

**U.S. Department of Education
Office of Postsecondary Education
International and Foreign Language Education Office**



**Fulbright-Hays Group Projects Abroad (GPA) Program
CFDA 84.021A
GPA Short-term and Long-term
Grant Awards List and Project Abstracts
Fiscal Year 2022**

Fulbright-Hays Group Projects Abroad Program

FY 2022 Grant Awards List

Grantee Institution	State	Host Country	Funding Amount	Page Number
SHORT-TERM PROJECTS				
American Councils for International Education	DC	Taiwan	\$158,300	4
Cabrini University	PA	Zambia	\$87,883	5
California State University - Los Angeles	CA	South Africa	\$166,810	6
The College of New Jersey	NJ	Taiwan	\$99,416	7
Florida International University	FL	Tanzania	\$154,804	8
Hobart and William Smith Colleges	NY	Georgia	\$98,853	9
Middlesex Community College	MA	Cambodia	\$95,789	10
Ohio University	OH	Thailand	\$147,405	11
Rutgers University	NJ	South Africa	\$157,410	12
State University of New York, Purchase College	NY	Benin	\$118,175	13
University of Arizona (CASA Morocco)	AZ	Morocco	\$175,000	14
University of Arizona (CASA II Jordan)	AZ	Jordan	\$175,000	15
The University of Georgia	GA	Tanzania	\$103,906	16
University of Hawai'i	HI	Philippines	\$141,616	17
William Rainey Harper College	IL	Kenya & Uganda	\$163,444	18
Yuva Hindi Sansthan	NJ	India	\$111,203	19
LONG-TERM PROJECTS				
American Councils for International Education	DC	Russia	\$232,500	21
American Institute of Indian Studies	IL	India	\$259,423	22
Howard University	DC	Kenya	\$299,532	23
Northern Illinois University	IL	Philippines	\$199,780	24
University of Arizona (CASA Morocco)	AZ	Morocco	\$300,000	25
University of Arizona (CASA II Jordan)	AZ	Jordan	\$300,000	26

SHORT-TERM PROJECTS

American Councils for International Education

Short-term Seminar Project for Prospective Teachers of Chinese

Project Director: Dr. Dan E. Davidson

The 2018 U.S. National Security Strategy identifies global competition with China as nothing less than the “central challenge to U.S. prosperity and security” in the decades ahead. The importance of U.S.-Sino relations extends far beyond conflict and competition as the successful resolution of a growing number of urgent global issues, including climate change and the COVID-19 pandemic, starkly rests upon greater cooperation between the two superpowers. However, the number of U.S. speakers of Chinese qualified to fill language-designated positions in government currently falls far short of the quantity and quality of expertise required. To address this critical need, American Councils is pleased to submit this proposal to the U.S. Department of Education for 2022 Fulbright-Hays Group Projects Abroad funding for Short-Term Seminar Projects to support the participation of current and future prospective teachers of Chinese in the Intensive Chinese Language Program in Taiwan (ICLPT), hosted by the National Tsing Hua University (NTHU).

Program features include:

- Intensive Mandarin language classes conducted by leading NTHU faculty designed to strengthen participants’ speaking, listening, writing, and comprehension skills;
- Seminars exploring Taiwanese and Chinese mass media and contemporary society;
- An elective seminar on the teaching of Chinese for current and future teachers;
- Weekly cultural excursions and an extended trip outside the host city;
- Weekly meetings with peer language partners to maximize linguistic and cultural immersion and expand social networks;
- Ongoing logistical support and 24-hour emergency assistance from a U.S. Resident Director;
- Full academic credit (two units or eight credit hours) through Bryn Mawr College for work completed overseas;
- Pre- and post-program reading, listening, and speaking proficiency testing; and
- Active networks to support alumni in professional networks and career searches, to engage former participants in outreach to potential future program participants, and to promote the teaching and study of Chinese.

American Councils will conduct a national outreach campaign to encourage current and prospective future teachers to participate in ICLPT. An external selection committee comprising at least two experts in Chinese language and pedagogy will review all applications. Participants will complete both pre-departure and in-country orientations. Recognizing that COVID-19 and world events continue to require maximum flexibility in planning and logistical support, American Councils has developed extensive protocols to ensure participant health and safety abroad, as well as virtual programming options to maintain instructional continuity in the event of delays or disruptions to onsite activities.

Cabrini University

Bridges to Zambia

Project Director: Dr. Martha Ritter, mjr399@cabrini.edu

12 participants: undergraduate juniors, seniors, graduate students, and alumni in education

Subject: Cabrini University (Cabrini) proposes Bridges to Zambia, a four-week group project abroad designed to increase the cultural competency and global citizenship capacities of U.S. students and educators by focusing on the history, culture, language, and society of Zambia and the challenges of economic development, entrepreneurship, and building civic society.

Cabrini University (Cabrini) proposes the continuation of “Bridges to Zambia,” a four-week group project abroad designed to increase the cultural competency and capacity for engaged global citizenship by focusing on the history, culture, language, and society of Zambia through the lens of social justice and education, including human rights education. Bridges to Zambia promotes area studies at Cabrini, and through their sharing of the experience, impacts students and faculty at Cabrini and reaches students and teachers in PreK-12 schools and businesses in which participants will have careers. Project partners include Project Zambia (PZ), whose work focuses on “education, feeding programmes, improved access to first aid/healthcare, clean water and safe sanitation, income-generation and empowering communities through the training of local people” Vision of Hope (VoH), a local outreach arm of PZ, which is a Lusaka-based Zambian non-governmental organization (NGO), and St. Lawrence School which educates children in Grades Pre-first through Ninth, including many who reside in the Misisi Compound, a slum in Lusaka.

Zambia, a nation of over 16.5 million people, is a former British colony classified as a lower-middle-income country. Zambia is an exemplar of the challenges of a once-colonized nation that has been destabilized and seeks to flourish by investing in its future. Its capital, Lusaka (the home base of Cabrini’s Bridges to Zambia), has a long and important history. It has been a base for those attempting to free the region from colonial rule and has seen many nationalist movements as the country struggled to achieve stability. Experiencing the country’s history, social structure, institutions, language, and culture, in Lusaka and additional sites in the country, will encourage students to examine the events and institutions that have shaped Zambia’s culture and impacted international relations and development.

Participants will be eight pre- and in-service teachers who are Cabrini undergraduate, graduate students or alumni in PreK-12 classrooms, and four students in international business or organization development. Bridges to Zambia participants will be immersed in Zambian culture; economics; the educational system; and history. The immersion will contribute to students’ higher-level thinking and understanding of the interconnectedness of education and economics, and how each impact human rights. Bridges to Zambia is unique in that it brings together pre- and in-service teachers with students in international business, to better understand the interrelatedness of economics and education.

The goals of Bridges to Zambia are to (1) Increase cultural competency of participants and deepen their cross-cultural understanding through experiential learning and meaningful interaction with Zambians; (2) Increase knowledge of an understudied part of the world through an in-depth examination of Zambian history, culture, and society and beginning level instruction in Nyanja, a local Zambian language; and, (3) Promote global knowledge and citizenship in social studies and humanities curriculum within the Cabrini community and through the dissemination of knowledge about Zambia integrated in thematic units for PreK-12 educators, professional organizations, and human rights networks.

