

U. S. DEPARTMENT OF EDUCATION

FY 2010 Project Abstracts

Undergraduate International Studies and
Foreign Language Program

Office Postsecondary Education
International Education Programs Service
Washington, DC 20006

Washington State University

PACIFIC RIM LANGUAGES AND CULTURES ACROSS THE CURRICULUM

In the past decade, Washington State University (WSU) has made significant strides in Chinese and Japanese language offerings. With the help of a previous Undergraduate International Studies and Foreign Language (UISFL) program grant, we now have a Chinese major, we have strengthened the interdisciplinary Asian Studies major, and by adding two positions in Japanese, we are on our way to a Japanese major as well. With this new application, we are seeking to move beyond the specific confines of the Asia Program and the Department of Foreign Languages to build bridges with the professional colleges in our university, namely, the College of Business and the College of Engineering and Architecture. Our main goal is to make Pacific Rim languages and cultures at WSU an intellectual magnet that draws the attention of large numbers of undergraduate students. We intend to double the number of students taking Chinese and Japanese during the course of the grant, double the number of students studying abroad in China and Japan, and double the number of students from professional as well as Liberal Arts majors achieving an advanced level of proficiency in one of these two languages. A new UISFL grant will allow us to achieve these ambitious goals by:

- (1) **Enabling us to offer upper-division courses in Chinese and Japanese that will bring business, engineering and other professional students up to advanced proficiency.** The courses--Chinese and Japanese for the Professions--will train students in skills germane to their own practical needs in the workplace as they pursue careers in the global, and especially Pacific Rim, economy. Grant funding will allow us to develop these courses in a media-rich and technologically-advanced environment with an outcomes focus.
- (2) **Providing scholarships to study abroad in China or Japan so that students can reach advanced proficiency.** Preference will go to students with a minimum of two years of the given language who will attend a full-year language immersion program in the target country.
- (3) **Supporting major cultural events on campus.** The events, underwritten by this grant and our own resources and other external funds, will serve to highlight the relevance of Pacific Rim cultures to the WSU campus community and encourage students to study one of the languages.
- (4) **Providing travel grants to support faculty scholarship.** These grants will allow access to archives that will help keep instructors at the cutting edge of knowledge of the field.
- (5) **Funding for library materials.** The new materials will bolster the current holdings and reference materials in Chinese and Japanese and broaden their applicability to training professionals in business and engineering.
- (6) **Establishing a second, permanent tenure track line in Chinese language and culture.** Financed in part by this grant, this permanent line will solidify the Chinese language program.

Having secured the enthusiastic cooperation of Business and Engineering, new funding from UISFL will allow us to achieve our six goals, and thereby build a consistent cohort of approximately 100 students receiving substantial training in Chinese or Japanese either as their major or to complement their training in other areas.

North Carolina State University

DEVELOPING A MAJOR IN MIDDLE EAST STUDIES

North Carolina State University (NCSU, a land-grant comprehensive research university with 31,000 students) is applying for an Undergraduate International Studies and Foreign Language (UISFL) grant to fund the development of a Middle East Studies undergraduate major. The guiding principle behind this project is to offer students at NCSU the opportunity to cultivate more systematically an intimate knowledge of the languages, histories, cultures and religions of the Middle East. Our current Middle East Studies minor (established in 2004 through a previous UISFL grant) has proven highly successful in beginning this process and has demonstrated a strong demand for a more expanded program that can accommodate a larger number of students, as well as provide more extensive training in the field of Middle East Studies. The major in Middle East studies will be developed to help students understand and explore the region not as an isolated and peculiar place, but rather as a critical hub in a global network of people, ideas and commodities. For that purpose, and in addition to courses focused on the region itself, the major will integrate few courses and programs that draw links to South Asian, East Asian as well as European and American studies. Our purpose is to encourage students to understand how global processes manifested themselves locally through interactions with the realities of the Middle East, and how those processes in turn altered the existing cultural and religious values, socio-economic structures, and polities.

With strong support from the NCSU administration, and with the financial support of the UISFL grant, we intend to undertake the following complementary projects:

1. ***Program Development:*** Under this grant we will:
 - a. Develop a Middle East Studies major at North Carolina State University. (Invitational Priority 1)
 - b. Establish a *Center for Arabic Language and Cultural Studies* in Cairo, Egypt. Students from NCSU will spend a semester to complete their third year of Arabic language sequence.
 - c. Establish an internship program in Dubai, United Arab Emirates and Cairo, Egypt, for Middle Eastern Studies major, and work with the career center to identify and guide students to other internships.
2. ***Curriculum Development:*** We will develop eleven new core courses for Middle Eastern Studies at NCSU that range from advanced Arabic to history, political science and religious studies.
3. ***Language Development:*** NCSU will expand our Arabic language program from three to four credits per course, and add a fourth-year Arabic language sequence. (Invitational Priority 2)
4. ***Faculty Development:*** We will offer faculty seminars, lecture series and workshops that enrich pedagogy and content in Middle Eastern Studies. NCSU will launch an interdisciplinary seminar that draws together NCSU Middle East Studies and non-specialist faculty to discuss works in progress. We will also convene two interdisciplinary workshops.
5. ***Outreach:*** Expand our K-12 outreach program for teachers by creating a two-year partnership with two under-served high schools in North Carolina, and conduct a year-long training of a core of 10 master teachers.

