

U.S. Department of Education

Washington, D.C. 20202-5335



APPLICATION FOR GRANTS UNDER THE

UNDERGRADUATE INTERNATIONAL STUDIES AND FOREIGN LANGUAGE

CFDA # 84.016A

PR/Award # P016A090037

Grants.gov Tracking#: GRANT10294777

OMB No. 1840-0796, Expiration Date: 08/31/2010

Closing Date: APR 30, 2009

****Table of Contents****

Forms

1. Application for Federal Assistance (SF-424)	e1
2. Standard Budget Sheet (ED 524)	e5
3. SF 424B - Assurances Non-Construction Programs	e7
4. Disclosure of Lobbying Activities	e9
5. 427 GEPA	e10
6. ED 80-0013 Certification	e11
7. Dept of Education Supplemental Information for SF-424	e12
Attachment - 1	e13

Narratives

1. Project Narrative - (Abstract Narrative...)	e14
Attachment - 1	e15
2. Project Narrative - (Project Narrative...)	e16
Attachment - 1	e17
3. Project Narrative - (Other Narrative...)	e57
Attachment - 1	e59
Attachment - 2	e60
Attachment - 3	e62
Attachment - 4	e64
Attachment - 5	e67
Attachment - 6	e70
Attachment - 7	e73
Attachment - 8	e75
Attachment - 9	e77
Attachment - 10	e79
Attachment - 11	e80
Attachment - 12	e81
Attachment - 13	e82
Attachment - 14	e83
Attachment - 15	e84
Attachment - 16	e85
Attachment - 17	e86

<i>Attachment - 18</i>	e87
<i>Attachment - 19</i>	e89
<i>Attachment - 20</i>	e90
4. <i>Budget Narrative - (Budget Narrative...)</i>	e91
<i>Attachment - 1</i>	e92

This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).



U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
Virginia State University

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 30,435	\$ 30,435	\$ 0	\$ 0	\$ 0	\$ 60,870
2. Fringe Benefits	\$ 2,328	\$ 2,328	\$ 0	\$ 0	\$ 0	\$ 4,656
3. Travel	\$ 17,200	\$ 17,200	\$ 0	\$ 0	\$ 0	\$ 34,400
4. Equipment	\$ 3,200	\$ 3,200	\$ 0	\$ 0	\$ 0	\$ 6,400
5. Supplies	\$ 3,000	\$ 3,000	\$ 0	\$ 0	\$ 0	\$ 6,000
6. Contractual	\$ 24,147	\$ 24,147	\$ 0	\$ 0	\$ 0	\$ 48,294
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 3,000	\$ 3,000	\$ 0	\$ 0	\$ 0	\$ 6,000
9. Total Direct Costs (lines 1-8)	\$ 83,310	\$ 83,310	\$ 0	\$ 0	\$ 0	\$ 166,620
10. Indirect Costs*	\$ 6,665	\$ 6,665	\$ 0	\$ 0	\$ 0	\$ 13,330
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 89,975	\$ 89,975	\$ 0	\$ 0	\$ 0	\$ 179,950

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No
 (2) If yes, please provide the following information:
 Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2006 To: 6/30/2009 (mm/dd/yyyy)
 Approving Federal agency: ED Other (please specify): Department of Health & Human Services
 (3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
 Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)?



U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
 Virginia State University

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 39,055	\$ 39,055	\$ 0	\$ 0	\$ 0	\$ 78,110
2. Fringe Benefits	\$ 12,888	\$ 12,888	\$ 0	\$ 0	\$ 0	\$ 25,776
3. Travel	\$ 4,000	\$ 4,000	\$ 0	\$ 0	\$ 0	\$ 8,000
4. Equipment	\$ 5,000	\$ 5,000	\$ 0	\$ 0	\$ 0	\$ 10,000
5. Supplies	\$ 1,340	\$ 1,340	\$ 0	\$ 0	\$ 0	\$ 2,680
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 2,840	\$ 2,840	\$ 0	\$ 0	\$ 0	\$ 5,680
9. Total Direct Costs (lines 1-8)	\$ 65,123	\$ 65,123	\$ 0	\$ 0	\$ 0	\$ 130,246
10. Indirect Costs	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 65,123	\$ 65,123	\$ 0	\$ 0	\$ 0	\$ 130,246

Building a Community of Arabic Language Learners at Virginia State University

Exempt Research Narrative

The use of human subjects during the course of this project will take place at the University. Student surveys will be one of the major methods of evaluation, and consistent with University procedure, the project directors will seek IRB approval prior to administering these surveys. Attitudinal surveys will be conducted at the mid-point of the semester to determine students' perceptions of themselves as Arabic language learners and of their ability to perform in the course. Surveys will also be conducted at periodic intervals to gather feedback on the impact of students' access to components of the support network (instructional materials, tutoring, attendance at cultural programs, participation in mentoring activities, etc.). In evaluating the study abroad program, surveys of students will be used to gather data. These instruments will solicit responses based on the Likert scale as well as reflective comments from students. The privacy and anonymity of respondents will be safeguarded. Other data about students—the numbers of students enrolling in the language classes, the use of the Academic Support Center, and the performance of students on tests—will be treated in a manner appropriate to the use of the information.

Project Narrative

Abstract Narrative

Attachment 1:

Title: Pages: Uploaded File: **1235-VSU Abstract.doc**

Building a Community of Arabic Language Learners at Virginia State University (Abstract)

One goal of Virginia State University's *2020 Vision Plan: In Focus* (2007) is the expansion of foreign language offerings to include critical need languages. A sequence of Arabic language courses subsequently developed in 2008 now gives students whose majors have language requirements the option of studying Arabic to fulfill their foreign language requirement. Because students enrolling in beginning Arabic are often challenged by the lack of familiarity with the language and the cultures of Arabic-speaking populations, proactive measures may cultivate an environment that encourages rather than discourages students' continued enrollment in Arabic language courses. To enhance the success of the new Arabic language program, the proposed project will pilot strategies designed to increase student retention from beginning through advanced levels of Arabic language study. Such strategies will include enrichment through supplementary instructional materials, tutorial assistance, area studies courses in Islamic culture and civilization, cultural campus programming highlighting global Arabic-speaking communities, and the establishment of an Arabic language learner mentoring program (called ALL Mentors) staffed with community people from the greater Richmond area's Islamic community and other volunteers. These strategies will be complemented by the development of an interdisciplinary service-oriented immersion program and internships in Arabic-speaking countries, beginning in Morocco.

While the impact of the proposed project may be far reaching, the four primary goals of **Building a Community of Arabic Language Learners** are to

- 1) Increase students' success as Arabic language learners by establishing an integrated support system that combines instructional materials, academic support services, and mentoring by Arabic language speakers;
- 2) Build students' cross cultural competence as Arabic language learners by augmenting language instruction with area studies courses in Islamic culture and civilization and an immersion experience in an Arabic-speaking country;
- 3) Provide opportunities for VSU faculty to make substantive contributions to the internationalization of their respective disciplines by integrating study abroad in an Arabic-speaking community; and
- 4) Increase the number of VSU undergraduate students who participate in education abroad programs, particularly in critical need language locations in Africa, Asia, and South America.

With additional academic support and students' opportunities for engagement in local communities abroad, students may be more inclined to pursue advanced level mastery of Arabic language, to travel to Arabic-speaking countries, and to seek in international service and careers in critical need language areas of the world.

Project Narrative

Project Narrative

Attachment 1:

Title: Pages: Uploaded File: **1257-VSU Project Narrative.doc**

Building a Community of Arabic Language Learners at Virginia State University

"If you build it, they will come.... [Students will stick with Arabic] "if the structures are there for people to achieve their goals." (R. Kirk Belnap quoted in "Why the Pool of Arabic Speakers is Still a Puddle," *Christian Science Monitor* 17 May 2007)

INTRODUCTION

Founded in 1882, Virginia State University is a public, historically black comprehensive university whose mission is to promote and sustain academic programs that integrate instruction, research, and extension/public service. Located on a 236-acre campus near Petersburg, Virginia, VSU enrolls about 5,000 students, 98% of whom are black and 59% of whom are female. It employs a diverse faculty of about 230 faculty members. VSU offers 45 baccalaureate and master's degree programs within five schools and 2 doctoral degree programs in educational leadership and health psychology. As part of its mission is to prepare students to assume productive roles in a challenging and ever-changing global society, VSU has articulated several international education initiatives in its strategic long-range plan (*2020 In Focus*). These include increasing study abroad participation to 10% of each graduating class, internationalizing the curriculum across disciplines and expanding foreign language offerings, expanding education abroad programming, enhancing faculty's international expertise, establishing international institutional partnerships for research and study, increasing international programming and activities, and developing an undergraduate major in international studies.

In moving toward completion of those goals, VSU developed a sequence of courses in beginning and intermediate Arabic language; sponsored faculty development workshops on study abroad program development; hosted visiting Fulbright scholars from Egypt, Kenya, and

Nigeria; funded faculty site visits to Nigeria, South Africa, China, and Jamaica; established linkages with universities in Egypt, Nigeria, South Africa, Hong Kong, China, Jamaica, and Ghana (pending); maintained an agricultural outreach project in Ethiopia; and funded an exploratory collaboration with education faculty in Ethiopia. Campus international programming has ranged from international forums, guest lectures, art exhibitions, education abroad fairs, World AIDS Day observances, genocide awareness activities, and sponsored field trips to the US State Department. One challenge that the University has faced while seeking to internationalize the campus and promote global awareness has been increasing the number of students studying abroad. Currently, less than one half of one percent of VSU's student body has studied abroad and very few of those who do study abroad seek destinations other than Europe or the Caribbean.

1. PLAN OF OPERATION

Overview: **THREE CONTINENTS: AN INTERNATIONAL INTERNSHIP AND SERVICE LEARNING PROGRAM** is a series of interdisciplinary education abroad programs being developed at VSU to enhance foreign language acquisition through service-oriented cultural immersion experiences in select countries on the continents of Africa, Asia, and South America. Over the next ten years, programs will be developed in countries where VSU either has established or will pursue institutional partnerships and where faculty have expressed interest in developing discipline-specific education abroad programs: Morocco, Egypt, Tanzania, Ghana, Nigeria, South Africa, China, Hong Kong, Turkey, Brazil, and others. Through service to others in an overseas setting, students can potentially develop an enhanced sense of their own global relationships.

Foreign language mastery is one key to increasing the likelihood that VSU students will pursue opportunities for global engagement. **THREE CONTINENTS** is based on the premise that armed with a higher degree of confidence and comfort with a foreign language and with an

enhanced level of cultural awareness and sensitivity, students will be less inclined to see language as a barrier to study abroad and less fearful of exploring immersion programs in many of the less popular study abroad locations. This is the idea behind the proposed pilot project **Building a Community of Arabic Language Learners at Virginia State University** discussed in this proposal. **Building a Community of Arabic Language Learners at Virginia State University**, the inaugural program in the THREE CONTINENTS series, will be piloted during the proposed two-year grant period and will serve as a model for developing future programs in critical need language areas.

a. PROGRAM DESIGN

Building a Community of Arabic Language Learners at Virginia State University seeks to increase the number of students who successfully complete the Arabic language sequence and enhance students' global awareness of cultures with Arabic-speaking communities. With the goal of expanding its foreign language program, the Department of Languages and Literature in Fall 2008 began offering beginning Arabic language after a four-course sequence was approved (see course descriptions in the online catalog at <http://www.vsu.edu/PDFFiles/Catalogs/2008-2010%20UNDERGRADUATE%20CATALOG.pdf>). As more students "experiment" with this alternative to the standard language options in Spanish and French, faculty in the department have been attentive to the feedback from students who are studying the language. Because students enrolled in beginning Arabic are often challenged by the lack of familiarity with the language and the cultures of Arabic-speaking populations, the department is eager to cultivate an environment that encourages students' continued enrollment and success in Arabic language

courses. Measures taken now to promote student success in the sequence will also strengthen the department's ability to sustain viable foreign language programs in critical need areas.

To improve the success of Arabic language learners at VSU, the proposed program will pilot strategies to increase student retention from the beginning through the advanced levels of Arabic language courses. Such strategies will include course enrichment through supplementary instructional resources, tutorial assistance, new area studies courses in Islamic culture and civilization, cultural campus programming highlighting global Arabic-speaking communities, and the establishment of an Arabic language learner mentoring program (called ALL Mentors) staffed with community people from the greater Richmond area's Islamic community. These strategies will be complemented by the development of a series of interdisciplinary service-oriented immersion programs and internships in Arabic-speaking countries, beginning with Morocco. The expectation is that through increased opportunities for global engagement in local communities, students can maximize their success with Arabic language, increasing the likelihood that they will pursue advanced level mastery of the language to enhance their competitiveness for international careers and service opportunities in critical need areas of the world. Students who enroll in Arabic language and participate in the study abroad program in an Arabic-speaking country will be tracked as they move through the foreign language sequence, identifying the need for intervention measures to maintain acceptable retention levels and language proficiency. This tracking will involve determining the level of students' interaction with University Career Services and the kind of opportunities that students pursue (international internships, employment with American corporations overseas, civil and foreign service, etc.).

b. PROGRAM GOALS: While the impact of the proposed project may be far reaching, the four primary goals of **Building a Community of Arabic Language Learners** are to

- 1) Increase students' success as Arabic language learners by establishing an integrated support system that combines instructional materials, academic support services, and mentoring by Arabic language speakers;
- 2) Build students' cross cultural competence as Arabic language learners by augmenting language instruction with area studies courses in Islamic culture and civilization and an immersion experience in an Arabic-speaking country;
- 3) Provide opportunities for VSU faculty to make substantive contributions to the internationalization of their respective disciplines by integrating study abroad in an Arabic-speaking community; and
- 4) Increase the number of VSU undergraduate students who participate in education abroad programs, particularly in critical need language locations in Africa, Asia, and South America.