California State University - Los Angeles

Performing & Creative Arts in South Africa During Apartheid and Beyond

Project Director: Dr. Serie McDougal

Project Coordinator: Professor Precious Dlamini, M.P.H.

Participants: 14 Secondary and Post-Secondary School Educators, Curriculum Specialists, and Administrators, plus Project Director and Project Coordinator

California State University – Los Angeles, Pan African Studies Department proposes a Fulbright-Hays Group Project Abroad (GPA) to take fourteen educators from the state of California to South Africa for curriculum development. The project supports and builds on Assembly Bill (AB) 101 and 1460 – bills signed into law, in the year 2021 and 2020 respectively, by Governor Newsom of California. AB 101 requires all High School Students to complete a semester-long course in ethnic studies to earn a high school diploma, making California the first state in the nation to make ethnic studies course a requirement in high school. AB 1460 requires California State University undergraduate students to take at least one ethnic studies course as a graduation requirement. The project will offer a rich experiential learning opportunity that will enable participants to explore first-hand the performing arts area of study as it relates to knowledge systems of South Africa for integration in their classrooms back in the United States.

The project will be based in KwaZulu-Natal, in affiliation with the University of Zululand, and the Chatsworth Education Center (CEC). The project will benefit from the unique strengths of these two institutions, which will provide access to high-quality academic and professional resources.

Complementing classroom lecture seminars will be educational tours to sites in KwaZulu-Natal, Gauteng, and Cape Provinces, where participants will experience South Africa through the uniquely distinct artistic features of these three provinces.

The goals of this project are to:

1. To increase linguistic competency within ethnic studies among secondary and post-secondary school educators and administrators. Participants will receive substantive standards-based Zulu language and culture instruction for fifteen hours a week to develop linguistic and cultural competency in the language. The target proficiency goal will be at least level 1+ ceiling on the Interagency Language Roundtable (ILR) Proficiency Scale.
2. To increase African performing arts knowledgebase of secondary and post-secondary school educators, administrators, and curriculum developers. Through lecture seminars, class discussions, site visits, and performance attendance, participants will broaden their knowledge base as it relates to South African performing arts.
3. To enhance the quality of curriculums for U.S. middle-high and post-secondary schools to include topics and instructional materials related to the study of African performing arts. Through knowledge and instructional materials gained from lecture seminars, class discussions, relevant historical site visits, and performance attendance, participants will develop 18 instructional modules (12 for secondary schools and 6 for post-secondary schools) for dissemination nationwide to be incorporated in the development of curriculums for U.S. classrooms.

The College of New Jersey

Advancing Core Taiwanese Values in Turbulent Times: A Post-COVID Reflection and Curricular Exploration

Project Director: Celia Liu; liuc@tcnj.edu; Dept of World Languages and Cultures

GPA Project Type: 4 Week Seminar Abroad

Participants: Four to six Professors (with advanced degrees) from TCNJ's School of Education, School of Humanities and Social Sciences, and School of Nursing, Health and Exercise Sciences. Six to eight P-12 Educators from the TCNJ's School of Education's Professional Development Schools Network (PDSN).

Taiwan continues to advance their core values amid the COVID-19 pandemic and has managed to maintain a business-as-usual lifestyle. The Taiwanese followed the national restrictions and guidelines set by their Centers for Disease Control (CDC). We have chosen Taiwan as the location for this Fulbright-Hays Seminar abroad to better understand how Taiwanese education and core cultural values contributed to the effectiveness of these national public health policies.

Our goal for this project is to enhance the study of Mandarin and Taiwanese cultural studies at TCNJ and partner NJ P-12 schools by equipping TCNJ faculty and P-12 educators to promote Mandarin language study and its connections to other academic focus fields with attention to how these fields contribute to the success of Public Health policies. The targeted disciplines include: World Languages, Art Education, Physical Education, Health Education (Body and Mind), and Social Studies/History. This seminar would consist of: 1) a series of preparatory seminar discussions, 2) an in-country 4-week experience hosted by National Taiwan Normal University (NTNU), and 3) post-departure reflection and curricular reform workshops. As a result of engaging in this seminar, participants would infuse content into existing curriculum and/or develop new curriculum.

The impact of this seminar would be the enhancement of global intercultural competence and cross-disciplinary engagement in Mandarin and Taiwanese studies at TCNJ and at our P-12 partner schools. The evaluation of this project will look at how we achieve the: 1) introduction of the intended cross-disciplinary model; 2) immersion of participants in experiential learning of Mandarin and Taiwanese culture; 3) infusion of content about Mandarin and Taiwanese studies into selected P-16 courses; and 4) connections that enable additional short-term programs, student exchange, and teacher collaboration on research, training and curriculum development.

Florida International University

The First English-Swahili Early Childhood Curriculum in the U.S.

Project Director: Dr. Iqbal Akhtar

Bilingual education in the United States rarely includes an African language and underprivileged minority children rarely have access to this important educational opportunity. Benefits for dual language early childhood learners include improved cognitive development, such as metalinguistic awareness, concept formation, and analogical reasoning. Our proposed cohort of 10 professors, graduate students, and teachers, hosted by Florida International University- an MSI, will collaborate with early childhood programs in Florida and Louisiana to conduct an 8-week intensive digital Swahili- English early childhood curriculum development workshop in Dar es Salaam, Tanzania (Africa). The final product of which will be an open-source Swahili-English curriculum for one semester (15 weeks), which will include lesson plans, storybooks, flashcards, and YouTube videos, to help teachers implement international early childhood education.

This project is based on 38 years of pioneering work on Swahili-English curriculum development at Children's College in Slidell, Louisiana. Mrs. Nargis is originally from Tanzania and opened the early childhood program in 1984. One of the challenges that she saw was how her African American students, particularly boys, had poorer educational outcomes and reflected in their school behavior their challenges at home. With her own funds, she launched the Swahili program, which has been refined over the last three decades. The connection with Africa interests and engages parents; children easily memorize basic words and phrases and enjoy learning about East African culture. Children's College has become an institution of the Black community in Slidell, because of Swahili and its other innovative community engagement programs. This project would help her to further develop, systematize, rigorously test, and digitally publish the first peer-reviewed English-Swahili early childhood curriculum for teachers across the United States to access and adopt for free.

Ten participants will be selected through a merit-based review of applications from an open call posted across educational forums. Over 8 weeks (7/15-9/18), participants will develop and edit a comprehensive Swahili-English early childhood curriculum expanding upon existing materials with the help of a Swahili instructor, curriculum specialist, and cultural expert. In addition to developing lesson plans, participants will get a Swahili refresher course, tour schools in Dar es Salaam, taste local foods, experience local music and festivals (Nane Nane), connect with PAO/USAID funded educational programs in the capital, tour cultural heritage and sacred sites (Dar es Salaam, Bagamoyo, and Zanzibar), and co-create books/videos to create a holistic curriculum that in a small way translates East African life to an engaged American preschooler.