Iowa State University

WORLD LANGUAGES AND CULTURES: GLOBAL PATHWAYS FOR EDUCATING STUDENTS IN BIODIVERSITY

Issues revolving around biodiversity and sustainability reflect U.S. society's growing consciousness of the interdependent nature of global environmental change and the urgency of addressing these changes through education, policy-making, and technology. Iowa State University (ISU) has recognized the complexity of biodiversity and has addressed these challenges on multiple levels through major initiatives in research, curriculum, and outreach. The Department of World Languages and Cultures (WLC) at ISU proposes that curricula in languages and cultures, study abroad, and experiential learning can provide essential pathways which address the challenges of biodiversity and sustainability.

There is a critical need to develop multi-disciplinary undergraduate programs that will prepare students to achieve global language and culture skills while also understanding the challenges of scarce resources, emerging technologies, and sustainable models for development in diverse cultural contexts. A key component of this analytical skill set is the ability to understand and work in complex global environments. WLC has recognized this growing need among a significant cross-section of ISU students in the colleges of agriculture, business, engineering, and liberal arts and sciences and will collaborate with the new Global Resource Systems (GRS) major in the College of Agriculture and Life Sciences and the Department of Genetics, Development and Biological Sciences in order to provide students the technical, linguistic, and cross-cultural skills to meet the challenges of global biodiversity.

WLC will leverage its existing strengths and collaborations in the Languages and Cultures for Professions (LCP) program (a second major concentration in world languages and cultures for students in the Colleges of Business and Engineering) in order to create a new combined minor in a world language (Chinese, French, German, Russian Studies, or Spanish) with a major in GRS, including coursework in biodiversity. In addition to its core competency in global resource systems, the GRS major includes competencies in: a world language and culture; physical and life sciences; a technical concentration; and a humanities, ethics, and social sciences concentration. The proposed project will expand the emerging collaboration among WLC, GRS, and the biological sciences by focusing on four goals: (1) strengthening *programmatic collaborations* among undergraduate programs in global resources, biodiversity, and sustainability that develop a shared focus on world languages and cultures; (2) creating platforms for *faculty and curriculum development* related to biodiversity in the context of world languages and cultures; (3) developing *interdisciplinary study abroad, internship, and experiential learning opportunities* in partnership with GRS and the Department of Genetics, Development and Biological Sciences that focus on biodiversity, languages, and culture; and (4) developing a World Languages and Cultures Consultancy for LCTLs (less commonly taught languages) as a resource for faculty, staff, and students in GRS and biodiversity.

The proposed project will enable WLC, GRS, and the Department of Genetics, Development and Biological Sciences to: (1) more fully explore, understand, and develop the interdisciplinary connections which we have identified among these collaborating programs; (2) expand the curricular content of our courses that share the interconnections of linguistic, cross-cultural, and technological understanding in the context of biodiversity; (3) increase opportunities for students to engage in study abroad, internships, and experiential learning with a focus on biodiversity.

San Jose State University

CONSORTIUM FOR MIDDLE EAST STUDIES

A consortium of three schools in Northern California requests a three-year Undergraduate International Studies and Foreign Language (UISFL) grant to expand, improve, and coordinate their Middle Eastern Studies (MES) programs. We share common goals that our students will develop and acquire: (1) proficiency in one of the languages of the region; (2) cross-cultural competencies; (3) regional/area knowledge; and (4) technological literacy, all of which will enable more of our graduates to practice their disciplines and professions collaboratively in an increasingly global society.

The lead school, San José State University, is a large public Bachelor of Arts and Masters of Arts degree-granting institution in the heart of Silicon Valley. Santa Clara University, the oldest-operating school of higher education in California, is Jesuit and offers Bachelor's, Master's, and Ph.D. degrees, in addition to several professional degrees. San José City College is a two-year community college. Many of its graduates earn Associate of Arts degrees in a wide range of fields and transfer to four-year schools.

The funds requested, together with existing resources, will allow us to offer more languages of the region to a higher level and with more sophisticated learning systems, including immersion. They will also give students experiences with Middle Eastern culture and society, through interaction with immigrant communities and during study abroad tours. They will underwrite the creation of at sixteen new courses on the Middle East in addition to languages, plus purchase critical library resources, thereby enriching students' knowledge about the region. And finally, funding will bring in consultants on technology-assisted language learning and Web-based interactions with students and scholars in the Middle East. The ultimate results will be higher quality degree programs that attract and enroll more students and that graduate young international professionals able to travel, live, continue learning, and work in the region.

Appalachian State University

MAKING LOCAL TO GLOBAL CONNECTIONS

Appalachian State University recognizes its responsibility to educate globally competent students and has intensified its mission to internationalize the campus by expanding study abroad options, building a more diverse student body, and helping faculty develop robust international components to their work. Two recent curricular developments concretely demonstrate Appalachian's commitment to internationalization: adding a Global Studies major and implementing a new interdisciplinary General Education curriculum in fall 2009, which includes courses focused on international concepts as a core requirement.

In keeping with this new curriculum and with national trends in interdisciplinarity, Appalachian State University plans to strengthen area and foreign language studies, starting with a group of smaller and critical needs languages, by laying the foundation for an integrated Cultures and Languages Across the Curriculum (CLAC) program. Through CLAC, Appalachian will provide students with a more solid foundation in foreign languages that will enable them to connect to internationalization initiatives across campus (both curricular and co-curricular). The project targets Arabic, Chinese, German, and Japanese, languages that the Foreign Service Institute has shown do take longer to learn. The project will improve instruction in these languages by adding one contact hour to each course of the first four semesters. The project has four major goals:

1. Utilize existing institutional partnerships in China, Egypt, Germany, and Japan to hire four international teaching partners to teach an additional fourth contact hour of Chinese, Arabic, German, and Japanese in the first four semesters of language study (beginning and intermediate);
2. Work with area studies and General Education faculty to develop language-based thematic modules connected with the university's General Education curriculum and offered in the added fourth contact hour of the second semester intermediate course;
3. Connect advanced-level foreign language study with area studies courses in other disciplines through collaboration among international teaching partners and area studies faculty to develop one-hour discussion sessions in the target language for area studies courses in other disciplines;
4. Develop a Global Connections Certificate to encourage foreign language study, study abroad, and international outreach among students who do not currently have a foreign language requirement at Appalachian (particularly teacher education).