In order to ensure that **Building a Community of Arabic Language Learners at VSU** results in the development of high quality, sustainable education abroad programs that can be institutionalized and assessed as viable academic program components, VSU is negotiating a partnership with Cross Cultural Solutions (CCS), an established reputable program provider that specializes in service-oriented education abroad programs in Morocco and eleven other countries. Other program providers may be considered for locations outside of CCS's service area or should a change in provider be warranted. The Office for International Education (OIE) has already sponsored a faculty develop workshop in conjunction with CCS, focusing on

curriculum integration through study abroad programs. The workshop was attended by 16 faculty members across disciplines.

Further, education abroad program development and assessment will be guided by standards established by the American Council on the Teaching of Foreign Languages (ACTFL), the Forum on Education Abroad, and best practices of institutions with a track record of delivering high quality programs abroad. In addition to internal measures required by VSU's Office of Institutional Planning and Assessment to ensure the quality of curriculum content and academic programs, the proposed program will involve the use of external evaluators. As a pilot program that may guide the University's growth in international education, the quality and integrity of **Building a Community of Arabic Language Learners at VSU** are central to the success of the program and any education abroad programs that will be developed in coming years.

c. PROGRAM OBJECTIVES AND MANAGEMENT PLAN:

The objectives and activities for meeting the four primary goals of the pilot program are described below. A timetable for completion follows.

Goal 1: Increase students' success as Arabic language learners by establishing an integrated support system that combines instructional materials, academic support services, and mentoring by Arabic language speakers.

Objective	Activity	Responsibility
<ul style="list-style-type: none"> Identify ways to strengthen Arabic language instruction and enhance student learning 	<ul style="list-style-type: none"> Consult with the Arabic language professor to identify instructional materials and library resources needed Survey students in Arabic language classes (attitudes about the languages, strengths/weaknesses as language learners, etc.). The survey is NOT an evaluation of the instructor but how students see themselves as Arabic language learners. Recruitment and marketing of Arabic language to prospective students 	<p>Dr. Sample and Dr. Coovadia with VSU Acquisitions Librarian</p> <p>Dr. Edwards will develop survey with Dr. Coovadia, administer the survey, and compile the results.</p> <p>Faculty Advisers and Office for International Ed</p>
<ul style="list-style-type: none"> Establish tutorial services in Arabic language as a component of the VSU Academic Support Services 	<ul style="list-style-type: none"> Meet with the Associate VP for Academic Support to plan for the expansion of services to include Arabic language tutoring Develop policies and procedures for delivery of services, access to materials and equipment; supervision of tutors Staff the Arabic language tutorial program and monitor/report student use 	<p>Dr. Sample and Dr. Edwards with VP Bates-Brown</p> <p>Dr. Edwards</p> <p>Dr. Coovadia to assist with screening and selection of tutors; Dr. Edwards to provide administrative oversight</p>
<ul style="list-style-type: none"> Build a support network of Arabic speaking volunteers to mentor VSU students enrolled in the Arabic courses 	<ul style="list-style-type: none"> Identify Arabic speaking volunteers among VSU's international faculty and the Richmond and Tri-Cities area (Petersburg, Colonial Heights, and Hopewell) Develop a series of informal and inexpensive activities for students and mentors; identify strategies for cultivating the partnership; encourage the formation of Arabic language club Develop program literature to promote participation; public relations 	<p>Dr. Coovadia</p> <p>Dr. Edwards with Dr. Coovadia</p> <p>Dr. Sample</p>
<ul style="list-style-type: none"> Recognize meritorious achievement in Arabic language 	<ul style="list-style-type: none"> Establish a form of departmental recognition for high achievers at the beginning and intermediate levels 	<p>Department Chair</p>

Goal 2: Build students' cross cultural competence as Arabic language learners by augmenting language instruction with area studies courses in Islamic culture and civilization and an immersion experience in an Arabic-speaking country.

Objective	Activity	Responsibility
<ul style="list-style-type: none"> Develop three new course offerings in Islamic Studies Develop a new course called Cross-Cultural Communication 	<ul style="list-style-type: none"> Develop proposals for three courses to be sent to the requisite curriculum committees: Introduction to Islam; Islam and World Civilization; and Special Topics in Islamic Studies (see below) Develop course proposal for Cross-Cultural Communication 	<p>Dr. Coovadia</p> <p>Dr. Sample</p>
<ul style="list-style-type: none"> Offer a summer study abroad program to Morocco, targeting students enrolled in Arabic language classes (but open to any VSU student) Develop orientation programs for pre- and post-departure Develop a marketing and recruitment plan to maximize program participation Identify program assessment measures 	<ul style="list-style-type: none"> Identify an education abroad program provider with an established service-oriented program in an Arabic-speaking community abroad and coordinate the parameters of a partnership for facilitating a University faculty-led, custom-built program Conduct a site visit at Morocco location Solicit faculty across disciplines to participate in curriculum integration for the proposed location Develop content for orientation programs Coordinate/administer orientation programs Coordinate and report post-program evaluation 	<p>Dr. Sample with Cross Cultural Solutions manager guided by VSU Procurement Director and Office of Legal Counsel</p> <p>Drs. Sample, Edwards, Coovadia</p> <p>Dr. Sample</p> <p>Dr. Coovadia</p> <p>Dr. Edwards</p>

The following new courses will provide cultural contexts for students' study of Arabic language and cultures (See Appendix for Course Descriptions): Introduction to Islam, Islam and World Civilization, Special Topics in Islamic Studies, and Cross Cultural Communication. These courses can be taken as global studies, humanities, or social science electives. Efforts will be made to have the courses cross-listed so that students can easily transport them across disciplines. Should a global studies minor or certificate program be offered later, the courses can satisfy program requirements. (Course numbers/prefixes have not yet been assigned.)

Goal 3: Provide opportunities for VSU faculty to make substantive contributions to the internationalization of their respective disciplines.

Objective	Activity	Responsibility
<ul style="list-style-type: none"> Provide training for VSU faculty in global service learning pedagogy 	<ul style="list-style-type: none"> Identify workshop consultant and plan workshop Assist faculty in obtaining resources and guidance through the NAFSA network—webinar sessions, knowledge communities, etc. 	Dr. Sample
<ul style="list-style-type: none"> Offer faculty development workshops on study abroad curriculum integration Establish a procedure for implementing education abroad curriculum integration across schools/academic units 	<ul style="list-style-type: none"> Identify faculty members each year from different disciplines who plan to integrate a service-learning program in Morocco (or other Arabic language location) into their curriculum Seek funding for onsite curriculum integration workshop Develop procedures for application and selection process Seek input on best practices from staff at MSU Study Abroad Curriculum Integration Project, University of Minnesota, etc. 	Dr. Sample Dr. Edwards with International Education Advisory Council Dr. Sample
<ul style="list-style-type: none"> Provide faculty training in education abroad program coordination and risk management 	<ul style="list-style-type: none"> Offer at least one workshop per semester 	Dr. Sample and Dr. Edwards

Goal 4: Increase the number of VSU undergraduate students who participate in education abroad programs, particularly in critical need language locations in Africa, Asia, and South America.

Objective	Activity	Responsibility
<ul style="list-style-type: none"> Market the Morocco study abroad program early in the academic year 	<ul style="list-style-type: none"> Develop information materials to disseminate while curriculum integration is being done Encourage Arabic language students to continue the language sequence abroad 	<p>Dr. Sample</p> <p>Dr. Coovadia</p>
<ul style="list-style-type: none"> Offer campus co-curricular cultural programming focusing on cultures of Arabic speaking communities 	<ul style="list-style-type: none"> Utilize community resources, neighboring universities, and the Fulbright directory to locate campus guests at minimal expense 	Office for International Education and Department of Languages and Literature
<ul style="list-style-type: none"> Increase faculty participation in study abroad recruitment 	<ul style="list-style-type: none"> Require as a condition of participation that faculty participants in the onsite curriculum integration workshop develop a recruitment plan for promoting the program to their advisees and students in their classes 	Dr. Sample
<ul style="list-style-type: none"> Offer group support services as part of study abroad advisement 	<ul style="list-style-type: none"> Organize information sessions about education abroad funding (Boren, Gilman, Rangel, Fulbright, Rotary International, Language Flagship, and Summer Language Institutes, etc.) Provide training in writing personal statements, project proposals 	<p>Dr. Edwards and Dr. Sample</p> <p>Dr. Edwards and Dr. Sample</p>

d. USE OF PERSONNEL TO ACHIEVE OBJECTIVES (Academic Years 2009-2010 / 2010-2011)

Activity	Fall 2009	Spring 2010	Summer 2010	Fall 2010	Spring 2011	Summer 2011	Responsibility
Scheduling of Arabic language classes	x	x		x	x		Department Chair
Identification of instructional materials and library resources needed	x						Coovadia
Survey of Arabic language students	x			x			Edwards
New Course developed: Cross Cultural Communication	x						Sample
New Course offered (available for fall registration in spring 2010)				x	x		Department Chair
New Courses developed: Introduction to Islam, Islamic Culture and Civilization, and Special Topics in Islamic Studies	x						Coovadia
New Courses offered by rotation (available for fall registration in spring 2010)				x	x		Department Chair
Establish mentor contacts	x	x	x				Coovadia
<ul style="list-style-type: none"> Develop mentoring 	x	X	x	x	x		Coovadia,

Activity	Fall 2009	Spring 2010	Summer 2010	Fall 2010	Spring 2011	Summer 2011	Responsibility
program activities • Assign mentor to participating students		x		x	x		Edwards
Faculty Training • Webinar: “Why and How Nontraditional Students Study Abroad” • Workshop: Global Service Learning • Workshop: Curriculum integration • On site faculty development workshop (pending other funding)	X X X		x	X x			NAFSA Dr Richard Kiely/Cornell U (tentative) Guest Presenter (MSU) Project Directors and 4 faculty
Development of summer abroad program	x	x	x	x			Sample, Edwards, CCS
Submission of curriculum integration projects		x			x		4 Participating faculty
Study abroad fair	x			x			Sample, Edwards
Study Abroad orientation program			X			x	Coovadia, Edwards, CCS
Study Abroad in Morocco (students)			x			x	Cross Cultural Solutions
Set up tutorial program under Academic Support Center	x						Sample with Director of Academic Support
Screen and select tutors	x			x			Coovadia, Edwards
Arabic language tutoring available to students	x	x	x	x	x	x	Academic Support Center
Counseling in international careers	x	x	x	x	x	x	Career Services
Cultural programs		x		x	x		Coovadia, Edwards, Sample
External program evaluation		x			x	x	Musick
Internal program evaluation		x	x		x	x	Coovadia, Sample, Edwards
Post-program activities			x			x	Edwards, Sample

e. COMMITMENT TO EQUAL ACCESS

VSU makes every effort to ensure equal access and treatment to all participants. Academic support services are available and accessible to all students, providing daytime and evening

access to a range of students and their schedules. Buildings are accessible to all students regardless of their disabilities, and measures are taken to make necessary and appropriate accommodations to facilitate an optimal learning environment. Through the Stay-in-Step Intergenerational Program (SISIP), all undergraduate students have access to tutors, mentors, and advisors who offer one-on-one and small group services. TRIO Programs established under Title IV of the Higher Education Act of 1965 help students overcome class, social, academic and cultural barriers to higher education. The TRIO Programs at VSU include Student Support Services, Educational Talent Search, and Upward Bound. The Students with Disabilities Office provides information and assistance in academic planning and advising services. In addition, each faculty member is advised to incorporate a statement on course syllabi to inform students of procedures for obtaining services to accommodate their needs. The institution is committed to providing employment and services on the basis of qualifications and merit without regard to race, political affiliation, sex, color, national origin, religion, age, disability or veteran status.

Finally, VSU is an Historically Black College/University (HBCU) that serves a demographic population of 98 percent African American students from a variety of socioeconomic backgrounds. The proposed project expands opportunities for these students to develop foreign language facility in an identified critical need language in strategic areas of the world. Further, VSU students belong to that group of students who are most underrepresented in education abroad programs. In addition to enhancing foreign language competence and providing Islamic cultural knowledge through a cultural immersion experience in Morocco, the program can begin to address the issue of the under-representation of African American students studying abroad.