Project director Dr. Iqbal Akhtar is an associate professor at Florida International University. He is director of the Western Indian Ocean Studies program and is affiliate faculty of the African & African Diaspora Studies Program. His doctoral thesis was completed on Fulbright fellowship in 2008 in Tanzania, focusing on the history of the Khoja communities of Zanzibar and Dar es Salaam. He is executive director of The East-West Foundation that works in Miami and Slidell to document African American Muslim history as well as develop and implement culturally informed environmental K-12 educational support to schools in Brownsville and Liberty City.

He has previously led Swahili language/cultural immersion and study abroad trips to Tanzania both at the U.S. Air Force Academy and more recently at FIU. BSRI will evaluate the project.

Hobart and William Smith Colleges

Modern Georgia: Politics, Economy, Culture

Project Director: David Galloway, Associate Professor of Russian Area Studies, galloway@hws.edu / (315)781-3790

Number and educational level of participants: (1) Project Director, Ph.D.; (1) Assistant Director, Ph.D.; (9) Undergraduate/graduate students, B.A./B.S.; (9) In-service/prospective K-12 teachers, B.A./B.S. or M.A./M.S.

Hobart & William Smith Colleges (HWS), in conjunction with the Akaki Tsereteli State University (ATSU), propose a six-week short-term seminar project for twenty participants in the Imereti region of western Georgia. Based in the city of Kutaisi, this project will foster interdisciplinary learning and teaching in Caucasus area studies by immersing participants in the politics, economics, language, and culture of contemporary Georgia. Participants will complete Georgian language training at the introductory level and coursework on Georgian area studies.

Due to Russia's increased belligerence and unwelcoming legislation, HWS is turning to post-Soviet republics on the periphery as more suitable sites for study abroad. This proposal, our eighth to the Department of Education, builds on our six funded proposals since 2005 by focusing on authentic, language-centric, interdisciplinary programs that allow US and target-country participants to engage in sustained dialogue and co-learning. As a Western-oriented democracy with a strong orientation towards and investment in English-learning, Georgia is an ideal site for engaging issues in the Caucasus without risking residence in the Russian Federation. By examining Georgia, project participants will see firsthand the breadth of the country and its diversity, and will gain a sense of its complexities in terms of culture, ethnicity, and physical environment.

A multifaceted understanding of Georgia is critical if participants are to interact with the country and its people on a professional basis after leaving college or in their existing teaching careers. Our approach is interdisciplinary: we will draw from all relevant topics in order to best grasp the changes which made Georgia what it is today, and the influences that will change it in the future.

This project complements HWS's mission and that of Fulbright-Hays, combining area studies, cultural studies, and language-training components into an academic program, and by allowing participants to interact with Georgian peers. It will provide exposure to Georgia for Americans who will end up working in business and the government, as well as for those in education who will shape the next generation of foreign language learners. It will introduce students to an area critical to contemporary problems of transnationalism and multicultural heritage, and will lay the groundwork for further interdisciplinary work and collaboration between Georgian and U.S. faculty.

Middlesex Community College

Healing Connections: Art, Education and Well-Being

Project Director: Dr. Larisa Kradinova, Professor of English, kradinoval@middlesex.mass.edu

Participants: 7 Middlesex Community College faculty and 7 middle and high school teachers from the Lowell Public Schools

Middlesex Community College (MCC) is proposing a Fulbright-Hays Group Study Abroad (GPA) project for the purpose of deepening and expanding connections between Cambodian arts and cultural traditions with curricula at MCC and the Lowell Public Schools (LPS). This project, Healing Connections, Art Education and Well-Being, will be integral for MCC's multipronged approach to help address the ongoing trauma experienced by the 20,000 members of the Cambodian diaspora living in Lowell, MA, a city of over 100,000 people. The overall goals of this project are to provide Cambodian youth with a strong sense to their cultural legacy by increasing their appreciation of Cambodia's cultural heritage through new curricula and educational activities as well as a feeling of belonging to aid in retention and persistence in education. The specific objectives to accomplish the goals of the project are: 1.) Increase by 12 the number of MCC and LPS faculty who can integrate content related to the arts and culture of Cambodia into their classes through research, travel/study, and curriculum development; 2.) Infuse a minimum of 24 courses at the elementary, secondary, and college levels with content reflecting the connection between education, arts, and individual and community well-being using equity minded approach and historical context observed and researched in Cambodia and the United States and based on global academic scholarship; 3.) Increase faculty awareness and knowledge on connections between education and health access and well-being through grant activities, community events and newly developed curriculum units; 4.) Increase cultural awareness and knowledge of Cambodia, the Cambodian diaspora, and Cambodian heritage and arts through grant activities, community events and newly developed curriculum units; 5.) Develop strategies for increasing education and health access; work with existing organizations pursuing the same goals in Cambodia and the United States.

Ohio University

Short-term Seminar in Thailand

Project Director: Dr. Emmanuel Jean-Francois, Associate Professor, Educational Studies

Educational level: Graduate students or junior or senior who are prospective teachers in the areas of social sciences, humanities and foreign languages and in-service teachers or administrators working in or with Ohio School Districts

Number of Project Participants: 14

CFDA Number: 84.021A (Competitive priorities 3, 4 and 5)

The proposed project is designed for a cohort of 14 participants, including at least 7 graduate students or junior or senior who are prospective teachers in the areas of social sciences, humanities and foreign languages and 7 in-service teachers or administrators working in or with Ohio School Districts. The project aims to promote and facilitate the incorporation of cross-cultural contents and instructional strategies into the curricula and teaching practices in k-12 schools in the State of Ohio, through a short-term seminar in Thailand. Thailand is selected because of the growing number of students from Southeast Asian countries attending Ohio k-12 schools, which contribute to the increasing diversity of Ohio school districts. The project includes three major phases: Phase 1) A 30-hour pre-travel orientation (Introduction to Culture in Context); Phase 2) A 6-week sojourn in Thailand: (a) Cross-cultural Contents in k-12 Education: The Thailand Context, and (b) Cross-cultural Teaching practicum and Community Service Learning; and Phase 3) A 30-hour post-travel workshop (Seminar on international comparative studies in Thailand). The total fund requested for the project is \$147,405.

Rutgers University

Short-Term Seminar in South Africa

Project Directors: Dr. Esther O. Ohito, (Project Co-Director), Dr. Susan E. Wilcox (Project Co-Director & Coordinator), Dr. Jamila Lyiscott (Project Curriculum Specialist & Manager), Dr. Keisha Green (Project Evaluator)

Amount of Time in Country: 4 weeks

Number of Participants: 16 including, ideally, (6) pre-service teachers & (6) public school K-12 teachers, with an emphasis on those who teach in the humanities; and one each, project co-director, project co-director & coordinator, project curriculum specialist & manager, and project evaluator

The Urban Social Justice Teacher Preparation Program at Rutgers - New Brunswick, in collaboration with the Center of Racial Justice and Youth Engaged Research at the University of Massachusetts Amherst and the University of Zululand in KwaZulu-Natal, South Africa, is facilitating a cross-cultural, trans-national project designed to support teachers (pre-service and in-service) in developing curriculum that enhances their grasp of language and literacy pedagogies in order to improve reading, writing and critical thinking skills are taught to linguistically and culturally diverse students in North and Central New Jersey and Western Massachusetts. This 4-week short-term seminar project focuses on fostering teachers' capacities to develop curriculum that supports the teaching of language and literacy to linguistically and culturally diverse students. The project will occur in three phases: 1) a 3-month long, 28-hour pre-departure phase that will occur virtually (12 hours over three months) and in-person (16 contact hours); 2) a month-long overseas phase; and 3) a six-month follow-up phase focused on curriculum implementation and dissemination activities. The project objectives are:

1. To increase participating teachers' knowledge and awareness of diversity through a study of linguistic and cultural heterogeneity in South Africa;
2. To train teachers in the development of curriculum that supports the teaching of language and literacy in ways that deepen students' content knowledge; sharpen students' reading, writing, and critical thinking skills; and improve the holistic learning experiences of linguistically and culturally diverse students; and
3. To promote cross-cultural and intellectual exchanges across national boundaries.