International teaching partners will also organize and coordinate out-of-class events for the broader campus community and invigorate the university's Living Learning Center to more fully realize the goals of an internationally-focused living-learning facility. Ultimately, Appalachian seeks to use the fourth contact hour and the experience of international teaching partners to assist Global Studies faculty, General Education faculty, and Foreign Language faculty to develop a sustainable CLAC curriculum that will enhance content-based language proficiency in the general curriculum and particularly in area studies.

East-West Center

**ASIAN STUDIES ENHANCEMENT AT
SIX U.S. INSTITUTIONS OF HIGHER EDUCATION**

The East-West Center's Asian Studies Development Program (ASDP) is requesting support for activities that will help to establish and accelerate the integrated development of undergraduate Chinese language and culture studies at three community colleges and three universities representative of American, undergraduate-focused higher education. The principal activities of this three-year consortium project will be: annual, two-week Residential Workshops on Building Chinese Studies; annual, two-day Core Course Workshops on each consortium campus; a consortium-wide Language Pedagogy Meeting; and a culminating, consortium-wide Chinese Studies Conference. Major outcomes of the project will be: (1) significantly enhanced Chinese language and culture studies courses, including three core courses on Chinese culture, history and society, crafted by faculty members sensitive to the unique complexions and needs of their students and institutions; (2) ten new China-focused humanities and social science course modules taught on each campus; and (3) approved certificate and minor degree programs in Chinese studies, respectively, at each of the participating colleges and universities.

Designed around the ASDP approach of "curriculum development through faculty development," this project addresses the practical necessity when building new undergraduate international and area studies programs of simultaneously developing new language capacities, complementary humanities and social science curricula, and sustained faculty and student interest. The proposed project responds to these challenges through activities aimed at enabling 12-member teams from each consortium school to collaboratively develop self-sustaining and campus-specific Chinese studies programs, informed by the benefits of sharing insights and lessons learned by other teams. The project aims to serve as a nationally-applicable model for "fast-tracking" the development of integrally-related language and culture studies programs.

Texas A&M University

**LEARNING ENDANGERED LANGUAGES TO PROMOTE INTERNATIONAL
AGRICULTURAL DEVELOPMENT**

The primary objective of this project is to develop area/international studies programs for an undergraduate degree in International Agricultural Development to increase students' global knowledge and experience. The College of Agriculture and Life Sciences at Texas A&M University and the Borlaug Institute for International Agriculture have an absolute advantage in preparing agricultural scientists for careers throughout Latin America. The prominence of bilingualism (Spanish/English) at Texas A&M, coupled with the Borlaug Institute's long-term agricultural development history in Latin America provide a springboard effect for the development of a new international experiential learning model: uniting Spanish language skills with endangered regional languages to foster individual and community economic development through service learning experiences.

The proposed area/international studies program combines curricula development in Sustainable Tropical Agricultural Practices and Community Development, Highland Agricultural Development in Semi-arid Regions, and Technical-Scientific Spanish Language for Agriculture, with training in endangered languages and possible short- and long-term international agricultural development experiences. Additional curricula may include International Horticulture, International Agricultural Scientific Research-Mexico, and Phytochemical Analysis of International Foods.

The objectives of the proposed area/international studies program are to: (1) Create curriculum and courses focused on International Agricultural Development in the Americas; (2) Instruct students in Technical-Scientific Spanish for Agriculture and endangered languages as key elements of effective community-needs assessments for planning appropriate long-term service learning projects; (3) Develop understanding and appreciation for indigenous cultures, customs and community dynamics through language acquisition, and multi-disciplinary experiential learning, and is transferable not only to countries throughout the Americas, but also across the breadth of disciplines involved in international development. As a result of this project, Texas A&M University students (specific emphasis is placed on recruiting female and underrepresented students) will acquire scientific-technical knowledge and competence, technical Spanish language skills, and an understanding of service learning concepts that will be useful in future careers as international agricultural scientists and/or development specialists.

This project helps Texas A&M University's College of Agriculture and Life Sciences achieve a major goal in its strategic plan, to "be recognized internationally for notable impacts of international initiatives of faculty and students." It also helps Texas A&M University achieve a pivotal element in the new undergraduate degree in International Agriculture Development, that being: (1) international agricultural development curricula; (2) site-based language training and field experiences; (3) students' language/cultural experiences beyond the confines of campus classrooms; and (4) culturally appropriate service-learning projects that promote individual and community economic development. An outside evaluator will monitor and measure the success using a program logic model. The model for international experiential learning will be transferrable to other countries and subject areas.

Loyola University of Chicago

**STRENGTHENING THE ARABIC LANGUAGE AND
ISLAMIC WORLD STUDIES PROGRAM**

The three primary goals of this project are to strengthen and regularize Arabic language instruction at Loyola University Chicago, to create a new undergraduate Minor program in Arabic Language and Literature, and to enhance a growing interdisciplinary Minor program in Islamic World Studies (IWS). These initiatives would respond to and consolidate an increasing interest in Arabic and Islamic World Studies on the part of the faculty and students of Loyola University Chicago.