2. QUALITY OF KEY PERSONNEL

a. PROJECT DIRECTORS

(1) **Project Director: Dr. Maxine Sample**, Professor of English, has served for three years as Director of the Dr. George H. Bennett Office for International Education (OIE). In addition to managing the office, she coordinates activities related to the University's international initiatives. She holds a master's degree in Africana Studies from Clark Atlanta University and a doctoral degree from Emory University in Comparative Literature. Dr. Sample was a Visiting Fulbright Scholar (Kenya 1995, Zimbabwe 2005) and has traveled abroad extensively to participate in conferences (Ghana, Morocco, South Africa, Ethiopia), conduct site visits (Kenya, Tanzania, Jamaica, Turkey, Ethiopia) or to travel with students abroad (Kenya 2000, 2001). She has written proposals for the University to host visiting Fulbright scholars and coordinated their interaction with the University and local communities. She has organized faculty development workshops and coordinated information sessions for undergraduate and graduate students on funding for international research and study. Dr. Sample serves as campus advisor for the Fulbright Student program and has served on the Gilman Scholarship review panel.

Dr. Sample is a member of NAFSA: Association of International Educators and completed the NAFSA Academy, which provides intensive training for international education leaders on their campuses. Along with Dr. Joyce Edwards, she presented at the NAFSA Region VIII 2007 conference on the challenges of getting African American students to study abroad. In February Dr. Sample participated in the 2nd Annual Institute on Global Service Learning held at Cornell University. Dr. Sample's experience with assessment includes scoring the Advance Placement English test, the TOEFL, and the GMAT for the Educational Testing Service (ETS)

and serving on six reaffirmation teams for the Southern Association of Colleges and Schools/Commission on Colleges. In working with **Building a Community of Arabic Language Learners at VSU**, Dr. Sample will have primary administrative responsibility for program oversight and coordination. She will devote 21% of her time to the project's management and will work directly with the co-director and VSU administrators to ensure the smooth operation of the program's components.

(2) **Project Manager: Dr. Joyce Edwards**, Associate Professor of Sociology, served one year as acting director of the Office for International Education. She holds a bachelor's degree in sociology from the University of Baton Rouge (LA) and master's and doctoral degrees in sociology from Howard University. Her areas of specialization are international racial and ethnic relations and demography with particular interests in Global Social Theories, Political Economy of the African/African American Community (African American Men in Relation to the Global Economy, Changing Roles and Statuses of African American Women in Evolving International Labor Markets). She teaches Sociology; Race and Ethnic Relations; Social Theory; and Class, Status and Power. Dr. Edwards developed an education abroad program in conjunction with the University of Limpopo. She traveled with sociology majors in 2005 to participate in a cross cultural analysis of African and African American family support for persons with HIV/AIDS. She established VSU's student exchange program with the City University of Hong Kong. Dr. Edwards was part of a team that established partnerships between universities in Georgia and universities in Dakar, Senegal; and Cape Coast and Accra, Ghana. The interdisciplinary team conducted site visits for prospective education abroad programs for the University System of Georgia, including faculty development workshops on education abroad curriculum integration. Additional international program development experience

includes an adopted masters level research paradigm in social science at the University of Venda, University of the Northwest, and University of the North (Limpopo), all in South Africa.

As Project Manager, Dr. Edwards will be responsible for day-to-day operations of the project. Her responsibilities will include coordinating cultural programming and orientation activities, education abroad program development, overseeing tutorial support, conducting student surveys, assisting with site visits abroad and mentoring program activities, and working closely with the project director. Dr. Edwards is a nine-month faculty member assigned a full teaching load (4 courses per semester). The grant will allow Dr. Edwards 50% release from her fulltime teaching duties and two summer months' salary to assist with the planning, development, implementation, and management of key components of this proposed project.

b. OTHER PERSONNEL

(1) **Arabic Language Specialist/Liaison: Dr. Shaheed Coovadia**, Assistant Professor of Arabic at VSU, is a native Arabic speaker (classical and modern standard, and modern Egyptian and Saudi dialects) who currently teaches the Arabic languages courses at VSU. He has taught Arabic language and Islamic Studies at area colleges and universities: J. Sargeant Reynolds Community College, Virginia Commonwealth University, the University of Richmond, and John Tyler Community College. He has served as teacher and supervisor for Arabic and Quranic Studies at the Islamic Academy of Virginia (Richmond, VA) and as a research assistant and Arabic instructor/tutor at Manchester University in Manchester, United Kingdom. Dr Coovadia holds a BA (Honors) degree in Arabic Linguistics and Islamic Studies from the Islamic University in Medina, Saudi Arabia; a master's degree in Arabic and Religious Literature from the University of Manchester, in Manchester, United Kingdom; and a doctoral degree in Modern Arabic Literature from the University of Manchester. He has had experience in developing

curricula in Arabic language and Islamic Studies, conducting workshops on improving teaching methods, and overseeing and assessing the teaching of Arabic language and Islam at various educational institutions. From 2000 to 2007 he served as Director and Imam at the Islamic Center of Virginia, located in Richmond, Virginia.

Dr. Coovadia has already assisted with the development of new Islamic Studies courses that will be sent to the requisite curriculum committees in the fall. In working with the project, he will recommend appropriate instructional resources, assist with the screening and selection of Arabic language tutors, assist with the development of orientation segments for the study abroad program, serve as a community liaison for the Arabic Language Learners Mentoring program, and participate in a site visit to the education abroad location. He will devote 29% of his time to the project, working primarily during the summer months.

(2) Dr. Deborah Goodwyn, chair of the Department of Languages and Literature, is an Associate Professor of Rhetoric and Linguistics. The department consists of over 40 full time faculty in Mass Communications, English, and foreign language (French, Spanish, and Arabic). In addition to providing administrative leadership for the department, Dr. Goodwyn is responsible for scheduling, evaluation of faculty, curriculum development, and assessment of undergraduate and graduate programs. Dr. Goodwyn was instrumental in the establishment of the new Arabic language sequence. The department is contributing in-kind support for proficiency testing of students completing the intermediate Arabic language sequence and for computer equipment. As chair, she will also be consulted on and receive copies of all data and reports.

(3) Rodney Butler serves a dual role as Director of Government Relations and Director of Career Services at VSU. He holds a baccalaureate degree in Labor Relations and a master's degree in Organizational Development and Analysis from Case Western Reserve University. As

Director of Government Relations, Mr. Butler serves as the University's advocate and agency representative with local and state legislators; as Director of Career Services, he provides oversight for the University's student placement activities (counseling, internships, and full time career opportunities). Mr. Butler has extensive corporate experience in international human resource management and recruitment in such countries as Australia, England, Finland, Greece, Japan, Mexico, Singapore, England, Quebec, Finland, Germany, Italy, and Spain. Mr. Butler's commitment to the project will involve working with Arabic language learners to provide career counseling and resources for accessing international opportunities in the service and business sectors after they have successfully completed the Arabic language sequence.

(4) Part-time Graduate Assistance: A part-time graduate assistant will be employed to coordinate various office support services. The position will require strong computer and Internet research skills. The student will devote 15 hours per week during the duration of the operation of the project. In filling this position, the Project Director will adhere to University policies that ensure equal access and opportunity for employment. In accordance with federal and state legislation, VSU is an equal opportunity employer committed to providing employment and services on the basis of qualifications and merit without regard to race, political affiliation, sex, color, national origin, religion, age, disability or veteran status.

(5) Internal Evaluator: Dr. Carl Garrott, Professor of Spanish, is Coordinator of Foreign Languages in the Department of Languages and Literature. He holds a baccalaureate degree in French from Kentucky State University, a master's degree in French and Spanish from Tennessee State University, an education specialist degree in French and Spanish from Western Kentucky University, and a doctor of education degree in foreign language education, applied linguistics French and Spanish. A veteran language teacher, Dr. Garrott has held positions at

Hampton University, the University of Kentucky and Chowan University, where he served as head of the Division of Foreign Languages. He has participated in international faculty development seminars in Mexico and Costa Rica; his foreign travels include France, Spain, Haiti, The Dominican Republic, Quebec, Guadeloupe, Martinique, Ecuador, Bermuda, and Jamaica. Certified by the American Council on the Teaching of Foreign Languages (ACTFL) to serve as a TFLI test proctor for the Oral Proficiency Interview (OPI), Dr. Garrott has been an OPI proctor for three years. He will coordinate the examination of students completing the Arabic language sequence. As foreign language coordinator for the department, Dr. Garrott will be responsible for compiling performance outcome data on students enrolled in the Arabic language courses and will work directly with the University's Office of Institutional Planning and Assessment to evaluate student outcomes.

(6) External Evaluator: Christopher Musick, Director of International Academic Services at the University of Mary Washington, Fredericksburg, Virginia, will serve as an external evaluator of the project. Mr. Musick has had extensive management and program development experience in international education. In addition to having served at UMW for the past five years, he served as Director of International Programs at the University of Texas at San Antonio, the Director of International Education at Alma College (Missouri), and Director of International Student Services at the Oregon Institute of Technology in Klamath Falls, Oregon. He was the recipient of a grant to create the "Cultural Envoy" program at UMW to stimulate the development of cognitive frameworks within students participating in study abroad programs. He has managed office and program budgets (\$700,000), resource allocation, and administrative oversight of program directors abroad. Mr. Musick has been appointed to the Education Abroad Web Network Subcommittee's team that is creating short-term study abroad e-learning modules.

As an outside evaluator, Mr. Musick is highly qualified to provide onsite evaluation of the administrative, faculty training, program development, and education abroad components of the proposed project and will be involved throughout the grant period, though his three-day onsite visit will occur at the end of each grant year.

3. BUDGET AND COST EFFECTIVENESS

Personnel (\$32,771): This is a multi-faceted project, the operational cost of which is \$155,000. The University has pledged cost-sharing valued at 41.9 percent of the total project cost to make the support of this project by the Department of Education cost effective. Dr. Edwards, the Project Manager, teaches four classes per semester as a nine-month employee. The grant compensates the Department of Sociology, Social Work and Criminal Justice for a 50% release from her teaching responsibilities. The adjunct pay to cover four courses (two per semester) is \$9689 (including FICA). The balance of 50% of her salary along with benefits for the 12-month period are covered by the University. Dr. Sample, the Project Director, is an 11-month faculty member who will devote 21% of her time to the project. The University will cover that amount of her salary plus benefits for the twelve-month period. The grant seeks summer wages plus FICA for both project directors: two months' salary for Dr. Edwards and one month's salary for Dr. Sample, a total of \$23,082. This amount will remain fixed during the two-year grant period.

Contractual Services (\$24,147): A major portion of the grant will fund contractual services that contribute to the core goals of the project: fostering a learning environment that leads to student success in Arabic language proficiency, enhancing students' cultural competence, and creating international opportunities for students and faculty. Dr. Coovadia, the Arabic language professor, will devote 29% of his time to the grant. As he currently teaches a full load, most of

his compensation will be for project planning and coordination done primarily during the summer months. Critical to the project will be his responsibility as liaison with the Islamic communities in the Richmond and Tri-Cities areas to establish the mentoring program and coordinate co-curricular cultural activities that engage students with local Arabic-speaking residents. Given the qualifications of Dr. Coovadia, the University is fortunate to have his participation on the project for a fee of \$8074 each project year. He will assist in the selection of Arabic language tutors for the Academic Support Center. Two tutors will be available to Arabic language learners for a combined twenty hours each week during fall and spring semesters at a cost of \$7200 for the academic year. Administrative support will be provided by a part-time graduate assistant responsible for the coordination of various office support services. Employing a graduate assistant to work 15 hours a week at the rate of \$15 per hour is a more cost effective way to fill this position.

Program evaluators will be contracted at the recommended rate. The Internal Evaluator, Dr. Carol Garrott, Coordinator of Foreign Languages in the Department of Languages and Literature, will compile performance outcome data on students in the Arabic language courses. The program related evaluation of students' performance in the language courses done by Dr. Garrott will be of tremendous benefit later as the department undertakes its periodic assessment of academic programs and curriculum. Dr. Garrott will be compensated at the rate of \$1500 each project year. The External Evaluator, Chris Musick, Director of International Academic Services at the University of Mary Washington (VA) will be reimbursed at the rate of \$600 per day for 3 days plus \$600 for travel related to the onsite visit at the end of each project year. He has extensive experience in education abroad program development and curriculum integration, grant management, faculty training, and study abroad outcomes assessment.

Travel (\$17,200): The project directors and the Arabic language professor will conduct a site visit at the Morocco location where Cross Cultural Solutions runs a program. Such site visits to proposed locations are required in advance of study abroad program approval. VSU is pursuing a partnership with Cross Cultural Solutions after considering a number of education abroad program providers. The service-oriented international experience provided by CCS is consistent with the service learning emphasis that the University embraces for anchoring undergraduate programs in real life global contexts. The CCS programs is affordable for VSU students; established in 1995, CCS has a proven track record for providing high quality immersion experiences for over 22,000 program participants. Approximately \$4700 is budgeted per person for a two-week visit to Morocco; that includes the base program fee of \$2864 per person and \$1869 for travel expenses (airfare, visa, local transportation). Other travel expenditures supported by the grant will include \$1000 for local travel related to mentoring activities and \$2000 for out of state travel (inclusive of honorarium) for a consultant from Cornell University to conduct the Global Service Learning faculty development workshop. The cost of the project directors to attend the annual grant program meeting (\$2000 each per year) will be covered by University cost sharing. Outside funding will be sought to fund an onsite curriculum integration faculty development workshop in the second grant year.