During the overseas phase, participants will engage in interactive activities, such as:

- Academic lectures and seminars with university scholars and school partners centered on South African language, literacy, culture, and on historical and contemporary issues
- Instruction in basic Zulu and Xhosa languages to improve language and communication
- Workshops on the use of cultural art forms to explore innovative youth learning strategies
- Guided visits to key landmarks to explore South Africa as a teaching and learning landscape
- Homestays in village communities to enhance cross-cultural learning and expose participants to the experiences of rural life

State University of New York, Purchase College

Connecting Across Languages and Cultures in Benin, West Africa

Project Director: Anne M. Kern, Ph.D.; anne.kern@purchase.edu; Dean for Office of Global Strategy

Participants: 12 participants. 6 K-12 teachers, 6 Purchase College faculty members

Project Overview: The State University of New York (SUNY) Purchase College, an institution devoted to the arts, liberal arts, and sciences located 30 miles north of New York City, and neighboring school system K-12 teachers seek to launch a four-week program in Western Africa, in the south of Benin. The overarching goal of this undertaking is to produce a new and enhanced understanding about the history and ongoing reconciliation at both ends of the transatlantic slavery trade, with specific emphasis on the cultural transmission that has taken place along the link. We will draw from our background in various arts—dance, music, and film—as we study the historical influence that flowed from West Africa to the Americas and back, and will look toward its continuing evolution today, as experienced in our collaborative work at Purchase and in Benin. Participants will focus on dance, music, and contemporary art, including art studio site visits, dance and instruction, and musical performances; the restitution of art works formerly housed in France and recently returned to Benin; language instruction, with immersive instruction in Fon, the dominant language in the south of Benin; the history of the Kingdom of Dahomey, including its role in the transatlantic slavery trade, the historical overlay of kingdoms in the modern, post-colonial nation-state of Benin; and the history and contemporary practice of vodun, including study of religious tolerance and syncretism in contemporary Benin.

The GPA Program addresses multiple institutional needs related to global education: it increases capacity and long-term partnership development in our high priority region, Western Africa; it enhances diversity, equity and inclusion in its focus on human rights and specifically reconciling the history of slavery; it offers a wide range of skill building to American faculty members and K-12 teachers with its linked online and in-person collaborative components; and helps to advance our college's commitment to the United Nations Sustainable Development Goals. As a new applicant, Purchase proposes to complete this work in collaboration with the African School of Economics and the Zinsou Foundation in Benin, partners with whom Purchase has been working since 2017. Participants will develop and implement new curricular units for existing or new courses. These units will explore the intersection of Beninese languages, culture, history, educational systems, politics, and more. Ultimately, participants will share the resources they develop on an open-resource platform, exponentially expanding access to other educators.

University of Arizona

*Center for Arabic Study Abroad (CASA) for Scholars Group Research and Language Training at
AALIM Institute, Morocco*

Project Director: Dr. Sonia Shiri, CASA Director, School of Middle Eastern Studies & North African Studies, University of Arizona

Group Projects Abroad Type 3: Group Research or Study Project

Competitive Preference Priority 3: Training and Thematic Focus on Priority Languages

The Center for Arabic Study Abroad (CASA), based at the University of Arizona, is seeking funding for a new training site at AALIM in Meknes, Morocco to support 10 semester-long fellowships for faculty of Middle Eastern and North African (MENA) Studies. This program, to be known as “CASA for Scholars” or “CASA III,” will serve two purposes. First, it will provide advanced Arabic “refresher” courses for professors in various MENA fields who are interested in further improving their Arabic language skills, learning a colloquial, or further developing their ability to use the language in contexts appropriate for their own research areas. Second, it will support the professors’ research in the Arabic language by providing them opportunities for engaging regularly with Arabic-speaking local experts in their field, accessing primary sources, and/or conducting field research in Arabic. CASA Scholars will also take professional and networking group trips around the country to engage with scholars and experts from other cities and leading universities. They will also participate in a bi-weekly forum in Arabic at AALIM in preparation for presenting their work at a final mini-conference that will include local scholars and other experts from their field and later posting their extended paper abstracts on the CASA website.

This CASA for Scholars program is part of the offerings of the larger CASA and operated with limited numbers for approximately two decades before it was suspended in 2011, at the start of the “Arab Spring.” CASA’s proven training methods and results-driven methodologies are crucial for meeting the nation’s strategic, economic and educational needs for advanced-level speakers of Arabic. CASA for Scholars is an unparalleled and vital program that will help serve the unmet needs of these scholars who, in turn, will be impacting learners of Arabic and MENA scholars all over the country. CASA, a consortium of 30 American universities, was formed in 1967 and has since provided advanced-level Arabic training to over 1,800 American students and faculty initially attending the American University in Cairo, Egypt for nearly four decades then expanding to Damascus, Syria for several years. Since 2012 and due to safety and security concerns, the program has moved to the Qasid Arabic Institute in Amman, Jordan and operated the yearlong program there but only focusing on language and culture for graduate and advanced undergraduate students. With this grant, CASA will now expand its numbers and the type of participants to better address the long-term, unmet national demand for its training. It will do so in North Africa, a long-term scholarly MENA hub and a region that has recently become even more critical to the international scene. CASA is administered by a Governing Council representing the consortium, a Stateside Director who is responsible for all its operations, and an Executive Director who manages the day-to-day of the program in Morocco. CASA Scholars will be selected from a pool of faculty applicants who respond to a nationwide call. The selection committee, consisting of the Stateside Director, three representatives of the Consortium institutions and the Executive Director, evaluate candidates based on their language proficiency test scores, research projects, activity in the field, and statement of purpose. All chosen fellows are American citizens or permanent residents of the US and may but do not have to be former CASA I or CASA II participants. CASA adheres strictly to the principles of equal opportunity, and diversity and inclusion in its admissions.