The interdisciplinary Islamic World Studies undergraduate Minor program at Loyola University Chicago was established in 2006 and has already positioned itself as a vibrant element of the College of Arts and Sciences (CAS) with an enrolment of 49 minors that sponsors a range of related events and programming. While enhancing this Minor and making it part of the regular curriculum across many CAS departments is one facet of this proposal, strengthening studies in Arabic language and literature is a core element of our strategy for providing a serious and rigorous background for students planning further studies and careers related to this area. A major component of this proposal therefore involves strengthening the teaching of Arabic at Loyola by creating a full-time renewable position (non-tenure track line) in Arabic language instruction and a new Minor program in Arabic Language and Literature.

The project theme, “Activity and Connectivity,” has been chosen as an organizing concept that reflects the desire to enhance the current IWS Minor, not only by consolidating its Arabic language element, but also by activating faculty and departmental involvement in IWS across the College of Arts and Sciences. We aim through the following activities to both extend and connect the IWS program to units and interests across the university through initiatives that will support a new university-wide, five-year strategic plan.

Activity 1. Creating a full-time non-tenure track renewable position in Arabic language instruction.

Activity 2. Developing and implementing a new undergraduate Minor in Arabic Language and Literature

Activity 3. Creating and offering eight new courses across the undergraduate curriculum that will focus on interdisciplinary Islamic World Studies topics.

Activity 4. Highlighting international issues related to Arabic Studies and the Muslim World and connecting our Islamic World Studies program to the missions of some of Loyola’s six “Centers of Excellence” by offering an annual speaker series and Arab film festival.

Activity 5. Connecting the IWS program with Loyola University’s growing international profile by having an IWS related course offered at Loyola’s Rome Center Campus in summer 2011 and by exploring opportunities to develop programming and exchanges with Loyola-linked institutions in India, Indonesia, Singapore, and Tunisia.

Activity 6. Increasing and developing student internships and service learning opportunities related to the Arabic language and Islamic World Studies Programs.

Joliet Junior College

**STRENGTHENING INTERNATIONAL STUDIES AND FOREIGN LANGUAGES AT
ILLINOIS COMMUNITY COLLEGES THROUGH PARTNERSHIPS**

Joliet Junior College (JJC) and the College of Lake County (CLC) have for more than two decades continuously sought new and innovative ways to internationalize their general education curricula and to improve and expand their foreign language courses. Both have seen the problems that adversely affect enrollment in these courses at community colleges: lack of funds, lack of awareness, and lack of time, on the part of students who are often low-income, first-generation, and/or working adults. We propose a consortium project that will share our resources and collective as well as individual strengths to help overcome these enrollment issues, and create a new, cost-effective international education model that can be replicated by other community colleges nationwide. We will address four grant objectives:

1. To further internationalize the general education curriculum with 39 new courses and modules with a focus on India, Japan and Jordan;
2. To enhance foreign language offerings in 11 courses by: (a) developing two semesters of Conversational Hindi; (b) developing one additional semester of Conversational Japanese; and (c) enhancing eight existing Arabic and Japanese courses with cultural content;
3. To develop three-week study abroad immersion programs for students to India, Japan and Jordan;
4. To develop a Certificate in International Studies (the first in Illinois).

To achieve the first two objectives, 30 faculty from JJC and CLC will work with scholars from the University of Chicago's Centers for South Asian Studies, for East Asian Studies and for Middle Eastern Studies to focus research and subsequent development of 39 new modules and courses with content on India (2010-2011), Japan (2011-2012), and Jordan (2012-2013). Language faculty from the University of Chicago will assist in the development of Hindi and cultural enhancement of existing Arabic and Japanese courses. CLC and JJC will establish videoconferencing protocols for the language courses so that students at both institutions can enroll in these grant developed critical language courses.

With the new available grant support for student study abroad, we will develop three-week study abroad immersion programs in India, Japan and Jordan. These programs will offer students a country-specific language course, a 'Culture and Society' course which will include a service learning component, and one additional general education course open to native students at the host international institution. The proposed internationalization of courses with focus on countries not currently represented well in our curricula brings both JJC and CLC to a total world representation in the curricula to develop an authentic, practical Certificate in International Studies that will build on existing degree programs such as Business, Horticulture and Culinary Arts -- an option that will enhance employability for community college students in our global market.

Kenyon College

ENHANCING AN INTERDISCIPLINARY CONCENTRATION IN ISLAMIC CIVILIZATION AND CULTURES

Kenyon College's recently approved interdisciplinary concentration in Islamic Civilization and Cultures (ICC) is designed to facilitate and encourage the study of Islamic civilization as a global and multicultural phenomenon. Drawing on the breadth of expertise of our faculty and answering the continually increasing desires of our student body, the ICC concentration builds upon the model of previous successful "area studies" concentrations at Kenyon, including Asian Studies and International Studies. It allows our students the opportunity to study the Islamic world—its religious traditions, history, and culture—in a coherent and systematic manner in tandem with a disciplinary or interdisciplinary major. This approach places the cultures and civilization associated with Islam into a shared global context.

This proposal seeks support from the U.S. Department of Education to enhance and facilitate this concentration in the following ways:

Connections across the Curriculum

Enhance the curriculum through summer seminars on "Islam as a Global Civilization" in which Kenyon faculty as well as faculty with relevant expertise from neighboring institutions will gather to discuss the important cultural, historical, political and economic connections between the various regions and cultures that comprise Islamic civilization.

Experiential Opportunities

Launch a distinguished artist- and scholar-in-residence program, inviting Muslim scholars and artists from around the world to visit Kenyon for periods of one to three weeks, both to give lectures and presentations and to act as on-site resources for students and faculty.

