty will increasingly need to be globally-minded themselves. This unique offering also aligns with the objectives outlined in the college plan for the 2013-2014 academic year, as well as the goal of the International Committee to focus programming and activities on Africa as the region of concentration for 2014-2016.

Participating educators will create curriculum projects for infusion upon their return, acquire new competencies in cross-cultural communication, study effective study abroad design, and gain the ability to mentor students based on their field experiences in East Africa.

Why Africa? The African continent is widely seen as an increasingly important player in the global economy, which can be demonstrated by impressive economic growth rates attained by many countries since the turn of the century. Between 2001 and 2010 six of the world’s fastest growing economies were in Africa. According to *The Economist*, the continent surpassed Asia in average GDP growth between 2000 and 2005 (January 2011). This dramatic growth has been driven by a combination of free market reforms (starting in the late 1980s), increased political stability, the end of major Cold War era conflicts, and natural resource demand from China. The probability that our

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\(^1\) Research has shown that international education is a critical contributor to workforce development and thereby enhances growth and productivity, as well as entrepreneurship and innovation.
students will work for employers with direct or indirect business interests or connections to emerging markets (including Africa) is high.

2b. **Teaching Methods and Class Format**

Participants will learn through:
- Field- and classroom-based lectures, discussion, or workshops
- Small and large group discussions in the field, online, and in a classroom setting
- Field- and library-based research

All sessions will be complemented online utilizing Blackboard.

3. **Faculty-participant Learning Objectives**

After successfully completing this Faculty International Seminar, faculty members will be expected to:

- Understand the history, conceptual frameworks, and key trends in international education within the United States, focusing on the best practices for curriculum infusion.
- Possess cognitive competences to integrate international knowledge in curricula through a variety of pedagogical and assessment models of infusion.
- Understand significant events in the natural and human history of Uganda, Rwanda, and the surrounding region.
- Examine contemporary sociocultural, economic, and environmental issues in Uganda, Rwanda, and the surrounding region.
- Understand the essential elements of effective cross-cultural communication.
- Evaluate assumptions, perceptions, and biases towards the African continent in the United States, and their pedagogical and personal impacts.
- Propose a classroom project, at the unit or course level, that infuses international field work in Uganda and Rwanda into the curriculum. This classroom project will be shared with other instructors.
- Understand the leadership competencies, best practices, and procedures to follow in order to develop a successful study abroad program for students at Harper College.

4. **Units of Work\Modules**

The graduate equivalent course will consist of four on campus meetings, a workshop at the Illinois Holocaust Museum, and about two weeks of field work in Uganda and Rwanda.

**A. Harper College Sessions**

All on-campus meetings will run from 10 am to 12 pm (room TBA)

1. Friday, March 14:
   - Expectations of faculty participating
• Best practices in International Education, Curriculum Infusion, Global Learning Outcomes and Assessment, and Study Abroad design
• Discuss variety and scope of projects
• Explain Professional Development Project Prospectus (due next meeting)
• Field program itinerary discussion
• Distribute emergency contact, medical, and passport forms (for collection at 3rd meeting)

2. Friday, April 11: History and curriculum infusion
• Online readings: natural and human history of Africa, Uganda, Rwanda, and surrounding region
• Discussion: pre-colonial and contemporary history of Uganda, Rwanda, and surrounding region
• Guest speaker: Emmanuel Habimana. Healing: Rwanda 20 years later.

3. Friday, April 25 (tentative): Contemporary issues, Cross-cultural communication
• Online readings and discussion: contemporary sociocultural, economic, and environmental issues in Uganda, Rwanda, and the surrounding region.
• Cultural Bias Activity/Discussion: Perceptions of Africa in the United States
• Panel discussion with diplomatic representatives, students, and residents from Uganda and Rwanda
• Professional Development Project Prospectus due
• Collect emergency contact, medical, and passport forms

4. Friday, May 2:
• Presentations of projects
• Pre-departure orientation

B. Illinois Holocaust Museum Workshop (mandatory for all participants)

Title: “In the Aftermath of Genocide: Rwanda Twenty Years Later”.
Friday, March 21: 9 am to 2 pm (lunch served)
In commemoration of the 20th anniversary of the 1994 Tutsi genocide in Rwanda, the Illinois Holocaust Museum and Educators Institute for Human Rights will present a full-day workshop focus on exploring the history and aftermath of the genocide, providing the concepts and tools necessary to make the best connections to your classroom and human rights curriculum.