University of Arizona

Center for Arabic Study Abroad (CASA) II – Group Research and Language Training at Qasid Institute, Amman, Jordan

Project Director: Dr. Sonia Shiri, CASA Director, School of Middle Eastern & North African Studies, University of Arizona, Email: soniashiri@arizona.edu, Tel: 520-626-7667

Group Projects Abroad Type 3: Group Research or Study Project

Competitive Preference Priority 3: Substantive Training & Thematic Focus on Priority Languages

The Center for Arabic Study Abroad (CASA), based at the University of Arizona, is seeking funding for a training site at Qasid Institute in Amman, Jordan to support 10 semester long fellowships for graduate students specializing in the Middle Eastern and North African (MENA) Studies. This program, known as “CASA II,” will serve two purposes. First, it will provide advanced Arabic enhancement courses for graduate students in various MENA fields who are interested in further improving their Arabic language skills including learning a colloquial, or further developing their ability to use the language in contexts appropriate for their own research areas. Second, it will support the fellows’ research projects by providing them opportunities for receiving weekly mentoring from Arabic-speaking local academics and experts in their field, accessing primary sources, and/or conducting field research in Arabic. CASA II fellows will also take cultural, professional and networking group trips around Jordan to engage with scholars and experts from other cities and leading universities. They will participate in a bi-weekly forum at Qasid to hone their research and presentational skills in Arabic, in preparation for presenting their work at a final mini-conference that will include local scholars and other experts.

The CASA II program is part of the offerings of the larger CASA and has operated with limited numbers for approximately two decades before it was suspended in 2011, at the start of the “Arab Spring.” CASA’s proven training methods and results-driven methodologies are crucial for meeting the nation’s strategic, economic and educational needs for advanced-level speakers of Arabic. CASA II is a unique and vital program that will help serve the needs of these junior scholars, who will, in due time, join academia and start impacting learners of Arabic and MENAS scholars all over the country. CASA, a consortium of 30 American universities, was formed in 1967 and has since provided advanced-level Arabic training to over 1,800 American students initially attending the American University in Cairo, Egypt for nearly four decades then expanding to Damascus, Syria for several years. Since 2012 and due to safety and security concerns, the program has moved to the Qasid Arabic Institute in Amman, Jordan and operated the yearlong program there continually but solely focusing on language and culture for graduate and advanced undergraduate students. With this grant, CASA will now better address the long-term, unmet national demand for training its MENA academics. The program is located in Jordan which is in the center of the strategic Levant area and one of the rare MENA destinations still safely open to American students. Qasid’s excellent record of excellence combined with its partnerships with academia and the community ensures a high-quality CASA II experience. CASA is administered by a Governing Council representing the consortium, a Stateside Director who is responsible for all its operations, and an Executive Director who manages the on-site day-to-day of the program. CASA Scholars will be selected from a pool of graduate applicants who respond to a nationwide call. The selection committee evaluates candidates based on their language proficiency test scores, research projects, and statements of purpose. All chosen fellows are American citizens or permanent residents of the US and may but do not have to be CASA I graduates. CASA adheres strictly to the principles of equal opportunity, and diversity and inclusion in its admissions.

The University of Georgia

Language and Cultural Immersion for K-12 Technology and Engineering Curriculum Development Project for Tanzania

Project Director: Dr. John M. Mativo

Type of GPA Project: Short-Term – Curriculum Development

Participants: 12 participants plus one director (13 total). Participants are K-12 in-service teachers, pre-service teachers (undergraduate and graduate students), and administrators

Competitive Preference: The proposal addresses Absolute priority, priority 3, priority 4, and priority 5

The University of Georgia is applying for a short-term curriculum development 2022 Fulbright-Hays Group Project Abroad Program. This project will engage 12 participants from one or more of the following areas of education: K-12 teachers, K-12 pre-service teachers (undergraduate and graduate students) and educational administrators. The participants will hold at least a bachelors' degree or be current undergraduate students. The absolute priority project will take place in the United States of America (USA) and in Tanzania. The proposed project will allow participants to travel to Tanzania for the purpose of collecting teaching materials for the development of rich program projects that can be shared with other teachers of K-12.

The project will build upon the successful program implemented during 2019 to participants using robotics curriculum and indigenous technical knowledge in addition to language and area studies.

The proposed project meets Competitive Preference Priority 3, which awards projects that offer Substantive Training and Thematic Focus on Priority Languages. This project qualifies for this priority in that it will offer intensive Swahili language training; at least 50% of the time allocated for the pre-immersion, immersion, and post-immersion periods of the project. The rest of the 50%, although labeled indigenous knowledge and robotics, emphasizes Kiswahili. A particularly innovative aspect of this program will be the development of unique Kiswahili words used to express language associated with robotics and intelligent machine systems.

University of Hawai'i

Filipino Language and Indigenous Cultural Heritage

Project Director: Federico V. Magdalena, PhD, Faculty Affiliate, Asian Studies Program & Assoc.

Director, Philippine Studies, Tel. (808) 956-6086; Email: fm@hawaii.edu

Type of application: FH-GPA Short-Term Seminar Project (18 Months)

Number & Education of Participants: 12, all college graduates and above

This project will provide knowledge of basic (conversational) Filipino language, fortified by area studies focusing on the cultural context of the Philippines. Twelve American K12 teachers will participate in a Fulbright-Hays Group Projects Abroad (FH-GPA) for 18 months (short-term). They will be drawn from Hawai'i and California, states known for diverse populations and large concentration of Americans with Filipino ancestry. This FH-GPA program will be implemented in Iligan City, on Mindanao Island, Philippines. Goals. Its goals are two: First, provide Level I competency in Filipino language, the national language of the Philippines. And second, broaden knowledge of participants on area studies of Mindanao, featuring indigenous cultural heritage. Here, Filipino language and indigenous culture are viewed in harmony, reinforcing each other while promoting identity and consciousness.

Plan of Operation. Mindanao is rich in indigenous cultural heritage, such as artworks, clothing, and literature. It is where Filipino language has taken roots in education, business, and communication. The participants will be selected based on FH guidelines and a clear post-training plan to utilize their knowledge to improve their school's curriculum in global/social studies. They will train at Mindanao State University-Iligan Institute of Technology, an institution with strong Department of Filipino and Other Languages, recognized nationally as a Center of Excellence.

Significance. Linguistic knowledge and understanding of Mindanao cultural setting will enrich the capacity and world outlook of the participating teachers. With it, they will acquire pedagogical skills, improve their school curriculum in global/social studies, and promote intergroup relations among students of varied ethnicities. The project will also boost the global image, and strengthen the BA curriculum of the University of Hawai'i - the only institution with such program in the USA. It may break new ground in modern foreign language teaching in tandem with area studies in Southeast Asia.

Method. Teaching Filipino language will entail immersion for about 80-hours of contact, complemented by lectures on unique topics with area studies grounding. Monitoring and evaluation will be conducted through Zoom, social media (Facebook), and emails to track down accomplishments of participants. A "before-after" statistical comparison (by t-test, using Wilcoxon formula) of knowledge acquisition will be performed. Data analysis also includes curriculum application, and actual field involvement of participants to provide qualitative measures of project impact. This proposal will address absolute and competitive preference priorities number 1, 3, 4, and 5.