Create a senior seminar that will function as a "capstone experience" for concentrators in the program, culminating in a yearly student-led conference on Islamic civilization and cultures open to the campus and larger community. Assist in developing the Global Colleges Initiative program for establishing connections with research and educational institutions in Africa, the Arab world, Central Asia, Turkey, South Asia and Southeast Asia.

Access to Critical and Less-Commonly Taught Languages

Enrich language study at Kenyon by creating a post-doctoral fellowship in Arabic language and literature.

Facilitate the study of other languages used by Islamic peoples, such as Turkish, Persian, Urdu, Bahasa Indonesia and Swahili, off-campus and abroad through language fellowships.

Cultural Resources

Expand library resources with an archive of important films from the Islamic world, as well as increasing our collection of literature in translation and primary sources for student research.

Florida Atlantic University

EXPANDING ASIAN STUDIES

Florida Atlantic University (FAU) will strengthen undergraduate education in international studies by further developing our current Asian Studies certificate program, and developing and increasing our faculty in Asian Studies. Asian Studies at FAU is defined by the broad expanse of East Asia, South Asia and West Asia, or the Middle East. The current curriculum is organized around an interdisciplinary certificate which allows students to take a foreign language from one of the regions and a variety of courses with Asian content from across the university. With the support of the UISFL grant we will build on this momentum by: (1) strengthening and expanding our language and culture offerings by adding Chinese and Arabic language courses and hiring two new faculty for Chinese and Arabic on a permanent basis as of 2012; (2) offering a series of six new interdisciplinary courses and updating six existing course offerings; (3) expanding faculty expertise in Asia Studies with a series of faculty development activities, including an annual faculty development seminar, three faculty research awards each year, and an annual teacher workshop on aspects of Asian Studies; and (4) expanding study abroad and exchange opportunities in selected locations in East, South and West Asia. The result will be increased expertise among faculty and students across FAU colleges on this strategically important nexus of world regions, filling a need nationally, regionally and at our university.

The projects outlined herein will be managed jointly by a three-person steering committee consisting of Professor Kenneth Holloway (Chair of the Asian Studies Committee or ASC), Professor Michael Horswell (Chair of the Department of Languages, Linguistics and Comparative Literatures or LLCL), and Dr. Catherine Meschievitz (Director of the Office of International Programs or OIP). A rotating sub-committee of the ASC chaired by Dr. Holloway will manage the curriculum development and faculty development activities of the project. Professor Horswell and the LLCL will oversee the language program, hire the two-year interim language faculty for new courses in Arabic and Chinese, and conduct a faculty search for two new tenure track faculty lines in Arabic and Chinese. OIP led by Dr. Meschievitz will coordinate new study abroad and exchange program development for FAU students, who we hope will then earn the Asian Studies certificate. OIP will also assist with all project-driven Asian Studies outreach and workshop events management and assessment efforts, and serve as liaison for UISFL grant events and meetings FAU as an institution has deliberated over the kinds of programs they want to continue, in an era of tight resources, and Asian Studies has emerged as an area that will be maintained, refined, strengthened, and nurtured. University-wide interest in Asia allows for the timely expansion of the faculty and student community of Asian Studies across college lines. Recent undergraduate education improvements and a new global citizenship general education requirement complement and support the effort to expand Asian Studies at FAU.

The various activities described in this application will create avenues for enhanced faculty development in Asian Studies and will create a stronger and more attractive interdisciplinary academic program for undergraduates across a range of colleges at FAU. More study abroad and exchange programs and study opportunities will become available to students. As a result of the UISFL grant, Asian Studies will be a major academic asset for FAU for years to come and more FAU students will be able to graduate with a command of a strategic regional language and knowledge of East, South and West Asia.

Baldwin-Wallace College

ADDING LANGUAGE ACROSS THE CURRICULUM (LAC) COURSES TO THE MAJORS AND STRENGTHENING CHINESE OFFERINGS

Baldwin-Wallace College (B-W) requests support from the Undergraduate International Studies and Foreign Languages (UISFL) program for “Internationalizing the Disciplines: Adding LAC courses to the Majors and Strengthening Chinese Offerings ” to more effectively link liberal arts and professional education. There is a national need for such efforts so that students can combine knowledge within their majors and foreign language skills to become more globally competent professionals. The American Council on Education and the American Association of Colleges and Universities have called for greater attention to undergraduate learning outcomes which promote intercultural understanding and increased use of foreign language. B-W is attempting to: (1) build global citizens by expanding its Language Across the Curriculum (LAC) program into students’ majors to more directly integrate student learning and language use; and (2) strengthen its upper division offerings in Chinese to address a need for greater use of this increasingly important language.

Baldwin-Wallace College is proposing –

- Adding seventeen new two-credit LAC courses which promote use of second language in applied settings and internationalize the majors. These courses represent five languages and fifteen different majors.
- Hiring a full-time professor with a joint appointment in Chinese language (Mandarin) and Business to build interest in China, add upper division language offerings in Chinese and bring nonwestern cultural perspective to current programs.
- Utilizing expert consultants in LAC, French, Spanish, German, Chinese and Arabic to provide training for seventeen faculty in language pedagogy to design, teach and model language competency appropriate to their majors.
- Supporting language study for eight, non-native faculty to improve their language skills and ability to teach LAC courses.
- Heightening awareness campus wide of the importance of foreign language skills within the majors and providing innovative ways to increase student interest in language study in ways which build globally competent citizens.