Other Expenditures (\$9,200): Communication and public relations expenditures include \$1000 for conference calls and three webinars—a cost effective way to provide training to a group; \$1000 for printing and copying for public relations literature and other materials; \$3000 for general office supplies; and \$1000 for postage and shipping. The proposal also requests \$3200 in grant support for a digital camera, video recorder and peripherals, and DVD players. University contributions that will help defray some of the project costs include \$5000 for equipment: 32

Arabic/English keyboards for the language lab, 2 computer stations for tutoring in the Academic Support Center, computer peripherals, and maintenance. Indirect costs at 8% are calculated at \$6,665 of total project budget. The budget for the second grant year will be relatively the same as that of the first year, with travel funds supporting faculty who have developed curriculum projects.

4. ADEQUACY OF RESOURCES

In 2005 the University established a central location from which to launch its international education initiatives. The Dr. George H. Bennett Office for International Education is the coordination center for all campus international programs and functions as the information clearinghouse for study abroad and exchange programs. It is a fully equipped office located in the student center, inviting browsing from interested students. It houses the director's office and a reception area with a work station. It will serve as the administrative base of the project.

The Department of Languages and Literature houses a fully-equipped language laboratory with 30 computer stations with Internet access. Programs like Net-TV can give student access to foreign television programming. A multi-media console facilitates audio and video access to individual or group stations. University classrooms contain multimedia consoles with Internet access, and several classrooms locations of other courses offered by the Department are being outfitted this semester with "smart boards" that further enhance instruction. Many of the faculty at VSU utilize Blackboard to enhance classroom instruction, and a small number of online classes have become available to students.

There is ample computing capacity throughout the campus. In addition to several computer classrooms, the University supports an Academic Support Center with learning labs

along with tutoring/mentoring services and open computer labs in several classroom building; most departments have smaller computer laboratories with specialized software for their majors where appropriate. All dormitories have computer access, and many locations across campus provide wireless access. The University library participates in a statewide electronic resource sharing consortium, the Virtual Library of Virginia (VIVA). The Library provides local and remote access to numerous databases, full- text journals and newspapers, full-text works of poetry and verse drama, and additional full-text materials, including statistical reports and pamphlets. Assistive Technology Lab equipped with a Kurzweil machine, a Voyager Reader and large print software for the visually impaired is also available. The library offers 24-hour computer lab access. The Appendix contains a list of library sources that support the Arabic language program and the proposed Islamic Studies courses.

5. PLAN OF EVALUATION

a. Plan Implementation: Evaluation will take place on a number of levels using a variety of assessment measures and using both internal and external evaluators to address each goal.

Goal 1: Students' success as Arabic language learners:

Proficiency-based assessment of Arabic language students is one form of evaluation that will be used. First, proficiency-based assessment of students in Arabic language courses will be done by the instructor. This will consist of the traditional testing and grading of assignments based on the learning outcomes of the course. Dr. Garrott, the Foreign Language Coordinator, who also will serve as an Internal Examiner, will review the course syllabi and final grades of students along with the language instructor. Second, an external assessment of language proficiency will be done through a more global task-based assessment represented by the American Council on the

Teaching of Foreign Languages (ACTFL). Students who complete the Arabic language sequence (either through direct course enrollment or credits earned during study abroad in an Arabic-speaking country) will take the ACTFL Oral Proficiency Interview (OPI). The first year, there may be very few students. The OPI is sensitive to context, accuracy, social context and global functions and gauges the examinees' language facility on several levels. It tests real-world tasks that are validly assessed and that link the classroom to the real world. The OPI for Arabic directly measures performance that is observably consistent with the outcomes of the course. In evaluating the quality of its students, the OPI thus measures the quality of the program itself. The results of the test will be reviewed along with course grades to examine the level of mastery.

Factors Influencing Student Success: One impediment to students' success in Arabic language programs is that students have not always had access to the resources needed to learn the language. Records of students' use of the academic support services and learning resources that the proposed program will make available to students will be reviewed and compared with their performance evaluation at the end of the semester. Attitudinal surveys will be conducted at the mid-point of the semester to determine students' perceptions of themselves as Arabic language learners and of their ability to perform in the course. The program directors in consultation with the Arabic professor will draw upon the foreign language anxiety scales (see Appendix) as appropriate to develop a survey to be administered midway through the semester. Additional follow-up surveys at the end of the semester will attempt to determine the impact of participation in ALL Mentors and other program components. As a focus of the program is to stem attrition in the Arabic language courses by enhancing students' success, the data will be reviewed to see if there is any correlation between students' success and their participation in the support network

(fields trips, mentoring activities, enrollment in an Islamic Studies course, tutoring and learning resources available at the Academic Support Center, participation in the study abroad program).

Goal 2: Building students' cross cultural competence:

Getting the new Islamic Studies courses and the Cross Cultural Communication courses approved, scheduled, and taught will demonstrate that part of the goal of augmenting Arabic language study area studies courses has been met. Course syllabi will be available for review by the external evaluator. A specific study abroad program survey administered as part of the post-program activity will focus on the students' cultural competence. Faculty members teaching the three new Islamic Studies courses and Cross Cultural Communication will be asked to administer to their students a pre- and post-cultural competence survey at the beginning and end of the semester. The project directors will develop the surveys and evaluate the result. The external evaluator will have access to this data as well as the results of the post-education abroad evaluation conducted by Cross Cultural Solutions.

Goal 3: Faculty Development through curriculum integration:

Participants in the faculty development workshops will complete evaluations of each session (NAFSA Webinars, Global Service Learning workshop, etc.). The project directors and the International Education Advisory Council will review proposed curriculum integration projects that are created as part of the training. They will determine the extent to which the curricular components provide opportunities for students to apply specific disciplinary skills in an international context; how field experiences are integrated with the academic portion of the program; and how final assignments for which students receive credit enhance their learning of the specific country and/or region. Faculty projects whose implementation results in credit-bearing education abroad experiences for students will be evaluated by the external examiner.

Goal 4: Increase the number of VSU students who study abroad:

The study abroad program in Morocco will be marketed to all students at the fall study abroad fair and in the Arabic language classes. Faculty who are working on ways to integrate the Morocco study abroad program into courses in their respective disciplines will be encouraged to promote the program to their academic advisees. Study abroad participation figures from the previous years will be compared to the level of participation during the grant years to determine the degree to which this goal has been met.

External Evaluation: Chris Musick, Director of International Academic Services at the University of Mary Washington, will serve as an external evaluator of the project. Mr. Musick has had extensive management and program development experience in international education. As an outside evaluator, Mr. Musick is highly qualified to assess the administrative management, faculty training, program development, and education abroad components of the proposed project. Central to the evaluation will be a determination of the extent to which the program as a whole provides a high-quality learning environment and yields evidence that the outcomes have been met. The project directors will communicate with him via email and telephone contact throughout the grant period. He will conduct a formative evaluation during an interim onsite visit at the end of the first year and complete a summative evaluation at the end of the second year. A table detailing the evaluation activities appears in the Appendix.

6. COMMITMENT TO INTERNATIONAL STUDIES

a. INTERNATIONAL STUDIES COURSES:

In 2005 Virginia State University revamped its general education curriculum and revised its learning outcomes based on its Mission and Principles. One of the learning outcomes of the

revised general education curriculum is that “Students will demonstrate an understanding and appreciation of global cultural literacy within a trans-cultural context, and preferably, a second language.” The university designated a 3 credit hour Global Studies requirement as part of that revised GE curriculum which students could satisfy by selecting from a menu of cross-disciplinary courses. Including the four new Arabic language courses, students may select from 31 international studies courses ranging from foreign language (French, Spanish, Arabic) to the humanities (ex. Post-colonial literature, Survey of African Art) to political science (ex. International Relations) and economics (ex. International Business). A number of upper division courses are also available in specific majors. In addition, students are assisted in identifying opportunities abroad to internationalize further their programs of study. Some students use the study abroad option to complete foreign language requirements through participation in programs in Guadalajara, Mexico; Madrid, Spain; and Montreal, Canada. Students have earned sociology course credits via study abroad in South Africa, gained international experience through the Hospitality Management International Study Tour (HMGT 300), and conducted doctoral level field research in Ethiopia for a comparative education project. The University also offers an interdisciplinary minor in Africana Studies.

Finally, the curriculum has been further internationalized through the contributions of visiting international scholars. During the 2005-2006 academic year, the Department of Languages and Literature hosted a Visiting Fulbright Scholar from the University of Nairobi, Kenya. He taught beginning Kiswahili language courses and East African literature. In April 2008 a Visiting Fulbright Islamic Specialist guest lectured in a number of classes, teaching course units in world history, philosophy, anthropology, sociology, comparative criminal justice classes during his one-month visit at the University. In 2006-2007 a Visiting Fulbright Scholar

from Egypt hosted by the Engineering Department brought an international perspective to the engineering students that he taught while he was at VSU.

b. INVOLVEMENT IN THE PLANNING FOR THE IMPLEMENTATION OF BUILDING A COMMUNITY OF LANGUAGE LEARNERS AT VSU:

The actual preparation for this proposed project began some time ago. The chair of the Department of Languages and Literature, Dr. Goodwyn, set a departmental goal of increasing the number of course offerings in critical need languages. She worked with the foreign language coordinator to develop the curriculum proposal for the courses, which were later approved. An Arabic language teacher, Dr. Coovadia, was hired first as a part time adjunct and then as a fulltime adjunct. He has worked with Dr. Sample, the Director of the Office for International Education to develop Islamic Studies courses to complement students' study of Arabic language. These proposals have been discussed with the chair of the Undergraduate Curriculum Committee of the Faculty Senate. Work will resume in the coming semester to get the courses approved. The department chair, foreign language coordinator and the Arabic language professor have all participated in planning for the implementation of the proposed project. Finally, the reference librarian has determined the availability of library resources that will support the new courses and the Arabic language program. The Vice President for Academic Support Services supports integrating tutorial services for Arabic language learners with the tutoring services.

c. INSTITUTIONAL COMMITMENT:

The University recognizes the need for students' success in critical need languages. Despite the small numbers initially, the courses were still offered. Now plans are being made for their growth, as reflected in the two-year schedule plans. The Department of Languages and Literature will fund the cost of computer equipment enhancements needed in the language lab (ex.

Arabic/English keyboards) and two computer stations for Arabic language tutoring in the Academic Support Center. The Department will also pay for the 10 students in the advanced language level of Arabic to sit for the ACTFL Oral Proficiency Interview. The testing and tracking of Arabic language learners' performance and the extent to which they go on to pursue opportunities for advance Arabic language proficiency will provide useful assessment data to be drawn upon later as the Department prepares to document institutional effectiveness over time. The department chair will continue to lobby for a full time tenure track Arabic language position.

d. USE OF INSTITUTIONAL FUNDS TO SUPPORT PROGRAM OBJECTIVES:

The University's long-range goals in International Education are clearly articulated in the strategic plan, *Vision 2020*. Efforts to increase the participation of VSU students in education abroad programs have been supported by granting study abroad scholarships to students and assisting students with U.S. passport application fees. Further, the University has funded students' travel to the U.S. State Department's "Historically Black Colleges and Universities Foreign Policy Overview," to the Charles B. Rangel International Affairs Program Student Leadership Conference each fall, and to other campuses for Fulbright Student program information sessions. Efforts to increase students' global awareness have been supported by funding of international visiting scholars who have guest lectured in classes across disciplines and participated in student organized campus life programs.

The University has provided incentives to faculty to develop education abroad programs and establish linkages with international institutions; faculty have received mini grants to help pay for site visits to China, South Africa, and Nigeria, locations where VSU now has linkages with universities. Last year the Dean of the School of Liberal Arts and Education funded four faculty members to participate in Africa Network's conference on "The Teaching of Africa in the

Liberal Arts.” This commitment to internationalizing the curriculum is further reflected in a number of faculty development workshops, the most recent of which was the April 2009 workshop called “Internationalizing the Curriculum through Service-Oriented Education Abroad Programs,” attended by 16 faculty members across disciplines. The University has helped fund visiting Fulbright Scholars from faculty participation in the Oxford Roundtables each year.