William Rainey Harper College

Teaching Africa Today: Environmental and Sustainability Issues in Kenya and Uganda through a Social Justice Lens

Project Director: Dr. Richard Johnson, Professor, Director, Office of International Education

Project Co-Director: Mukila Maitha, Associate Professor, Geography Department

Participants: 14 educators (including Project Director and Co-Director) from postsecondary and secondary educational institutions

Competitive Priorities Addressed: Priority #1 (Application from Selected Institutions and Organizations); Priority #3 (Substantive Training and Thematic Focus on Less Commonly Taught Languages); Priority #4 (Inclusion of K-12 Educators); Priority #5 (Thematic Focus on Academic Fields)

Harper College is seeking a Fulbright-Hays Group Projects Abroad grant to fund a six-week professional development field seminar to Kenya and Uganda entitled Teaching Africa Today: Environmental and Sustainability Issues in Kenya and Uganda through a Social Justice Lens for 10 educators and two Seminar leaders from post-secondary and secondary educational institutions in Illinois. This project has three principal goals: Goal One: To develop a cohort of teaching experts on the social, cultural, economic, and political economic impacts of climate change and environmental issues in East Africa (Uganda and Kenya) through a social justice lens by connecting high school and community college educators with a range of individuals, institutions, and initiatives, including representatives from academia and civil society in those countries. Goal Two: To create innovative international and intercultural curricula that draw on the participant immersion experience in Kenya and Uganda and to facilitate inclusion and dissemination of this curricula in Harper College courses, partnering and regional institutions, and surrounding secondary and postsecondary institutions. Goal Three: To foster among participants and affiliated institutions an understanding and appreciation of Kiswahili as an indigenous language and its relationship to cultural preservation and community identity, and thus, a recognition of the importance of language preservation. Through concerted study of the Kiswahili language, we aim to improve the intercultural competencies and communication skills of the participants (and by extension, their students). This may include the development of a credit-bearing Kiswahili language course at Harper College.

The experiences and contacts resulting from this program will have these additional impacts on Harper College and its district schools:

- Regular faculty-led study abroad programs to East Africa for students, which would align with a shared goal to increase the number of faculty-led programs. Students enrolled in the program will be required to enroll in a general education course that is tailored for this global experience.
- Deeper professional connections and partnerships between Harper College faculty and K-12 educators in disciplines that teach sustainability topics.
- Professional development workshops on globalizing curriculum for K-12 educators in the districts served by Harper College.
- Faculty exchanges between our colleges and Kenyatta University for professional development, shared teaching, and educational research opportunities

Yuva Hindi Sansthan

Hindi Language Curriculum Development Project – Sustainable Practices and Way of Life in India: Impact of the changing environment on local culture and lifestyle, and community response

Project type: (2) Fulbright-Hays GPA short term curriculum development project (4 weeks) that provides participants opportunities to acquire resource materials for curriculum development in Hindi with multi-disciplined studies: Culture and Ecology. Usage and dissemination in the United States (34 CFR 664.12)

Host country: India

Duration Study Tour in India: 4 weeks

Participants: 12 Educational level of participants: Community and K-12 instructors who teach Heritage, Non-Heritage learners enrolled in Elementary, Middle and High Schools in the USA; K-14 faculty members and students enrolled in Community Colleges and Universities with a major in Education or any other discipline, electives in Hindi, South Asian studies.

Number of Project leaders to accompany the study tour: 2 (Program Director and Program Consultant); Program Director/Team Leader/Administrator: Ashok Ojha, President and Director of Programs, Yuva Hindi Sansthan

Competitive priority areas: Absolute Priority-South Asia; (1) New applicant; Non-profit with 501-(C)-(3); (3)Thematic focus on Less Commonly Taught Language, Hindi (4) Inclusion of K-12 teachers; (5) Thematic focus on academic fields-Culture, Environmental Science.

Yuva Hindi Sansthan, Inc. (YHS), a NJ based non-profit educational organization with 501-(C) (3), supported by a partnership with three US, two Indian universities plus a host of non-governmental Indian organizations, is applying for Fulbright-Hays Group Projects Abroad (GPA) Curriculum Development Project for a 4-week study tour to India with 12 participants. YHS's partner institutions are: New York University (NYU), University of Texas Austin (UTA), Michigan State University (MSU), Kumaun University, Nainital (Uttarakhand), University of Lucknow, 'Earth University, Dehradun (Founder Dr. Vandana Shiva), Tarun Bharat Sangha (founder Magsaysay Awardee Rajendra Singh) and Indian National Trust for Art and Cultural Heritage (INTACH). NYU, UTA and MSU are helping us in curricular design and teachers training.

YHS Fulbright-Hays GPA Short-Term Curriculum Development Program, open to all educators in USA, is led by Project Director Ashok Ojha and Project Consultant. Prof. Gabriela Nik Ilieva (NYU). The program is designed to teach Hindi language, India's culture to U.S.-based K-14 instructors employed in schools including community schools, community colleges and universities. Participants learn India-related area studies, improve socio-linguistic competency, collect new authentic resources for developing new curricular materials and for use and dissemination in the United States (34CFR 664.12). These materials expand available curricula with new content related to the environmentally sensitive lifestyles resilient to climate and ecosystem change of several underrepresented and marginalized communities.

LONG-TERM PROJECTS

American Councils for International Education

Advanced Russian Language and Area Studies Program (RLASP) in Moscow, Russia

Project Director: Dr. Dan E. Davidson, President Emeritus and Senior Academic Advisor,

The 2018 National Security Defense Strategy identifies Russia as a primary threat to U.S. prosperity and national security. At the same time, there can be no doubt that Russia also remains a potential source of vital collaboration in global efforts to combat terrorism, manage political instability, and address deepening environmental and health crisis. However, current data indicates that far too few U.S. students are studying abroad in Russia or the Russophone world to develop the linguistic and cultural proficiency required to meet the many geopolitical challenges emanating from Russia and its turbulent border regions. To address this critical need, American Councils is pleased to submit this proposal to the U.S. Department of Education for Fulbright-Hays Group Projects Abroad (FH GPA) Long-Term Advanced Overseas Intensive Language Training Projects funding for 2022, seeking support for 26 fellowships for advanced language students participating in the Advanced Russian Language and Area Studies Program (RLASP) in Moscow, Russia – the heart of the country’s political, economic, and cultural life; or Almaty, Kazakhstan – a rich Russophone environment offering students unique insights into one of Central Asia’s most important countries, as well as Russia’s ongoing efforts to extend and maintain its regional influence. Program features include:

- Intensive language classes conducted by leading Russian and Kazakh faculty designed to strengthen reading, writing, listening comprehension, and essential speaking skills;
- Content-focused seminars exploring Russian or Kazakh mass media and contemporary society;
- Weekly cultural excursions and extended travel to maximize exposure to historical sites and provide additional opportunities to interact with peers and host-country nationals;
- Housing with Russian or Russian-speaking Kazakh host families and weekly meetings with conversation partners to maximize linguistic and cultural immersion;
- Ongoing logistical support, guidance, and assistance from a full-time U.S. Resident Director with expert knowledge of the host-country language and culture;
- Full academic credit for work completed overseas through Bryn Mawr College;
- Pre-and post-program reading, listening, and speaking tests to measure linguistic gains; and
- Active alumni networks to support program graduates in professional networking and career searches, and engage them in outreach to potential future program participants.