C. Field-Study in Uganda and Rwanda

Day 1: Arrival in Entebbe, Uganda (PM)
Monday, May 19: Entebbe/Jinja, Uganda

- **Focus areas/activities:**
  - Socio-economic characteristics of central Uganda
  - Agricultural production and processing (plantations, small holdings, industry)

Tuesday, May 20: Kampala, Uganda

- **Focus areas/activities:**
  - Natural and human history of Uganda
  - Individual library research

Wednesday, May 21: Kampala, Uganda

- **Focus areas/activities:**
  - Higher Education in Uganda
  - Individual faculty exchanges
  - Cross-cultural communication

Thursday, May 22: Kampala, Uganda

- **Focus areas/activities:**
  - Geography of Kampala (socio-economic characteristics, urban development/challenges, historical development)
  - Visual and performing arts in Uganda

Friday and Saturday, May 23-24: Queen Elizabeth National Park, Uganda

- **Focus areas/activities:**
  - Socio-economic characteristics of western Uganda
  - Conservation and natural history (ecology, geology) of western Uganda

Sunday, May 25: Lake Buyonyi, Uganda

- **Focus areas/activities:**
  - Understanding rural societies and economies in Uganda

Monday, May 26: Arrival in Kigali, Rwanda (PM)

- **Focus areas/activities:**
  - Genocide, national reconciliation, regional conflicts
  - Cross-cultural communication

Tuesday, May 27: Kigali, Rwanda

- **Focus areas/activities:**
  - Geography of Kampala (socio-economic characteristics, urban development/challenges, historical development)
Wednesday, May 28: Butare, Rwanda
- Focus areas/activities:
  - Higher Education in Uganda
  - Individual faculty exchanges
  - Cross-cultural communication

Thursday, May 29: Butare, Rwanda
- Focus areas/activities:
  - Natural and human history of Uganda
  - Curriculum infusion workshop/research

Friday and Saturday, May 30-31: Parc National des Volcans, Rwanda
- Focus areas/activities:
  - Conservation and natural history (ecology, geology) in the Virunga Mountains region.
  - Understanding rural societies and economies in northern Rwanda

Sunday, June 1: Return
- Flight to Entebbe, Uganda
- Flight to Chicago

5. Assignments
- Professional Development Project Prospectus:
  The prospectus is the formal proposal of the professional development project for the Faculty International Seminar. The prospectus should be at least 4-6 typed, double-spaced pages long, and should contain the following parts (explained below). Use headings for each of these sections.
  - Working Project Title
  - Project Summary: Explain what will be gained from the completion of this project.
  - Project Rationale: Describe how the project fulfills your professional development goals and reason for undertaking this particular project. Explain how the project achieves the larger goals of Harper College’s Internationalization Plan and initiatives.
  - Project Objectives: Describe the course to be infused (provide course number, credits, description of student population, general description of course). Describe the learning outcomes of the proposed module/unit. Each project should have three to five objectives. Objectives are outcomes that are tangible, concrete, specific, measurable, and achievable, with a time dimension. Each objective should have three to five activities that will help you achieve your objective.
  - Project Methods or Design: Describe the steps and procedures in your curriculum development process. You might include discussion of the process for identifying specific content to be addressed, an analysis of appropriate state and national standards, the steps for developing curriculum artifacts, and the steps for integrating the new curriculum elements into existing courses.
Project Evaluation (assessment plan): Explain how you will know if your project achieves its objectives. How will you measure your progress? What methods of assessment will you use? Define the plan that will be used to assess the project’s effectiveness. The plan might include the pre-assessments to be conducted, the formative assessments to be conducted during implementation and summative assessments at the midterm and/or end of the first implementation cycle.