Baldwin-Wallace has promoted a successful program of campus internationalization since 2000. Faculty interest in promoting foreign language skills is high and provides the impetus for this proposal. A student survey in fall 2009 shows strong interest in the expanded major-related, two-credit LAC courses being proposed. This project will increase options for students to learn to communicate effectively with others, to work across linguistic and cultural differences in settings related to their majors and prepare for careers or graduate study.

Elgin Community College

ENHANCING THE ASIAN LANGUAGE AND AREA STUDIES PROGRAM

Through Title VI Undergraduate International Studies and Foreign Language program funding, Elgin Community College (ECC) in Elgin, Illinois, will build upon its existing international programs by developing the *Title VI Asian Language and Area Studies Program*. This project offers students two years of postsecondary credit in a foreign language for the less commonly taught languages of Mandarin and Hindi. ECC's commitment to international education is evident in the accomplishments of their cross-functional team, Global/International Studies Taskforce (GIST), which was charged with expansion of international programs. The project objectives are:

Objective 1: (a) Increase the number of course offerings in Asian Studies by developing an Associates of Arts degree with an Asian Studies concentration to be offered in supportive learning communities; and (b) Develop a two-year sequence of college-level coursework in both Mandarin and Hindi that is transferable to a four-year college or university.

Objective 2: Increase college faculty knowledge and skills to facilitate infusion of East and South Asian content across the curriculum, to include but not be limited to the Arts, Business, History, Humanities, Philosophy, Political Science, and Religious Studies disciplines.

Objective 3: Develop student study abroad and faculty exchange programs in India and China.

Objective 4: Effectively promote the ECC Asian Language and Area Studies program.

To address a critical need for globalization in the curriculum and to offer an inter-disciplinary approach to teaching and learning, ECC plans to expand the Asian language offerings by adding two-year programs in Hindi and Mandarin (eight total courses) and six area studies courses. The project incorporates global awareness initiatives through integrated planning with a short-term faculty study abroad program that includes partnerships with Chongqing Business Technology University in China, North East Hill University in Shillong, India, and Magadh University in Bodhgaya, India. Elements also include engaging visiting scholars from overseas partners as professional development speakers and curriculum development consultants and expanding current high school/college dual credit offerings to include Asian studies courses and/or language courses in Hindi and Mandarin.

Title VI Asian Language and Area Studies Program includes professional development to support the creation of new courses and to facilitate the infusion of South and East Asian content into existing courses. The project impacts faculty, administrators, staff and students, and serves as a continuum for students from high school to matriculate to the community college. Under the Illinois Articulation Initiative, approved courses for the *Title VI Asian Languages and Area Studies Program* will be guaranteed to transfer to over 100 Illinois four-year colleges and universities.

University of Maryland

**INTERNATIONALIZING TEACHER EDUCATION:
PREPARING EDUCATORS IN GLOBAL COMPETENCIES**

The University of Maryland and its College of Education have made global perspectives and internationalization a major priority across the board, and the college has made dramatic strides in building a foundation for internationalization among its faculty and in its teacher education courses. This proposal stakes out the next step: a significant “ramping up” to systemic internationalization of the teacher education program, creation of an international studies emphasis, and creation of a stepping stone toward full scale internationalization. Based on the solid track record of accomplishments to date, the potential and commitment of the faculty and administration, and the tangible support of the strategic plan, this proposal holds great promise for producing an exemplary model of the internationalization of teacher education.

The College of Education and its campus partners at the University of Maryland have come together *to internationalize elementary teacher education through the planning and implementation of four interconnected and mutually reinforcing programmatic strands* and, thus, to ensure that future teachers: (a) exhibit and teach the global competencies that success in a internationally competitive marketplace requires; (b) approach pedagogy, teaching methods, child development and the teaching of content knowledge from an international perspective; (c) have the historical and cultural knowledge to better understand their students; and (d) possess the cultural competencies and language skills necessary to better relate to and communicate with the large Maryland state population of immigrant students and families from Latin America.

There are four strands that weave together; each strand is a fiber that contributes to the strength of the entire program. The goal is not to create separate programs within elementary teacher education, but to work up to the internationalization of the entire teacher education program. As such, the intent is to change the thinking that permeates course content, student perspectives, faculty instruction, and leadership outlook. Strand one internationalizes the area of emphasis (or content strong suit) that elementary teacher candidates must choose. Strand two creates a new Latin American Studies area of emphasis that equips elementary teacher candidates with the regional knowledge (history, culture, current events) and Spanish language skills to prepare future teachers to address the changing demographics in Maryland’s schools. Each of these strands requires proficiency in a foreign language equivalent to two years of college-level coursework. Strand three internationalizes the required core professional courses that *all* elementary teacher candidates must take. This action will heighten awareness of international issues and the need to address various education-related matters, including curricula, pedagogy, and assessment, from an international orientation. Strand four internationalizes the entire block of teaching methods courses that elementary teacher candidates must take. These courses address the curriculum and instructional methods in: (i) social studies; (ii) language arts; (iii) mathematics; (iv) reading; and (v) science. Across all five courses, the candidates will engage with culturally-appropriate instructional methods that will focus on developing in student’s global competencies, such as the ability to communicate cross-culturally, the ability to see an issue from multiple perspectives, the ability to engage with difference and diversity, and the ability to appreciate and value the advancements of other societies and peoples.

Carroll University

**INTERNATIONALIZING TEACHER EDUCATION THROUGH FIELD
IMMERSION EXPERIENCES**

Each year economic, social, and technological advances continuously work to increase the interdependence of countries around the globe. With this unprecedented interdependence comes the realization that America's teachers will play a critical role in preparing young people to meet the challenges of living and working in a new global society. At the same time, few teachers are trained with the knowledge and skills necessary to bring the world into their classroom. Carroll University, Wisconsin's first college, is seeking funding from the U.S. Department of Education's Undergraduate International Studies Foreign Language (UISFL) Program to internationalize our education curricula to meet the needs of 21st Century students.