American Councils will conduct a national outreach campaign to encourage advanced students of Russian across the U.S. to apply. An external selection committee comprising at least two experts in Russian language will review all applications. Participants will join a pre-departure orientation in Washington, DC, and complete pre-and post-program surveys to measure language gains.

Recognizing that COVID-19 and world events continue to require maxim flexibility in planning and logistical support overseas, American Councils has developed extensive protocols to ensure student health and safety abroad, as well as virtual programming options to maintain instructional continuity in the event of travel delays or onsite disruptions.

American Institute of Indian Studies

Advanced Language Programs in India

Project Director: Professor Rebecca Manring, Dept of Religious Studies, Indiana University, Bloomington, IN 47405. Email: aiis@uchicago.edu

The objective of this proposal is to continue and further strengthen the American Institute of Indian Studies (AIIS) Advanced Language Programs in India (ALPI), which provide intensive advanced-level training in Bengali, Hindi, Kannada, Malayalam, Marathi, Tamil, Urdu, and other modern languages of India. AIIS is a consortium of ninety U.S. colleges and universities that have significant programs on South Asia. Through its junior and senior research fellowship programs, its many services to American scholars working in India and to US study abroad programs, its two research archives, and its language centers, the AIIS enjoys wide recognition as the pre-eminent institution promoting informed knowledge of South Asia in the US.

This application meets Competitive Preference Priority 3 established by the U.S. Department of Education as the AIIS ALPI programs provide superb advanced-level immersion training in ten out of the 78 languages included on the Department of Education's list of Less Commonly Taught Languages and offer the only well-established programs for advanced immersion study in South Asian languages that are rarely taught in the U.S., including Gujarati, Kannada, Marathi, Punjabi, Tamil, and Telugu. Scholars who have obtained language training with AIIS have been instrumental in expanding the scope of South Asian Studies in the US to encompass all areas of India. The GPA-funded fellowships would provide maintenance stipends, all program costs and round-trip travel to India to about 22 language fellows who have had a minimum of two prior years of study in the target language. These fellows would pay no tuition.

Building on six decades of experience and with partial support from previous GPA awards, AIIS has created a unique infrastructure of language training centers and has assembled a cohort of gifted instructors who are regularly trained in current Second Language Acquisition methodology and innovative approaches to language teaching. ALPI language fellowship recipients are selected through a national competition. Successful applicants plan on academic careers which require proficiency in Indian languages or area studies, or careers in government service, public health, private sector, and NGOs. AIIS has been exploring and implementing measures to develop a diverse pool of applicants, including from communities that have not typically considered careers requiring proficiency in the languages of India. Each ALPI language is taught through an intensive immersion approach, in a well-equipped center located in a city in which the target language predominates. Rigorous classroom instruction is supplemented by field trips, community and independent study projects, accommodations with native speaker families, and a wide range of cultural and social activities. Periodic evaluations by students and teachers, proficiency-based testing, and site visits by language pedagogy specialists and program officers monitor students' progress and enable the fine-tuning of instruction.

The success of these methods is demonstrated by generations of AIIS-trained teachers and other area specialists, who represent a national pool of expertise that enhances our nation's security as well as its economic, political, and cultural relations with India, and that promotes intercultural understanding within the U.S. The relatively low cost of living in India and careful management of finances by AIIS insures a highly cost-effective use of the requested GPA funds, which provide only a portion of the total expense of running the ALPI.

Howard University

Intensive Advanced Kiswahili

Project Director: Dr. Leonard Muaka, Leonard.muaka@howard.edu

Participants: 15 university students with one to two years of Swahili language

Howard University seeks to apply for the current Fulbright-Hays GPA Study Abroad grant to run a long-term advanced Swahili study abroad project in Kenya for 8 weeks for two consecutive years. Howard is applying as a Minority Serving Institution (MSI) and focuses on Swahili as a less commonly taught language. Howard is an HBCU institution that admits students from all over the world. The current project has four major objectives:

- 1) To provide participants with intensive advanced training in Swahili in a Swahili speaking environment;
- 2) To develop participants' conversational skills (i.e., listening, comprehension and speaking) to advanced level;
- 3) To develop participants' communicative competence to function in a Kiswahili speaking community; and
- 4) To provide opportunities for the participants to experience East African culture.

The first 3 weeks participants will be in Athi River near Nairobi and then travel to Kilifi for 5 weeks. This plan will allow participants to experience the diversity of the Kenyan society linguistically and culturally. Participants will also experience an actual homestay while abroad. Participants will take advantage of the rich Swahili settings to solidify their Swahili language skills and appreciate how a typical day for ordinary Kenyans begins and ends. The proposed project is a continuation of earlier successful Swahili Study Abroad programs. Howard's intention to apply for the grant and direct the program in 2022 through 2024, is seconded by the College of Arts and Sciences and the Center for African studies at Howard, African Language Teachers Association (ALTA), Coordinators of African Language Programs, and the Global Promotion of Swahili Association (CHAUKIDU), which brings together teachers and scholars of Swahili language across the world. The project will admit students from all parts of the U.S. without discrimination to enable even those with less opportunities advance their proficiency in Swahili and play a major role in America's international relations and research in the region.

The program will admit students who have at least two years of learning Swahili. At the end of the program, the students are expected to have reached the advanced level which can allow them to function in the target language on a variety of subjects. To measure their success, students will be assessed using ACTFL scales to determine their level at the beginning, at midpoint, and at the end of the program. Participants will receive 16 hours of pre-departure orientation sponsored by the Department of World Languages and Cultures and the Ralph Bunche International Affairs Center. These orientation sessions will consist of important information about the host country, specific knowledge, and general orientation about studying abroad in Africa. This orientation will take place via zoom, and it will be held on four weekends (four hours each month of February, March, April and May). The in-country immersion program will be hosted by Daystar and Pwani universities which are located in great locations for Swahili learning. Absolute priority and Competitive preference priority 2 and 3 will be addressed in this application.

Northern Illinois University

The Philippines Coffee and Carabao Culture and Language: Tagalog Language Immersion in Northern and Southern Rural Philippines

Project Director: Rodalyne Gallo-Crail

Participants: 12 NIU and Community College Language Learners

Educational Level: Undergraduate and Graduate students who are majors in Social Sciences, Education, World Language or Humanities with at least a minimum 150 hours of Tagalog Language Instruction or equivalent to Intermediate High Level (2+) in ACTFL/OPI

Competitive Priorities: Absolute priority (strategic world area – Southeast Asia, Philippines); Competitive preference priority 1 (state educational agency, inclusion of minority serving institution and recruitment of participants from community colleges); Competitive preference priority 2 (6 participants will be recruited from Minority Serving Institutions and community colleges); Competitive preference priority 3 (Less Commonly Taught Language – Tagalog/Filipino).