Outcomes and Impact: What are the long-term and short-term professional development outcomes you expect to achieve from this project?

Selected Bibliography: Your bibliography lists the sources you have consulted or plan to consult for your project. Select a citation format relevant to your discipline and follow it consistently across your writing. In cases where the texts studied exist in multiple editions or in translation, the bibliography should normally state which edition, text, or translation you will be using and why.

- One page summary/reflection papers will be assigned for each on campus meeting and for the Illinois Holocaust Museum program (total of 5).

6. Methods of Evaluation and Procedures

- Summary/reflection papers will be a key element of this course, since they will reflect insights gained from the course material.
- Submission of the Professional Development Project Prospectus is required and will form 50% of your grade. In addition, the prospectus must be orally presented to the class.
- Grade Points for this course will distributed as follows:

<table>
<thead>
<tr>
<th>Summary/Reflection Papers (5)</th>
<th>50</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and Participation at 5 On-Campus Sessions</td>
<td>50</td>
</tr>
<tr>
<td>Attendance and Participation in Field Activities (Uganda/Rwanda)</td>
<td>100</td>
</tr>
<tr>
<td>Professional Development Project Prospectus (and Presentation)</td>
<td>200</td>
</tr>
<tr>
<td>TOTAL</td>
<td>400</td>
</tr>
</tbody>
</table>

A Excellent – 360 - 400 points
Denotes work that is consistently at the highest level of achievement in a graduate college or university course.

B Good - 320 - 359 points
Denotes work that consistently meets the high level of college or university standards for academic performance in a graduate college or university course.

C The lowest passing grade – 280-319 points
Denotes work that meets some college or university standards for academic performance in a graduate college or university course.

F Participant did not meet the course requirements. Grades of lower than C are not acceptable for graduate level work
Rubric for Professional Development Project Prospectus:

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ORGANIZATION</strong></td>
<td></td>
</tr>
<tr>
<td>The proposal is organized and follows the required structure.</td>
<td>30</td>
</tr>
<tr>
<td><strong>CONTENT:</strong></td>
<td></td>
</tr>
<tr>
<td>Project Summary: Concise but includes salient information; if someone only read the summary, he/she would have a good idea of what the proposal is about.</td>
<td>60</td>
</tr>
<tr>
<td>Rationale: Cogent explanation of how project relates to participant’s professional development goals and fits into Harper’s internationalization agenda.</td>
<td></td>
</tr>
<tr>
<td>Objectives: Clearly explained. Objectives are tangible, concrete, specific, measurable, and achievable in a reasonable timeframe.</td>
<td></td>
</tr>
<tr>
<td>Methods: Writer makes approach, techniques clear.</td>
<td></td>
</tr>
<tr>
<td>Evaluation/Assessment Plan: Writer is logical; presents specific criteria, milestones, and/or end-products.</td>
<td></td>
</tr>
<tr>
<td>Outcomes and impacts: Writer conveys the importance of the project in a convincing way.</td>
<td></td>
</tr>
<tr>
<td>References: Writer backs up facts and assertions with references. Writer gives references for methods, experimental approaches, etc. References are from reputable sources.</td>
<td></td>
</tr>
<tr>
<td><strong>STYLE</strong></td>
<td></td>
</tr>
<tr>
<td>The proposal is written in a style and tone appropriate to the audience, topic and purpose. Words are appropriate and well chosen. Writer avoids jargon, slang, and sexist language. Writer avoids directly addressing the reader or using rhetorical questions (example: “Have you ever wondered…”). Writer leaves out unnecessary verbiage (e.g., “I believe,” “I think,” “I feel,” “In my opinion,” “it goes without saying,” “the data show that”).</td>
<td>50</td>
</tr>
<tr>
<td><strong>GRAMMAR, SPELLING, MECHANICS</strong></td>
<td></td>
</tr>
<tr>
<td>Writer doesn’t make mistakes in grammar (comma splices, fragments, fused sentences, agreement, etc.), spelling, and mechanics (margins, format, etc.). Writer uses the appropriate diction and avoids passive voice when possible.</td>
<td>60</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>200</td>
</tr>
</tbody>
</table>
7. **Required Text**
A packet of readings will be provided to the participants. All readings will also be available through the Blackboard shell associated with this class.