The project will engage our education students, faculty, and teachers from the local school districts in international exchange with our partner universities in Vietnam, Costa Rica and Mexico. Our strong educational partnerships with both universities and secondary schools in Southeast Asia and Central America will enable us to provide our students, faculty and local partner school districts with opportunities to engage in international cultural exchange, language acquisition, and global education related to teaching. Our global activities would build on Carroll's successful international programs and existing education field immersion experiences. The objectives of our program include:

1. To incorporate global, international, and enhance multicultural awareness throughout the Carroll University Teacher Education Program (TEP), and specifically into existing required courses, including EDU100, EDU203, EDU209, EDU301, and EDU321.
2. To develop language courses to support education field immersion experiences, including the development of an intensive course in Vietnamese language; culture intensive activities in Vietnamese and Spanish; and language tutoring prior to international experience, designed to prepare education students for a school-based field immersion experience in Costa Rica, Mexico or Vietnam.
3. To develop International Immersion Field Experiences with professional partners and their school sites in Costa Rica, Mexico and Vietnam.
4. To develop an interdisciplinary International Education minor which will include a core of selected social science and education courses, in addition to intensive language immersion and a required international immersion field experience.
5. To engage faculty in development activities, including conferences, workshops and travel that will ensure excellence in the International Studies in Education program.

The project will also include co-curricular programming that will include concerts, art exhibits, films, and lectures, and other activities geared toward bringing the diverse world onto the Carroll University campus. The International Education Initiative will be administered through the Carroll University Department of Education with the support of an interdisciplinary faculty implementation team and key stakeholders at the university including the Office of International Education. Together this interdisciplinary team will implement a dynamic UISFL project that will provide high quality international experiences and global studies opportunities to Carroll students working to meet one of Carroll University's Strategic Plan 2007 - 2010 key initiatives to increase the number of global, international studies, and cross-cultural experiences for our undergraduate students.

University of Tennessee at Knoxville

ARABIC LANGUAGE AND CULTURE ACROSS THE CURRICULUM

Under the Undergraduate International Studies and Foreign Language (UISFL) program, the Department of Education lists as invitational priority 2 the “development of area and international studies programs” that includes Arabic language instruction. The program, titled “Arabic Language and Culture across the Curriculum,” is designed primarily to advance undergraduates toward linguistic competency in Arabic language and knowledge of Middle Eastern civilizations at the University of Tennessee – Knoxville (UTK). Most ongoing efforts to internationalize the UTK curriculum have not focused on the Middle East. This proposal will be a way of integrating the Middle East into those important efforts. Specifically, there are three goals for this two-year program:

1. To provide a full-time faculty position in elementary and intermediate Arabic. This will allow students to achieve proficiency in the less-commonly-taught language of Arabic and will contribute to the national need for an increase in knowledge of that language. In addition, Arabic instruction will serve as a significant foundation for the study of the Middle East.
2. To initiate an infusion across the curriculum, and across colleges, of the study of Arab culture from the perspectives of the humanities and the social sciences, to enhance existing offerings in History, Religious Studies, and Music, and to create a gateway course to the study of Middle Eastern cultures and civilizations. At this time, few courses of international scope have developed extensively the study of Middle Eastern cultures and civilizations. A faculty ‘course infusion’ committee will call for and support faculty interested in developing that important new dimension of the curriculum. An external faculty consultant, who is an expert in Middle Eastern studies, will work with University of Tennessee, Knoxville faculty in the Colleges of Arts and Sciences, of Law, and of Education, Health, and Human Sciences, and guide those faculty in designing courses that incorporate important dimensions of Middle Eastern culture. A faculty enhancement committee will examine existing course offerings within the Departments of History and Religious Studies and the School of Music, courses that already address Arab culture and, by coordinating those offerings, the committee will lay the groundwork for an interdisciplinary minor and eventual major in Arab studies. The faculty constituting the enhancement committee will also work toward developing a gateway course on the intellectual and cultural history of Middle Eastern civilizations. The infusion and enhancement committees together will constitute a steering committee that will be responsible for the overall curricular development of the program.
3. To internationalize the faculty by encouraging them to work with the Center for International Education (CIE) at UTK. Faculty would travel to selected sites in the Arab world and assist in creating study abroad and exchange programs for undergraduates. In developing the instruction of Arabic language, infusing the humanities and social science curricula as well as programs in the Colleges of Law and of Health, Education, and Human Sciences, with aspects of Middle Eastern culture, enhancing existing elements of the curriculum, creating a gateway course, and developing study abroad opportunities, we will create the necessary foundation for establishing an Arab studies minor, and eventually a major.

Queens College

NEW GROUND, CRITICAL LANGUAGES: MIDDLE EASTERN STUDIES

The immediate goal of the Department of Classical, Middle Eastern & Asian Languages at Queens College is to create a viable major in Middle Eastern Studies. The new major will combine language study with the study of the literature, culture, and history of the Middle East. It will provide new opportunities for study abroad. Moreover, once in place, our new major in Middle Eastern Studies will be the only one of its kind in the entire City University of New York.

In a narrow sense, our application here is designed to ensure the success and quality of this major. To that end, we are requesting support for staffing and assessment. More broadly, our goal is to create academic and cultural opportunities for the campus and the community to ensure that an awareness and understanding of the Middle East continues to inform the academic life of Queens College. To that end, we are requesting support for a colloquium series and study abroad.