7. ELEMENTS OF PROPOSED INTERNATIONAL STUDIES PROGRAM

a. DESCRIPTION OF PROPOSED ACTIVITIES

The elements of *Building a Community of Arabic Language Learners at VSU* and their related activities are as follows:

- (1) **Development of a support network for Arabic language learners:** Because offering Arabic language is both a new and significant step taken by the Department of Languages and Literature, merely maintaining an optimistic outlook on how successful the courses will be is by itself not enough. Taking proactive measures to stabilize enrollment through the language sequence and promote students’ success is the preferred approach. The specific activities involved in this component of the project include the following:
 - a) Strengthening the teaching and learning process with instructional resources:
During the two-year period, the grant will support the acquisition of language software, computer-assisted learning software, audio CDs, DVDs, books and other instructional materials to support the teaching of Arabic language at the beginning and intermediate levels and enhance student mastery of each level.
 - b) Tutorial services for Arabic language learners: The University’s Academic Support Center offers free tutoring in a number of subjects. The Vice President

for Academic Support Services enthusiastically supports expansion of these services to include tutoring in Arabic language. As part of the program, an Arabic language station will be equipped with computers with special keyboards and language software. Two tutors will be available a combined twenty hours per week to assist students enrolled in the language courses.

- c) Monitoring of student success to identify intervention measures: A database will be developed to monitor student's enrollment and performance in the courses, the frequency with which they make use of the professor's office hours, and the amount of time spent at the Academic Support Center. Compiled by the foreign language coordinator, this information will be shared with the Arabic language professor and utilized in the internal evaluation and departmental program assessment. The results will be used to enhance teaching effectiveness.
- d) Tracking of student interest and pursuit of advanced Arabic language study or international opportunities where Arabic language competence can be enhanced: To cultivate students' continued interest in studying Arabic, students will be presented information about opportunities that promote advanced mastery of the language: presentations about the Summer Critical Languages Institutes, the Boren Scholarship program, the Language Flagship program, and other initiatives. Particular attention will be given to students in the ROTC program. Working with University Career Services, the program directors will coordinate group and individual counseling sessions with the Director, Mr. Butler, focusing on international internships and careers. Follow-up data will also include how many students individually pursue long term (semester/year) study abroad opportunities.

- e) ALL Mentors (Arabic Language Learners Mentoring Program): Working with Dr. Coovadia, the Arabic language teacher, the program directors will develop a mentoring program to partner VSU students enrolled in the courses with Arabic language speakers from the surrounding Richmond and Tri-Cities areas (Petersburg, Colonial Heights, and Hopewell). Students will have opportunities to engage the area's Arabs and Muslims and their cultural establishments. This low stakes interaction will help build students' awareness and comfort/confidence with the language and the culture. Community contacts include the Virginia Institute for Peace and Islamic Studies (VIPIS), www.vipis.org; the Islamic Center of Virginia (ICVA), www.icva1.com; the Virginia Muslim Coalition for Public Affairs (VMC), www.vmcpa.org; the Ibn Rushd Cultural Center (IRCC), www.ibnrushd.org; and the Tri-Cities Islamic Center (TCIC), Chester, VA.
- f) Surveys of Arabic language learners: The project directors will develop and administer student surveys to students taking Arabic language to collect information about their attitudes about the language, their needs as foreign language learners, their level of cultural awareness, and their interest in related study abroad programs. The surveys will also assist in teaming students with community partners involved in ALL Mentors.

(2) Internationalization of curriculum:

- a) Islamic Studies Courses: As the study of language and culture go hand in hand, new courses are being proposed to complement the Arabic language courses and give students an expanded context for their study of Arabic language. Joining upper division courses offered by the History and Philosophy Department (HIST471:

Comparative World Religions and PHIL 314 Philosophy of Religion) will be the proposed lower level course Introduction to Islam. Advisers will be encouraged to recommend that advisees taking Arabic language enroll in that class as well. Two other classes will be Islam and World Civilization and Special Topics in Islam. Both courses, offered at a higher level, would also accommodate students who want to earn non-foreign language credit for participating in the study abroad program in an Arabic-speaking location.

- b) Co-curricular activities: Cultural programs on and off campus to highlight the civilization, culture and life of the global Arabic-speaking communities will be promoted to students in the language classes. These include, but are not limited to, campus forums, field trips (to local Arab restaurants for example), cultural centers and museum visits and interaction with the Arab and Islamic community and civic organizations on various levels. These activities promote cultural exchange and exposure to varied perspectives about global regions and contemporary global issues.

(3) Faculty development: VSU has a growing number of faculty across disciplines who are interested in learning more about integrating international components into their programs of study; some faculty are interested in training in how to develop, manage, and conduct faculty-led education abroad programs. The Director of the Office for International Education will continue to coordinate faculty development opportunities such as

- a) Workshops and Webinars: NAFSA sponsors periodic webinars of relevance to the proposed project such as “Breaking Barriers: Why and How African American Students Study Abroad,” scheduled in November. Another planned workshop is on global service learning pedagogy. This will be a follow-up to the workshop “Internationalizing the

Curriculum through Service-Oriented Education Abroad Programs,” sponsored in conjunction with Cross Cultural Solutions (CCS), an education abroad provider specializing in internships and volunteerism. In conjunction with the proposed THREE CONTINENTS: AN INTERNATIONAL INTERNSHIP AND SERVICE LEARNING PROGRAM, the University is pursuing a partnership with CCS, the majority of whose host country locations are on the continents of Africa, Asia and South America.

b) Education abroad curriculum integration component: The project directors will draw upon the University of Minnesota and Michigan State University models and expertise to develop a formal curriculum integration project that includes faculty training and overseas travel. Faculty will be assisted in identifying ways to develop course components that integrate an internship or education abroad program in critical need language locations, beginning with Morocco. External funding will be pursued to support an onsite curriculum integration workshop for selected faculty across disciplines each year (ex. Fulbright Group Projects Abroad).

(4) **Study abroad**: A service-oriented study abroad program in an Arabic-speaking country will be an optional component of Arabic-language instruction. The project directors and the Arabic language professor will conduct a site visit at Cross Cultural Solution’s base in Morocco. For University sponsored programs abroad, such site visits are required before students’ travel is permitted. Determinations will also be made about the feasibility of that site or a similar one for a faculty development curriculum integration project. It is intended that participation in a faculty-led program will motivate students to pursue longer-term programs during subsequent semesters. Studies have shown that first-time study abroad participants are more likely to travel abroad with a faculty-led program. With more faculty

participation in education abroad initiatives, the University may begin to realize the benchmark participation that it has projected in its strategic plan.

B. ADEQUACY AND APPROPRIATENESS OF INTERDISCIPLINARY ASPECTS OF THE PROGRAM

Currently, VSU has no academic majors in foreign language though small numbers declare the minor in Spanish and French; students who enroll in Arabic are students from a variety of majors. Many of the academic programs that do not have foreign language requirements do have ample space in their programs of study for global studies and unrestricted electives that can be met with Arabic language. Arabic language study and the language immersion program abroad in Morocco—as well as future service-oriented programs that will be developed for THREE CONTINENTS—will be marketed to students in all majors, particularly incoming freshmen. One of the key elements of a service-oriented program is that it allows students to apply discipline-related knowledge to a practical situation. The program in Morocco adds to that an opportunity to use Arabic language in a real-life setting. Faculty who participate in the curriculum integration project will be encouraged to develop ways to infuse the study abroad program into their respective disciplines, bringing a cross cultural perspective to their respective programs of study. Recently recognized as the HBCU with the leading ROTC program, VSU has significant numbers of ROTC students from a variety of majors who plan to participate in some segment of the military. The ROTC internship requirement can easily be met as part of the study abroad program in Morocco. Previous Arabic language students from such majors as criminal justice frequently inquire about the Boren program and other avenues to pursue careers in military intelligence. Finally, the proposed courses in Islamic Studies are interdisciplinary and can be

cross-listed with philosophy and history. The new Cross-Cultural Communication course as well as the Islamic Studies courses, can be team taught by faculty from different disciplines.

c. HOW THE NUMBER OF NEW AND REVISED COURSES WILL BE ADEQUATE TO MEET PROGRAMMATIC NEEDS

The new Cross Cultural Communication course is needed as VSU works to promote a culturally aware campus environment and extend its reach globally. Although the number of international students is small, VSU has a substantial number of international faculty and has frequently hosted visiting Fulbright scholars who guest lecture across disciplines. As students are more aggressively encouraged to travel abroad, the University can contribute to their smooth cultural transition if students have access to courses such as Cross-Cultural Communication, a course that works well as a pre-departure summer course. All of the students, whether or not they are enrolled in the Arabic language sequence, can increase their cultural awareness by taking not only Cross Cultural Communication but any of the Islamic Studies classes. These combined courses, along with the proposed immersion abroad program in Morocco, are guided by the University's mission: to equip students with a level of cross-cultural competence necessary for global citizenship.

e. ADEQUACY OF PLANS FOR IMPROVING AND EXPANDING LANGUAGE INSTRUCTION

Of the students who currently enroll in the first level of beginning Arabic language, only half go on to the next level. The number of students progressing to the intermediate level constitutes half of that figure. Such poor retention rates do not bode well for the future of Arabic language at VSU. The network of academic support that is being proposed as part of this project, if funded, is expected to improve these retention rates. Currently, aside from the professor's assistance

during office hours, students who find the course challenging have few alternatives. With more computer-assisted learning aids, individual mentoring, tutoring, and co-curricular activities designed to foster a sense of community among students enrolled in the course, students may be less likely to abandon the course after their first encounter with the language. The possibility of a faculty-led summer immersion program in an Arabic-speaking country, career information about the benefits of continuing their study of the language, and courses about the Arab world together create a nurturing environment for Arabic language learners. Students who demonstrate high levels of proficiency in the language will be recognized at the departmental honors program. Only with students' success will the administration be inclined to support the Arabic language further by making a fulltime tenure track Arabic position available to the Department of Languages and Literature. The success of the Arabic program will make possible other critical need language offerings—Chinese and Kiswahili—designed to be a component of the THREE CONTINENTS series.

8. NEED FOR AND PROSPECTIVE RESULTS OF THE PROPOSED PROGRAM

a. NEED FOR PROPOSED PROGRAM

As previously mentioned, VSU has articulated several international education initiatives in its strategic plan (See Action Items in Appendix). These include developing and expanding international education opportunities for students and faculty, the internationalization of the curriculum, faculty development, international partnerships for research and study, and a major in international studies. The Office for International Education has set initial benchmarks of providing study abroad experiences for at least 10% of each graduating class. To achieve that goal, the University has been working to establish a network of international institutional

linkages around which it can build sustainable education abroad programs that work in tandem with other strategies for internationalizing the campus (e.g. expanding foreign language options, exchange programs, faculty collaboration, curriculum integration, etc.) and extending the boundaries of the classroom.

However, with a total student enrollment of just under 5,000 students, VSU students' participation in education abroad programs has averaged fewer than ten students per year over the past five years. Unfortunately, our students are that underrepresented group that international program providers have not reached. Some people frequently ask, "Can VSU's students afford to participate in an education abroad program?" Perhaps the question should be can our students afford **NOT** to participate. As conflict and strife grow more commonplace in today's world and domestic markets yield to international markets, our students must trade the false comforts of parochialism for an appreciation of their vested interest in a global community. The challenge, then, is not only to offer financial assistance but to effect a transformation in the thinking of a group of young people who heretofore have not imagined themselves in places other than their own communities or speaking languages other than English. If students' academic experience is to prepare them for global citizenship, it **must** include a meaningful education abroad experience and a mastery of a foreign language.

By 2020 the University seeks to make available to undergraduates an education abroad program in each academic department. The faculty-led Hospitality Management International Tour is currently the only functioning institutional study abroad program; participants in that program routinely travel to European destinations. Though some students have participated in the University of Guadalajara's language program, students taking French and Spanish tend to look first to Europe for study abroad options. Although Study Abroad to Africa (6 Sem. Hrs) is a

key component of the Africana Studies minor, an African study abroad program has yet to be offered to students who wish to pursue the minor. Developing more programs at the institutional level is critical to marketing education abroad to students and ensuring that a greater percentage of each graduating class has had a meaningful international experience. The project has the potential to extend our students' awareness beyond the western world and give them an opportunity to bring that understanding to their interactions with Arabs and Muslims with whom they live and work in the United States or, perhaps, will live and work one day abroad.

B. PROSPECTIVE RESULTS

Building a Community of Arabic Language Learners at VSU offers the University an opportunity to pilot strategies designed not only to increase the retention of students taking critical need languages but also to increase the number of students who make study abroad a part of their undergraduate educational experience at VSU. The expectation is that the multifaceted support network, in conveying to the students the message that the University is invested in their achievement of Arabic language proficiency, will yield an improved retention rate in the courses. The local engagement with the Arab and Islamic communities here in Virginia promises to go far in expanding their cultural awareness and challenging the narrow perspectives fueled by media sound bites. In addition, getting faculty on board will be the trajectory to propel the University's internationalization of the campus and curriculum forward. It is anticipated that by the end of the grant period at least one third of the 18 academic departments will have submitted feasible projects for study abroad curriculum integration, yielding not only increased participation of VSU faculty in international programs but their students' participation as well. If by the end of the two-year grant period, at least 25 students are traveling abroad, that figure would represent a 125% increase in the University's highest year of participation.