The Center for Southeast Asian Studies (CSEAS) at Northern Illinois University (NIU) proposes a Long-Term Language Intensive Language Fulbright-Hays Group Project Abroad program entitled “The Philippines Coffee and Carabao Culture and Language: Tagalog Language Immersion in Northern and Southern Rural Philippines.” The 18-month program will begin in September 2022 and will end in late March 2024. The project will offer two semesters (150 hours) of asynchronous and synchronous language training at NIU for potential participants, a two-day pre-departure orientation, an eight-week in-country intensive language program, and 2 two-day follow-up programs for program evaluation and for the participants to polish, receive feedback on their curriculum modules stemming from the program and present these to local communities. The Project Director is Rhodalyne Gallo-Crail, senior instructor at NIU for the past 25 years. She has experience in co-directing a Fulbright Small Project in the Philippines. She is also currently the Program Director for the Philippine Youth Leadership Program at NIU. She will primarily work with the in-country coordinators, both former Fulbright Scholars (FLTA Program), to deliver a high quality instructional and experiential Tagalog Language and cultural learning program for 8 weeks. The in-country program coordinators are Prof. Ken Calang from Central Luzon State University (CLSU), the location for the Philippine Center for Carabao research; and Prof. Lady Aileen Orsal from Cavite State University (CavSU), the location of the Center for Philippine Coffee Research. Both will be responsible for overall co-coordination of the overseas program and for the language and cultural curriculum that will focus on agricultural Philippines.

University of Arizona

Center for Arabic Study Abroad (CASA) Advanced Arabic Language & Culture Training at AALIM Institute, Morocco

Project Director: Dr. Sonia Shiri, CASA Director, School of Middle Eastern Studies & North African Studies, University of Arizona, Email: soniashiri@arizona.edu Tel: 520-626-7667

Group Projects Abroad Type 4: Advanced Overseas Intensive Language Training Project Competitive Pref. Priority 3: Substantive Training & Thematic Focus on Priority Languages

The Center for Arabic Study Abroad (CASA), based at the University of Arizona, is seeking funding to open a new site at AALIM in Meknes, Morocco to support 18 academic-year fellowships to provide study abroad opportunities to Advanced-level students of Arabic aiming to reach a professional level of proficiency (ILR Level 3 and beyond). CASA's proven training methods and results-driven methodologies are crucial for meeting the nation's strategic, economic and educational needs for advanced-level speakers of Arabic. CASA, a consortium of 30 American universities, was formed in 1967. CASA has since provided advanced-level Arabic training to over 1,800 American students initially attending the American University in Cairo, Egypt for nearly four decades then expanding to Damascus, Syria for several years. Since 2012 and due to safety and security concerns, the program has moved to the Qasid Arabic Institute in Amman, Jordan and operated there continually. With this grant, CASA will now expand its numbers to better address the long-term, unmet national demand for its training and will do so in North Africa, an area that has recently become even more critical to the international scene. CASA is administered by a Governing Council representing the consortium and a Stateside Director who is responsible for all operations. In Morocco, an Executive Director manages the day-to-day of the program.

CASA fellows are selected from a pool of applicants that respond to a nationwide call. The selection committee, consisting of the Stateside Director, three representatives of the Consortium institutions and the Executive Director, evaluate candidates based on their scores on the language proficiency tests, their academic achievements, commitment to the field, and statement of purpose. All chosen fellows are American citizens or permanent residents of the US, and CASA adheres strictly to the principles of equal opportunity, and diversity and inclusion in its admissions.

CASA proposes a nine-month program beginning with a fall semester dedicated to training fellows in both Colloquial Arabic and Modern Standard Arabic, with courses that focus on topics related to Arab culture and society. Courses are offered at the advanced proficiency level in all four skills (listening, reading, writing and speaking). In the spring semester, the instruction is completely content based in areas such as history, economics, literature, politics, religion, and anthropology and fellows influence the choice of courses offered and their syllabi. Two components of the program occur outside of the classroom: weekly activities with language partners and internship or volunteer opportunities in the community. CASA has provided a measure of excellence that other Arabic programs have tried to emulate, thus raising the standards of Arabic teaching nationwide. CASA has directly impacted Arabic language education by encouraging Arabic programs throughout the country to stress the teaching of aural/oral skills, the development of testing tools for language proficiency in all modalities. Three factors drive CASA's success: 1) the outstanding quality of the CASA faculty, 2) the excellence of the highly motivated CASA fellows, drawn from the nation's very finest advanced graduate and undergraduate Arabic students and 3) a commitment to a vibrant, comprehensive curriculum with well-defined learning outcomes, proven instructional methods, integrated course materials, and continuous evaluation.

University of Arizona

Center for Arabic Study Abroad (CASA) Advanced Arabic Language & Culture Training at Qasid Institute, Jordan

Project Director: Dr. Sonia Shiri, CASA Director, School of Middle Eastern and North African Studies, University of Arizona, Email: soniashiri@arizona.edu, Tel: 520-626-7667

Competitive Preference Priority 3: Substantive Training and Thematic Focus on Priority Languages

The Center for Arabic Study Abroad (CASA), based within MENAS at the UA, is seeking funding to support 17 academic-year fellowships that will provide study abroad opportunities to Advanced-level students of Arabic aiming to reach a professional level of proficiency (ILR Level 3 and beyond). CASA's proven training methods and results-driven methodologies are crucial for meeting the nation's strategic, economic and educational needs for advanced-level speakers of Arabic. CASA, a consortium of 30 American universities, was formed in 1967. CASA has since provided advanced-level training in Arabic to over 1,800 American students initially attending the American University in Cairo (AUC), Egypt for nearly four decades and expanding to Damascus, Syria for several years.

Since 2012 and due to safety and security concerns, the program has moved to the Qasid Arabic Institute in Amman, Jordan. CASA is administered by a Governing Council representing the 30 consortium members and a Stateside Director who is responsible for all operations. In Amman, an Executive Director manages the daily functioning of the program. CASA fellows are selected from a pool of applicants that respond to a nationwide call. The selection committee, consisting of the Stateside Director, three representatives of the Consortium institutions and the Executive Director, evaluate candidates based on their scores on the language proficiency tests, their academic achievements, commitment to the field, and statement of purpose. All chosen fellows are American citizens or permanent residents of the US, and CASA adheres strictly to the principles of equal opportunity, and diversity and inclusion in its admissions. CASA proposes a nine-month program beginning with a fall semester dedicated to training fellows in both Levantine Colloquial Arabic and Modern Standard Arabic, with courses that focus on topics related to Jordanian culture and society. Courses are offered at the advanced proficiency level in all four skills (listening, reading, writing and speaking). In the spring semester, the instruction is completely content based in areas such as history, economics, literature, politics, religion, and anthropology and fellows influence the choice of courses offered and their syllabi. Two components of the program occur outside of the classroom: weekly activities with language partners and internship or volunteer opportunities in the community (CASA without Borders).

CASA has provided a measure of excellence that other Arabic programs have tried to emulate, thus raising the standards of Arabic teaching nationwide. CASA has directly impacted Arabic language education by encouraging Arabic programs throughout the country to stress the teaching of aural/oral skills, the development of testing tools for language proficiency in all modalities. Three factors drive CASA's success: 1) the outstanding quality of the CASA faculty, 2) the excellence of the highly motivated CASA fellows, drawn from the nation's very finest advanced graduate and undergraduate Arabic students who continually push the boundaries of language learning and 3) a commitment to a vibrant, comprehensive curriculum with well-defined learning outcomes, proven instruction methods, integrated course materials, and continuous evaluation.