The mission statement of Queens College begins “Queens College prepares students to become leaders of our global society...” Having a “global perspective” is defined as one of the five core values of the college. A specific goal of the college is to “become widely recognized for our programs in languages other than English, with instruction in Arabic, Chinese, Hindi, Japanese, Korean and Spanish unrivaled in breadth and depth.” And it is a further goal of the college that at least 20 percent of graduates have a study abroad experience. A commitment to International Studies is therefore one of the college’s most fundamental tenants. This starts at the top with the Office of the President and permeates the entire campus. It is also reflected in the make-up of the student body. Students at Queens come from 140 different countries. They speak as many languages. The Borough of Queens is the most ethnically-diverse county in the United States. At Queens, diversity is ubiquitous.

The project proposal described here is therefore fundamental to the mission of Queens College and enjoys support from all quarters.

Marquette University

STRENGTHENING MIDDLE EASTERN AND NORTH AFRICAN STUDIES

The purpose of this project is to strengthen and enhance Middle Eastern and North African (MENA) Studies, especially instruction in Arabic, through a combination of curricular, programmatic and faculty initiatives. Building on a variety of existing programs and a strong, institution-wide emphasis on global engagement, this project proposes to increase the number of students studying Arabic at Marquette, to boost the number of students studying abroad in MENA countries, and to expand course offerings - across disciplines - that deal with aspects of the Middle East and North Africa. These priorities will be punctuated by advances in the use of technology in the classroom, extended collaboration across the university, and increased co-curricular programming supported by local organizations in the Milwaukee community.

Proposed Initiatives:

Enhance MENA Understanding

With a focus on personal development and *excellence* in teaching practices, we will enhance student understanding of the MENA region primarily by:

- Extending Arabic language instruction to the third and fourth year;
- Enhancing Arabic instruction using innovative technology and methods;
- Expanding MENA course offerings, specifically those that focus on *faith* in the Islamic and Abrahamic traditions;
- Providing professional development for MENA focused faculty; and
- Improving coordination of MENA projects across the university.

Inspire Community Interaction

In order to provide formative learning experiences and to inspire a sense of global solidarity and a dedication to *service* among our students, we will cultivate an international community of MENA learners by:

- Developing local and global service learning opportunities that initiate student interaction with the people and cultures of the MENA region;
- Initiating an Arabic “Living Language Community;” and
- Creating academic and co-curricular programs that engage the Marquette and Milwaukee community and increase exposure to the MENA region.

Expand Global Opportunities

The world’s future *leaders* will need cultural adaptation skills and direct exposure to issues beyond the borders of the United States. We will expand opportunities for MENA learners to gain these experiences by:

- Adding semester and year-long programs in MENA countries to Marquette’s approved study abroad program list; and
- Designing faculty-led short term programs that focus on MENA issues.

College of Mount Saint Vincent

BUILDING ON EXCELLENCE: ENHANCING INTERNATIONALIZATION

Throughout its 150-year history the College of Mount Saint Vincent (CMSV) has provided liberal arts education to a diverse student population, the majority of whom are from underprivileged and inner-city backgrounds. Twenty-first Century globalization has caused CMSV to recognize the need for a strong international studies and languages acquisition program as a vehicle for successful career preparation in the new global environment. In response to this need a multidisciplinary Center for International Studies (CIS) was established in the spring of 2006. A Title VI grant will allow CMSV to systematize existing efforts to strengthen and improve the undergraduate international studies curriculum and foreign languages instruction by supporting course development and providing opportunities for faculty growth. Building on an existing International Studies (IS) minor and by engaging faculty from six academic departments, the CIS will take the lead in initiating, coordinating, and planning activities pertaining to the following objectives:

Objective 1: Curriculum Development: Under this grant we will add international components to six courses and develop ten new international courses in Economics, History, Sociology, Communication, and Art.

Objective 2: Language Development: We will improve Filipino (Tagalog) language offerings (Invitational Priority 2) by incorporating methodology for non-native speakers, which will be new to the college, and by hiring new faculty for intermediate level instruction. Together with a proposed Philippine economy course and curriculum development efforts pertaining to Philippine area studies (Invitational Priority 2), this grant will set the stage for the creation of a Philippine Center on campus. In addition, interest in Russian language will be enhanced by strengthening an existing summer study abroad program and by creating Russian area studies (Invitational Priority 2).

Objective 3: Faculty Development: The CIS will offer the following activities for the purpose of enhancing pedagogy in IS, cultivating interest in internationally-focused research, and exposing faculty to national initiatives on curriculum internationalization: **(a)** faculty cultural seminars; **(b)** attendance of the American Council on Education (ACE) annual conference in year one (2011); **(c)** workshop "Building International Partnerships for the Enhancement of Student Learning" conducted on site at St. Petersburg State University of Economics and Finance (FinEc), our partner institution in Russia, which serves as a model for CMSV institutional connection building. (This model will be implemented with the University of the Philippines in Manila after this grant period); **(d)** interdisciplinary workshop "Implementing Campus Internationalization" with a key-note speaker from the ACE, where experts and faculty from different universities as well as CMSV faculty supported by this grant will share knowledge on how to strengthen international studies and foreign languages going forward.

Objective 4: Program Development: The grant will also be used to offer a guest lecture series, to recruit students into the existing IS minor and summer study abroad programs by holding regular IS fairs, and to acquire reference and instructional materials pertaining to IS curriculum development and enrichment of language studies.

This grant will make possible the goal of CMSV – CIS to bring together existing resources and to build a strong and sustainable multidisciplinary program in International Studies.

###

October 2010