The success of **Building a Community of Arabic Language Learners at VSU** will illustrate that scholarships alone cannot change the cultural dynamics that have kept African American students at home. This proposed project promises a successful model for future international program development. Students who pursue advanced language mastery and who study abroad will form the critical mass needed to make any international studies program a success at VSU. Hence, the success of this program, the pilot phase of the proposed umbrella program, **THREE CONTINENTS: AN INTERNATIONAL INTERNSHIP AND SERVICE LEARNING PROGRAM**, will set a standard for the development of sustainable education abroad programs that can be institutionalized and assessed as viable undergraduate academic program components.

Project Narrative

Other Narrative

Attachment 1:

Title: Pages: Uploaded File: **1237-UGISFL Program Profile.pdf**

Attachment 2:

Title: Pages: Uploaded File: **1238-Butler CV.pdf**

Attachment 3:

Title: Pages: Uploaded File: **1239-Coovadia CV.pdf**

Attachment 4:

Title: Pages: Uploaded File: **1240-Edwards CV.pdf**

Attachment 5:

Title: Pages: Uploaded File: **1241-GarrottCV.pdf**

Attachment 6:

Title: Pages: Uploaded File: **1242-Goodwyn CV.pdf**

Attachment 7:

Title: Pages: Uploaded File: **1243-Musick CV.pdf**

Attachment 8:

Title: Pages: Uploaded File: **1244-Sample CV.pdf**

Attachment 9:

Title: Pages: Uploaded File: **1245-VSU New Course Descriptions.pdf**

Attachment 10:

Title: Pages: Uploaded File: **1246-Foreign Language Classroom Anxiety Scale.pdf**

Attachment 11:

Title: Pages: Uploaded File: **1247-Foreign Language Listening Anxiety Scale.pdf**

Attachment 12:

Title: Pages: Uploaded File: **1248-Timetable for Evaluation Plan.pdf**

Attachment 13:

Title: Pages: Uploaded File: **1249-Letter of Support Cross Cultural Solutions.pdf**

Attachment 14:

Title: Pages: Uploaded File: **1250-LetterOfSupport_Bates-Brown.pdf**

Attachment 15:

Title: Pages: Uploaded File: **1251-Letter of Support from Department Chair (Goodwyn).pdf**

Attachment 16:

Title: Pages: Uploaded File: **1252-Letter of Support from DEAN (Kanu).pdf**

Attachment 17:

Title: Pages: Uploaded File: **1253-LetterOfSupport_HILL.pdf**

Attachment 18:

Title: Pages: Uploaded File: **1254-Library Resources on Islamic Studies.pdf**

Attachment 19:

Title: Pages: Uploaded File: **1255-Special Rule Certification.pdf**

Attachment 20:

Title: Pages: Uploaded File: **1256-Table of Contents.doc**

Rodney G. Butler

Profile

A senior level manager with significant experience and ability in higher education and international business. High energy level with the ability to communicate effectively with all levels of employees and management. Superior organization, analytical and problem solving skills with the ability to work independently or as a team member. Proven ability to act as a project champion, influence upper management and foster collaborative relationships toward achieving common objectives. Experienced business partner and change agent. Substantial skills, successes and accomplishments.

Skills Summary

International HR
Succession Planning
Training and Development

Strategic Planning
College and University Relations
Workforce Planning

Budgeting
Sales and Marketing
Policy and Development

Experience

Virginia State University (Dual Role)

Petersburg, VA
2005-Present

Director, Government Relations

- ◆ Responsible for serving as the university advocate with local, State and Federal legislators, agency representatives

Director, Career Services

- ◆ Responsible for directing the University student placement activities, i.e. counseling, internships and full time career opportunities

Booker and Associates, Inc.

Beachwood, OH
2002-2004

Vice President Executive Search

- ◆ Strategized and performed executive search activity for various corporate clients

STERIS Corporation (a \$1 billion manufacturing company)

Mentor, OH
1995-2002

Director, International Human Resources

- ◆ Consistently exceeded performance expectations. Established strategic direction for international HR.
- ◆ Performed strategic due diligence for all international merger, acquisition and organization change initiatives
- ◆ Completed organizational analysis which saved company millions of dollars in fines and related legal costs
- ◆ Implemented HR policy and procedure for 22 sites worldwide
- ◆ Restructured and improved benefits plans worldwide
- ◆ Recruited key management personnel in Australia, England, Finland, Greece, Japan, Mexico and Singapore
- ◆ Managed HR staffs in England, Quebec, Finland, Germany, Italy, and Japan

BP America Corporation Cleveland, OH
Manager, International Human Resources 1988 -1994

- ◆ Responsible for management of full range of HR activity worldwide, i.e. compensation, benefits administration, succession planning, training and development, labor relations, etc.
- ◆ Frequent interface with U.S. Immigration and Naturalization Service

BP America Corporation Cleveland, OH
Manager, College Relations and Cooperative Education 1987 -1988

- ◆ Planned and directed corporate wide campus recruitment strategy for undergraduate and MBA hires (75 universities) in concert with corporate succession plan
- ◆ Directed efforts of 100+ campus recruiters
- ◆ Created concept that significantly improved the permanent hiring rate of former interns and co-op students

BP America Corporation Cleveland, OH
Corporate Human Resources Manager 1985 – 1987

- ◆ Provided total human resources support for Vice President Finance, Vice President Corporate Tax, Vice President/Controller, General Auditor and Vice President IT
- ◆ Twice commended for outstanding succession planning presentation

BP America Corporation Cleveland, OH
Manager National Accounts – Fuels and Lube Sales 1982 - 1984

- ◆ Managed \$300 million sales portfolio for the continental United States
- ◆ Supervised four regional sales professionals

BP America Corporation Cleveland, OH
Senior Executive Recruiter 1980 - 1982

- ◆ Dedicated recruiter for Corporate VP 's of Finance, Tax and Management Systems and General Auditor
- ◆ Received special recognition for exemplary performance. Highest rated performer in entire HR department

Hammermill Paper Company Erie, PA
Director, Staffing and Development

- ◆ Total responsibility for all staffing from hourly to Vice President
- ◆ Established Company's first campus recruiting program

Gulf Oil Corporation Pittsburgh, PA and Houston, TX
◆ Supervisory positions in college relations, employment, budgeting and affirmative action

Mellon Bank Corporation Pittsburgh, PA
◆ Management trainee

Education

Case Western Reserve University/Weatherhead School of Management Cleveland, OH
M.S. Organizational Development and Analysis

Penn State University University Park, PA
B.A. Labor Relations

Dr. SHAHEED COOVADIA

PERSONAL DETAILS

Title	PhD, Assistant Professor of Arabic, Virginia State University
Area Specialties	Arabic as a Foreign Language, Arabic Literature Islam, Middle Eastern Studies
Languages (Native Fluency)	Arabic (classical and modern standard, and modern Egyptian and Saudi dialects) English
Telephone	(804) 524 5181 (O), (804) 385 3701 (C)
E-mail Address	scoovadia@vsu.edu , shaheedcoovadia@hotmail.com

ACADEMIC APPOINTMENTS

From Jan. 2008	Assistant Professor of Arabic Virginia State University, Petersburg, VA
From Jan. 2008	Adjunct Assistant Professor of Arabic J. Sargeant Reynolds Community College, Richmond, VA
From Aug. 2008	Adjunct Assistant Professor of Arabic University of Richmond, VA
From Aug. 2004	Adjunct Assistant Professor of Arabic and Islamic Studies John Tyler Community College, Midlothian, VA
Aug. 2006 to June 2008	Assistant Professor of Islamic Studies Virginia Commonwealth University, Richmond, VA
Sep. 2000 to June 2003	Teacher and Supervisor for Arabic and Quranic Studies Islamic Academy of Virginia, Richmond, VA
Sep. 1994 to June 2000	Research Assistant and Arabic Instructor/Tutor Manchester University, Manchester, United Kingdom

OTHER APPOINTMENTS

From June 2004	Vice-President, VA Institute of Peace & Islamic Studies (VIPIS), Richmond, VA
Aug. 2000 to Dec 2007	Director and Imam (Religious Leader) Islamic Center of Virginia (ICVA), Richmond, VA

EDUCATION

- Sep. 1994 to Dec. 1999** PhD in Modern Arabic Literature, Faculty of Arts
University of Manchester, Manchester, United Kingdom
- Sep. 1992 to Dec. 1993** MA in Arabic and Religious Literature (Distinction)
Department of Middle Eastern Studies, Faculty of Arts
University of Manchester, Manchester, United Kingdom
- Sep. 1987 to June 1991** BA (Honors) in Arabic Linguistics and Islamic Studies
Faculty of the Arabic Language
Islamic University, Medina, Saudi Arabia
- Sep. 1984 to June 1986** Undergraduate Diploma in Arabic and Islamic Studies
Islamic University, Medina, Saudi Arabia

WORK & RESEARCH EXPERIENCE

- Teaching and Supervision** Instructing and tutoring students at all levels of Modern Standard and/or Classical Arabic and Islamic Studies. Overseeing and assessing the teaching of Arabic and Islam at various educational institutions. Preparing curricula from existing ones and developing new ones, and improving teaching methods and organizing workshops for teachers.
- Post-Doctoral Work** Includes studies (and translations) on the life, times and poetry of the early jurist Imām al-Shāfi‘ī. Teaching Arabic as a second/ foreign language in schools and universities in South Africa, the UK and the US. Research in diverse areas of study and translation (social, literary, Islamic, etc.). Research and evaluation for and on behalf of individuals, schools, universities, associations and companies. Providing reviews and articles for newsletters and magazines, translation and interpretation services (Arabic and English).
- PhD Degree** Doctoral thesis of 100,000 words (recommended for publication) re-appraising the life and times, and the poetry of the modern Egyptian poet Ahmad Shawqī, translating and analyzing his lyrical and Islamic poetry and assessing his contribution to the development of trends and movements in modern Arabo-Islamic literature. (Fieldwork for this degree was partly undertaken at the Department of Arabic Literature, the Center for Arabic Studies, the American University of Cairo, Egypt, and at *Dār al-‘Ulūm*, Cairo University, Egypt, between September 1995 and June 1996.)

CURRICULUM VITAE

JOYCE MOODY EDWARDS VIRGINIA STATE UNIVERSITY PETERSBURG, VA 23806

EDUCATION: Ph.D. – Howard University, - Washington, DC – 1996
M.A.– Howard University – Washington, D.C. – 1994
B.S. – Southern University – Baton Rouge, LA – 1989

ACADEMIC APPOINTMENTS

August 2000 – Present

Associate Professor /Sociology
Virginia State University, Petersburg, VA

August 2005 – July 2006

Acting Director, George H. Bennett Center for International Education'

August 1996 – August 2000

Assistant Professor/Sociology
Savannah State University, Savannah, GA

August 1995 – August 1996

Instructor/Sociology
Morgan State University – Baltimore, MD

PROFESSIONAL ASSOCIATIONS

American Sociological Association
1990-Present

Association of Black Sociologists
1990-Present

National Council of Black Studies
1996-Present

Southern Sociological Society
1993- Present

SPECIAL HONORS AWARDS AND GRANTS

University System of Georgia Board of Regents
Global Partnerships Grant – \$120,000
Savannah State University
1998

University System of Georgia Board of Regents
Chancellor's Award for International Study (\$7,500)
Faculty Development Seminar in South Africa & Zimbabwe
1998

Alpha Kappa Delta (AKD) International Sociology Honor Society
Beta of District of Columbia

SCHOLARLY PRESENTATIONS

November, 2007

NAFSA Association of International Educators Regional Conference
Baltimore, MD

“Making the Hard Sell: African American Students Studying Abroad:”

January, 2007

American International Advisory Conference
Addis Ababa, Ethiopia

“Mentoring Future leaders at the HBCU”

May 2006

City University of Hong Kong
Hong Kong, China

Partnership Development

“Partnering in the 21st Century – VSU & CU-HK”

July 2005

University of Limpopo
Polokwane, South Africa
Faculty-led Study Abroad

July, 2004

University of the North (presently U. of Limpopo)
Polokwane, South Africa
Site visit

June, 2001

Venda University of Sciences and Technology
Thohoyandou,, South Africa

“Teaching Liberation/Social Research Methods”

August, 1999

University System of Georgia Faculty Development Workshop
Universite Cheik Anta Diop (Dakar, Senegal)
University of Cape Coast (Cape Coast, Ghana);
University of Ghana – Legon (Accra, Ghana)

“Establishing Linkages and Partnerships”

June, 1998

University Systems of Georgia Faculty Development Workshop
University of the North – Pietersburg, South Africa
Venda University of Sciences and Technology – Thohoyandou, South Africa
University of Zimbabwe
Harare, Zimbabwe

CURRICULUM VITA
DR. CARL L. GARROTT
VIRGINIA STATE UNIVERSITY
PETERSBURG, VIRGINIA

EDUCATION

Additional Graduate Study: Instituto de Filología Hispánica, Saltillo, Coahuila, México.