8. **Selected Readings (Optional)**
A separate folder of optional yet relevant readings will be maintained in the Blackboard shell as well. Many of these readings are listed on the Selected Bibliography.

9. **Attendance Policy**
Attendance at all four on-campus sessions and the field excursion are mandatory. During the field experience, all participants are expected to attend all meetings, excursions, field trips, tours, and program events, unless he/she is unable to participate due to illness.

10. **Academic Honesty and Integrity Statement**
Faculty are expected to maintain academic honesty and integrity as participants in this Faculty Development opportunity through Harper College by doing their own work to the best of their ability. Academic dishonesty (cheating, fabrication, plagiarism, etc.) will result in the participant’s receiving a zero for that test, assignment, or paper.

11. **Final Examination Policy**
There will be no final exam *per se* for this seminar. Instead, each participant will have produced a project of some sort during the program. These projects will be submitted to the instructors for final review. In addition, each participant will be expected to make a public presentation of their project (and the results of having implemented their project during the fall semester) during International Education Week (October 27 – 31, 2014).

12. **American Disability Act Compliance**
In compliance with ADA guidelines, students who have any condition, either permanent or temporary, which might affect their ability to perform in this course, are encouraged to inform the instructor at the beginning of the course. Adaptations of teaching methods, class materials, including text and reading materials or testing, may be made as needed to provide for equitable participation.

13. **Selected Bibliography**

   - This book significantly advances discussion of the mission of higher education in today's multicultural environment and global economy.

   - Mainstreaming of internationalization assumes a more integral process-based approach to internationalization. Still there is a predominantly activity-oriented or even instrumental
approach towards internationalization. In this article, nine misconceptions are described, whereby internationalization is regarded as synonymous with a specific programmatic or organizational strategy to promote internationalization.

- Bringing together leading experts and scholars from around the world, this Handbook provides a comprehensive overview of the latest theories and research on intercultural competence.

- The SAGE Handbook of International Higher Education examines the internationalization of higher education from a marginal to a core dimension of higher education worldwide.


- This publication is a practical guide for higher education administrators and faculty engaged in internationalizing their institutions. It draws on literature in the fields of organizational change and international education, and offers resources developed through ACE’s experience with diverse institutions nationwide.

- This publication presents a thorough introduction to the emerging imperative of a broader scope and scale of internationalization. Beyond "campus internationalization," comprehensive internationalization can be the organizing paradigm for institutions as a whole, academic departments, or professional programs.

- Successful mainstreaming of internationalization throughout and across entire institutions in the United States will require an integration of knowledge about leadership, culture, and international education.

- A long-time Oregon State SIO identifies key strategies to maximize the impact of the international office, mainly by leveraging good ideas, mobilizing coalitions of resources and giving credit to others.


- A summary of lessons for the SIO based on long-time experience at the campus and system levels.

**WEBSITES**

American Council on Education (ACE)
http://www.acenet.edu/
Center for Internationalization and Global Engagement  http://www.acenet.edu/news-room/Pages/Center-for-Internationalization-and-Global-Engagement.aspx

Association of American Colleges and Universities (AACU)
http://www.aacu.org/resources/globallearning/index.cfm

Associations of International Education Administrators (AIEA)
www.aieaworld.org

Institute for International Education (IIE)  www.iie.org

NAFSA: Association of International Educators  www.nafsa.org

In particular the International Education Leadership Knowledge Community
www.nafsa.org/Connect_and_Network/Engage_with_a_Community/International_Education_Leadership_Knowledge_Community/

And the Leading Internationalization network
http://www.nafsa.org/groups/home.aspx?groupid=6