Seminars: Universidad de Guadalajara, Jalisco, México
(Mexican Business Seminars) Summer 1999
Universidad de Costa Rica/ Instituto Monteverde
Monteverde and San José, Costa Rica. 8-18 July
2003.
Universidad de Guanajuato. July 2006

Ed.D. Foreign Language Education, Applied Linguistics, French
and Spanish
University of Kentucky, 1985.

Ed.S. (French and Spanish), Western Kentucky University, 1977
M.A. (French and Spanish), Tennessee State University, 1974
B.A. (French major, Spanish minor), Kentucky State University,
1970.

RECENT EMPLOYMENT

Virginia State University Professor, 1998 to date
Hampton University Associate Professor, 1996 to 1998
Chowan University Professor, 1985-1996
Head, Division of Foreign Languages
University of Kentucky Instructor, 1981-1985
Hopkinsville High School (KY) Head, Department of Foreign Languages, 1974-1981

FELLOWSHIPS AND ASSISTANTSIPS

University of Kentucky Doctoral Fellowship, 1981-1985
Tennessee State University Graduate Research Assistantship, 1973-1974.
University of Kentucky Pre-Doctoral Fellowship, 1970-1971.
National Woodrow Wilson Fellow, 1970

PROFESSIONAL AFFILIATIONS AND LEARNED SOCIETIES

American Association Teachers of French
American Association Teachers of Spanish and Portuguese
American Association of Applied Linguists
American Council on the Teaching of Foreign Languages
College Language Association
International Language Testing Association

Modern Language Association
Afro-Latin American Research Association
Who's Who in American Education
Who's Who in the South and Southwest
Who's Who in America

GRANT AWARDS

Ford Foundation, Summers 1968 and 1969, Harvard University
Starr Foundation, Summer 1996, Haiti, Guadeloupe and Martinique
Hampton University Faculty Research Grant, Spring 1997 to August 1997
Virginia Foundation for the Humanities and Public Policy, May to Dec. 1999

CONSULTATIONS

Norming Administrator, Educational Testing Service, 1995
AP Reader, Spanish
Hertford County Schools, 1985-to 1996
American College Testing, Placement Examinations, French and Spanish, 1994-1995
Holt Rinehart Winston, 1991-1998
McGraw Hill, 1991-to date
Houghton Mifflin, 1998-to date
Greenville County Schools, Brenda D. Smith, 2000
Thomson Heinle, 1996 to date

FOREIGN TRAVEL

France, Spain, Haiti, The Dominican Republic, Mexico, Quebec, Guadeloupe,
Martinique, Ecuador, Costa Rica, The Commonwealth of the Bahamas, Bermuda,
Jamaica, Saint Croix.

SELECTED PUBLICATIONS

Garrott, C. A new look at irregular verbs in the future tense. AATF National
Bulletin. . 4 April 1988.
Garrott, C. Teaching the passé compose and the imparfait in French: traditional versus
aspectual methods. Center for Applied Linguistics/CIL, 22 July 1988. ED
296.591:FL 017 473.
Garrott, C. (1989, February). Making one life count. *The Chowanian*. P.6.
Garrott, C. Delorme, sociologue de la literature. Revue litteraire haitienne avril 1989. 6,
18-31.
Garrott, C. (1989). Teacher evaluation in foreign language education: Behavior alteration
techniques. Center for Applied Linguistics/CCL, 7 August 1989. ED 309 638; FL
018 109.

CURRICULUM VITA
Fall 2008
DEBORAH ANN GOODWYN

Department of Languages and Literature
Virginia State University
Petersburg, VA 23806

Email: dgoodwyn@vsu.edu

EDUCATION

Ph.D. English (Rhetoric and Linguistics) Indiana University of Pennsylvania, Indiana, PA.

M.A. Teaching, English, Duke University, Durham, NC. September 1975

B.A. English, North Carolina Central University, Durham, NC. May 1973

SELECTED PRESENTATIONS

“Lessons From *A Lesson Before Dying*.” Livingstone College. Salisbury, NC: 17 February 2008.

“Reading Black Liberation Theology as Black Liberation Text.” College Language Association: 19 April 2007.

“*Beloved*: Misbehavin’ but Happy on the Shelf.:” College Language Association. Miami: 19 April 2006.

“The Dilemma of Interpretation: Situational Ethics and Cognitive Imperatives in Toni Morrison’s *Beloved* .” Fredericksburg, VA, Virginia Humanities Conference: 11 March 2006.

“Sister Souljah: R-E-S-P-E-C-T.” National Council of Teachers of English. Indianapolis: 19 November 2004.

“African American Jazz Community as a Cacophony of Lyrical Fragmentation.” College Language Association, Athens: GA, 8 April 2005.

“Writing Letters of Recommendation.” Workshop. Virginia State University, Petersburg, VA: 17 February 2005

“Memory and the Maternal in *Breath, Eyes, Memory*.” International Conference on Caribbean Literature. Freeport, Grand Bahama Island: 6 November 2003.

“Memory and Identity in Alice Walker’s *Meridian*.” Middle Atlantic Writers Association. Columbia, MD: 18 October 2001.

“Narrative Writing: A Bridge to Confidence.” National Council of Teachers of English. Denver: 21 November 1999.

FULL-TIME COLLEGE TEACHING/ADMINISTRATIVE EXPERIENCE

August 1996 - Present

Associate Professor

August 2007 – Present

Chairperson

Department of Languages and Literature

Virginia State University

Petersburg, Virginia

August 1992 - August 1996

Assistant Professor
Department of English and Foreign Languages
Norfolk State University
Norfolk, Virginia

August 1991 – August 1992

Chairperson, Division of Humanities
Virginia Union University
Richmond, Virginia

August 1990 - August 1991

Administrative Intern
Office of the Vice President for Academic Affairs
Virginia Union University
Richmond, Virginia

August 1986 - August 1992

Assistant Professor
Department of Communications
Virginia Union University
Richmond, Virginia

August 1983 - August 1986

Instructor
Department of Languages and Literature
Coppin State College
Baltimore, Maryland

August 1976 - August 1981

Instructor of English/Coordinator of Tutorial Services
Virginia Union University
Richmond, Virginia

PROFESSIONAL AFFILIATIONS

American Association of University Professors
College Language Association
Conference on College Composition and Communication
National Council of Teachers of English
Virginia Association of Teachers of English

SELECTED COMMUNITY INVOLVEMENT

Member, Southampton County School Board
Member, Appomattox Governor's School of the Arts and Technology School Board
Co-chair, Galilee Baptist Church Scholarship Committee

Member, Local Board of the Commonwealth of Virginia Selective Service System

Goodwyn, p.2

CHRISTOPHER T. MUSICK

PROFESSIONAL EXPERIENCE

Director, International Academic Services, University of Mary Washington, Fredericksburg, VA Jan. 2004 to present
Led campus internationalization efforts ~~by building relationships and consensus between faculty, students, domestic and international organizations.~~ Responsible for strategic planning, the creation and maintenance of institutional study abroad programs and exchanges, the promotion of international opportunities for students and faculty. Monitored student and faculty USCIS compliance related to F, J, H visas and processing applications for legal permanent residence.

- Moved the institution from being reliant on third-party providers to the successful operation of 14 institutional direct enroll and exchange programs and 15 faculty-led summer programs. Doubled the number of students studying abroad by encouraging and leading faculty in the creation of programs..
- Received an IFSA grant for \$150,000 to create the “Cultural Envoy” program to stimulate the development of cognitive frameworks within students prior to studying abroad to enable them to understand their experiences, to engage students in service projects abroad, and to incorporate their international experience into their studies and careers upon their return.
- Channeled student energy into international education based research, marketing and program development. Projects include the Impact of Learning Style on Intercultural Development, surveys to gather information on the long-term impact of study abroad, and designing and publishing the *Periscope* newspaper comprised of student writings and photographs. Spearheaded the “Friendship Program” pairing American and international students.

Director, International Programs, University of Texas at San Antonio. Sept., 2002–April, 2003
Served as the first director of the newly established office. Responsible for the strategic advancement and management for both international student and scholar services and for study abroad and institutional exchange programs.

- Created policy and implemented management procedures to establish and maintain overseas exchange programs. Established the process for institutional approval of study abroad programs and the procedures for the approval of transfer credit to be determined before a student studies abroad. Assisted faculty in the development of short-term faculty-led study abroad programs. Built and maintained strategic partnerships with foreign institutions and organizations. Served as the institutional representative to Fulbright, to the Texas International Educational Consortium and to the Texas Consortium for Study Abroad.
- Managed \$320,000 budget and directed a team of 11 professional and part-time employees engaged in international student services and study abroad. Successfully directed all aspects of office restructuring including creation of new positions and reporting structure.

Director, International Education, Alma College, Alma, MI. August, 1998–Sept., 2002
Led the institution to be among the top 10 in the United States for the number of students studying abroad. Responsible for international student and scholar services.

- Managed office and program budgets (\$700,000), resource allocation, information systems and technology, and professional and student staff including hiring and administrative oversight of program directors abroad.
- Developed five new study abroad and four new internship programs and established faculty-led, service-learning programs abroad. Successfully negotiated agreements with institutions in Australia, New Zealand, England, France, Mexico, Ecuador, Peru, Bolivia, Scotland and Spain. Developed and implemented a national marketing strategy that included print, electronic, fairs and school visits. Wrote and designed program handbooks and brochures.

Director, International Student Services, Oregon Institute of Technology, Klamath Falls. Dec., 1994–July, 1998

Responsible for all phases of international student recruitment and admissions.

- Negotiated and wrote contractual agreement to bring ESL programs to campus, wrote sister-school articulation agreements and developed foreign credential evaluation. Successfully communicated with embassies and sponsoring agencies in relation to immigration issues.
- Designed and administered the International Cultural Service Program Scholarship (\$100,000 annually) and related training.

Program Coordinator, International Student & Scholar Services, U of Kentucky, Lexington. July, 1990-July, 1991
Media Coordinator, Orientation Office, Ball State University, Muncie, IN. May, 1990 to July, 1990
Consultant, International Consulting Services, Muncie, IN. August, 1989-July, 1990
Coordinator of International Relations, Wakayama Prefecture Government, Japan. August, 1987-July, 1989

EDUCATION

Fulbright Scholar: US-Germany Administrators Program to study and observe educational developments and international education in the Federal Republic of Germany. October-November, 2007

Rotary Scholar: One of 15 people chosen worldwide for a special two-year Rotary International Japan Program Scholarship. Studied Japanese and Intercultural Communication. International Christian University. July, 1991-Mar., 1993.

Master of Science: Majors in College Student Personnel Administration, Teaching English as a Second Language, and Anthropology. Minor in Asian Studies. Ball State University. May, 1990.

Bachelor of Arts: Major in Philosophy with minors in Psychology and Counseling. Ball State University. May, 1983.

PROFESSIONAL ORGANIZATIONS

Association of International Educators (N.A.F.S.A.)
Association of International Education Administrators (AIEA)
Rotary International
Society for International Education and Training, Japan (SIETAR)
Rotary International
Council for International Education and Exchange (CIEE)
Japan-America Society

SELECTED PUBLICATIONS

“The Study Abroad Superhero Search: A Practical Approach to Marketing Study Abroad on Campus” *IIE Networker*. Spring, 2006.

Faculty Handbook for Developing Short Term Programs Abroad

A handbook designed to guide faculty through the development of academic programs abroad. The comprehensive format covers all stages from formulation, budget and pricing, to safety and liability.

Stop Over Japan

A guidebook for foreigners to Tokyo. Wrote articles that were researched by Japanese stewardesses on daily life and customs in Japan and short trips around Tokyo. January, 1994.

Working Papers in Japan Studies: Recreation of Japanese Tradition

Edited student reports and designed the magazine using PageMaker and PhotoShop software for the Department of Japan Studies at International Christian University. June, 1993.

MAXINE J. SAMPLE

Professor of English and Director
George H. Bennett Office for International Education

Mailing Address

P.O. Box 9086
Virginia State University
Petersburg, VA 23806
United States

Contact Information

Phone: 804 524-5986
Fax: 804 524-5175
Email: msample@vsu.edu

Qualifications

Ph.D., Emory University, Comparative Literature, 1990
M.A., Clark Atlanta University, African-American Studies/Literature, 1977
B.A., The College of New Jersey, English Education, 1972

Expertise and Research Interests

Literature of Africa and the African Diaspora, Cultural Studies, Comparative Women's Literature, Post-colonial Literature, International Education, Educational Technologies

Future Research

Representations of genocide in literature of Africa and the African Diaspora; distance delivery and Africana Studies

Memberships

African Literature Association
College Language Association
Modern Language Association
National Council for Black Studies

National Council for Teachers of English
Sigma Tau Delta
Toni Morrison Society

Honors and Awards

ETS Visiting Summer Scholar (2006)
Visiting Fulbright Scholar/ Zimbabwe (2005-2006) – University of Zimbabwe
Visiting Fulbright Scholar /Kenya (1995-96) – University of Nairobi
NISOD (National Institute for Staff & Organizational Development) Teaching Excellence (1995/1991)
Georgia C.A.S.E. Professor of the Year (1994)
Cole Fellow (DeKalb College Outstanding Teaching Award) (1994)
DeKalb College Instructional Enhancement Award (1993)
Co-recipient, President's Distinguished Faculty Achievement Award, DeKalb College (1990)

Previous Positions

2005 – Present Director/ Dr. George H. Bennett Office for International Education

2002 - Present	Associate Professor of English and Coordinator of Africana Studies, Department of Languages and Literature Virginia State University, Petersburg, VA
1997 - 2002	Associate Professor of English, State University of West Georgia,
1983 - 1997	Associate Professor of English (1991-97), Georgia Perimeter College (formerly DeKalb College), Asst. Professor (1986-90); Instructor (1983-85)
1978 - 1983	Adjunct, DeKalb College, Humanities Department
1975 - 1978	Instructor of English, Atlanta Public Schools
1972 - 1973	Instructor of English, Ewing Public Schools (NJ)

Funding Received:

National Endowment for the Humanities Faculty Summer Scholar (2008)
 Research Initiation Grant/co-recipient (2008; 2006) - \$7500
 Faculty Research Grant Recipient, State University of West Georgia (2000) - \$1900
 Faculty Development Institute for Infusion of Information Technology into the Classroom,
 University System of GA (Grant), 1998-1999. - \$5,000
 Board of Regents Campus Priority Faculty Enrichment Grant (1997) - \$5,000

Publications:

- Sample, Maxine. Rev. of *To Light A Candle* by Zimbabwe Women Writers. *Sunday Mirror* (Zimbabwe), May 7, 14, 2006.
- Sample, Maxine, ed. *Critical Essays on Bessie Head*. Westport, CT: Greenwood Press, 2003.
- Sample, Maxine. "Gender, Identity, and the Liminal Self: The Emerging Woman in Buchi Emecheta's *The Bride Price* and Maya Angelou's *I Know Why the Caged Bird Sings*." *Continental North-South and Diaspora Linkages: Publications of the Proceedings of the 25th Annual Conference of the African Literature Association*, Fes, Morocco, 1999. Eds. Edris Makward, Ahmed Saber, and Mark Lilleleht (2004).
- . "Julia Foote," "Zora Neale Hurston," "Jarena Lee" (entries). *African American Autobiography: A Bio-Bibliographical Critical Sourcebook*. Ed. Emmanuel S. Nelson. Westport, CT: Greenwood Press, 2002.
- . "Urban Landscapes in Black Women's Fiction: Portraits of the Twentieth-Century City." Accepted for publication in *Alizes, Revue Angliciste de La Reunion's* special edition, "Urban America in Black Women's Fiction" (Spring 2002).
- . Review of *Sentimental Confessions: Spiritual Narratives of Nineteenth-Century African American Women* by Joycelyn Moody. *Christianity and Literature* 51.1 (Autumn 2001).
- . "Grace Ogot." *Who's Who in Contemporary Women's Writing*. Ed. Jane Eldridge Miller. New York: Routledge, 2001. 240-41.
- . "Alice Walker's *Possessing the Secret of Joy*." *The Explicator* 58.3 (Spring 2000): 169-72.
- . "Richard Bruce Nugent." *African-American Authors, 1745-1945: A Bio-bibliographical Critical Sourcebook*. Ed. Emmanuel S. Nelson. Westport, CT: Greenwood Press, 2000.
- . "Rita Dove's *Thomas and Beulah*." *The Explicator* Summer 1994.
- . *Innovation Abstracts* 15.15 (7 May 1993): 2.
- . "Landscape and Spatial Metaphor in Bessie Head's *The Collector of Treasures*." *Studies in Short Fiction* 28.3 (Summer 1991): 311-19.
- . "In Another Life: The Refugee Phenomenon in Two Novels of the Nigerian Civil War." *Modern Fiction Studies* 37.3 (Autumn 1991): 445-54.

Building a Community of Arabic Language Learners at Virginia State University

Course Descriptions of Proposed Courses to Be Developed

Introduction to Islam (3 Semester Hrs)

Course Description: This course offers a general overview of the development of Islam. Topics cover concepts of Islam: the Articles of Islamic faith, the Pillars of Islam, the life of Muhammad and Islamic Revelation, a survey of Islamic family law, economic institutions of Islam, and the attitude of Islam to other religions. [Can be cross-listed with philosophy or world religions]

Islam and World Civilization (3 Semester Hrs)

Course Description: This course considers Islam within the global concepts of world civilization, covering the role of orthodox Caliphs and the Umayyad and Abbasid dynasties in the development of Islamic civilization. The concept of Islamic Law (Sharia), position of women, rights of non-Muslims, the minority in Islam, and the difference between the Sunni, Shi'ah, and Sufi order will be examined together with a general overview of Islamic development in modern times, including Muslim nations and populations. [can be cross-listed with philosophy ,history, or world religions]

Special Topics in Islamic Studies (3 Semester Hrs)

Course Description: This course offers an advanced indepth study of Islamic civilization and culture. It is designed to give students a scholarly assessment of Islam's role in the past, present, and future development of human civilization. Specially chosen topics will

help the student build upon the introductory knowledge acquired in the previous courses in order to undertake further research on Islamic culture and civilization. **Prerequisite:** Introduction to Islam or Islam and World Civilization.

Cross-Cultural Communication (3 Semester Hrs)

This new course is being developed and will be recommended to all students who are planning to study abroad. Though the course will be sponsored by the Department of Languages and Literature (which currently includes Mass Communications, Speech and Drama, Foreign Languages, and English), recommendations will be made that the course be team-taught with a faculty member from another discipline to accentuate the importance of bringing a cross-disciplinary perspective to the issue of cultural competence. The course will be offered as an elective for all majors. Should a global studies minor, certificate, or major be established at a later date, the course will be required for students enrolled in that program of study.

Foreign Language Classroom Anxiety Scale (FLCAS)
 (Source: Hussein Elkhafafi, University of Washington, Department of Near Eastern Languages & Civilization)

Statements (1) through (33) describe how you feel about learning Arabic. Please indicate whether you (1) *Strongly Disagree*, (2) *Disagree*, (3) *Neither Agree nor Disagree*, (4) *Agree*, or (5) *Strongly Agree*. Please read each statement carefully, give your *first* reaction to each statement, and mark an answer for every statement.

- | | |
|--|-----------|
| 1. I never feel quite sure of myself when I am speaking in Arabic. | 1 2 3 4 5 |
| 2. I don't worry about making mistakes in Arabic classes. | 1 2 3 4 5 |
| 3. I tremble when I know that I'm going to be called on in Arabic class. | 1 2 3 4 5 |
| 4. It frightens me when I don't understand what the teacher is saying in Arabic. | 1 2 3 4 5 |
| 5. It wouldn't bother me at all to take more Arabic classes. | 1 2 3 4 5 |
| 6. During Arabic class, I find myself thinking about things that have nothing to do with the course. | 1 2 3 4 5 |
| 7. I keep thinking that the other students are better at Arabic than I am. | 1 2 3 4 5 |
| 8. I am usually at ease during tests in my Arabic class. | 1 2 3 4 5 |
| 9. I start to panic when I have to speak without preparation in Arabic class. | 1 2 3 4 5 |
| 10. I worry about the consequences of failing my Arabic class. | 1 2 3 4 5 |
| 11. I don't understand why people get so upset over Arabic class. | 1 2 3 4 5 |
| 12. In Arabic class, I can get so nervous I forget things I know. | 1 2 3 4 5 |
| 13. It embarrasses me to volunteer answers in my Arabic class. | 1 2 3 4 5 |
| 14. I would not be nervous speaking Arabic with native speakers. | 1 2 3 4 5 |
| 15. I get upset when I don't understand what the teacher is correcting. | 1 2 3 4 5 |
| 16. Even if I am well prepared for Arabic class, I feel anxious about it. | 1 2 3 4 5 |
| 17. I often feel like not going to my Arabic class. | 2 3 4 5 |
| 18. I feel confident when I speak in my Arabic class. | 1 2 3 4 5 |
| 19. I am afraid that my Arabic teacher is ready to correct every mistake I make. | 1 2 3 4 5 |
| 20. I can feel my heart pounding when I am going to be called on in my Arabic class. | 1 2 3 4 5 |
| 21. The more I study for an Arabic test the more confused I get. | 1 2 3 4 5 |
| 22. I don't feel pressure to prepare very well for Arabic class. | 1 2 3 4 5 |
| 23. I always feel that the other students speak Arabic better than I do. | 1 2 3 4 5 |
| 24. I feel very self-conscious about speaking Arabic in front of other students. | 1 2 3 4 5 |
| 25. Arabic class moves so quickly I worry about getting left behind. | 1 2 3 4 5 |
| 26. I feel more tense and nervous in my Arabic class than in my other classes. | 2 3 4 5 |
| 27. I get nervous and confused when I am speaking in my Arabic class. | 1 2 3 4 5 |
| 28. When I'm on my way to Arabic class, I feel very sure and relaxed. | 1 2 3 4 5 |
| 29. I get nervous when I don't understand every word the Arabic teacher says. | 1 2 3 4 5 |
| 30. I feel overwhelmed by the number of rules you have to learn to speak Arabic. | 1 2 3 4 5 |
| 31. I am afraid that the other students will laugh at me when I speak Arabic. | 1 2 3 4 5 |
| 32. I would probably feel comfortable around native speakers of Arabic. | 1 2 3 4 5 |
| 33. I get nervous when the Arabic teacher asks questions which I haven't prepared in advance. | 1 2 3 4 5 |

Foreign Language Listening Anxiety Scale (FLLAS)

(Source: Hussein Elkhafaifi, University of Washington, Department of Near Eastern Languages & Civilization)

Statements (1) through (20) describe how you feel about listening to Arabic. Please indicate whether you (1) *Strongly Disagree*, (2) *Disagree*, (3) *Neither Agree nor Disagree*, (4) *Agree*, or (5) *Strongly Agree*. Please read each statement carefully, give your *first* reaction to each statement, and mark an answer for every statement.

- | | |
|--|-----------|
| 1. I get upset when I'm not sure whether I understand what I'm hearing in Arabic. | 1 2 3 4 5 |
| 2. When I listen to Arabic, I often understand the words but still can't quite understand what the speaker is saying. | 1 2 3 4 5 |
| 3. When I'm listening to Arabic, I get so confused I can't remember what I've heard. | 1 2 3 4 5 |
| 4. I feel intimidated whenever I have a listening passage in Arabic to listen to. | 1 2 3 4 5 |
| 5. I am nervous when I am listening to a passage in Arabic when I'm not familiar with the topic. | 1 2 3 4 5 |
| 6. I get upset whenever I hear unknown grammar while listening to Arabic. | 1 2 3 4 5 |
| 7. When listening to Arabic I get nervous and confused when I don't understand every word. | 1 2 3 4 5 |
| 8. It bothers me to encounter words I can't pronounce while listening to Arabic. | 1 2 3 4 5 |
| 9. I usually end up translating word by word when I'm listening to Arabic. | 1 2 3 4 5 |
| 10. By the time you get past the strange sounds in Arabic, it's hard to remember what you're listening to. | 1 2 3 4 5 |
| 11. I am worried about all the new sounds you have to learn to understand spoken Arabic. | 1 2 3 4 5 |
| 12. I enjoy listening to Arabic. | 1 2 3 4 5 |
| 13. I feel confident when I am listening to Arabic. | 1 2 3 4 5 |
| 14. Once you get used to it, listening to Arabic is not so difficult. | 1 2 3 4 5 |
| 15. The hardest part of learning Arabic is learning to understand spoken Arabic. | 1 2 3 4 5 |
| 16. I would be happy just to learn to read Arabic rather than having to learn to understand spoken Arabic. | 1 2 3 4 5 |
| 17. I don't mind listening to Arabic by myself but I feel very uncomfortable when I have to listen to Arabic in a group. | 1 2 3 4 5 |
| 18. I am satisfied with the level of listening comprehension in Arabic that I have achieved so far. | 1 2 3 4 5 |
| 19. Arabic culture and ideas seem very foreign to me. | 1 2 3 4 5 |
| 20. You have to know so much about Arabic history and culture in order to understand spoken Arabic. | 1 2 3 4 5 |

TIME TABLE FOR EVALUATION PLAN***

Date	Item	Method
Fall 2009	Student Attitudinal Survey of Arabic Language Learners (Adapted from Elkhafaifi instrument)	Obtain IRB approval to administer survey to students enrolled in all levels of Arabic language just prior to mid-semester.
Fall 2009	Database of Arabic Language Learners	Draw from demographic information on survey and other information obtained from instructor (with student permission) and create database.
Fall 2009	Log of Students' Use of Academic Support Services	Maintain log of student use of Academic Support Center and hours spent with Arabic language tutors. Internal Evaluator will review data and use it as part of performance tracking report.
Fall 2009	VSU Student Evaluation of Instruction	End of term administration of University's evaluation instrument (required of all teaching faculty)
Fall 2009	Proficiency Testing by Instructor	Regular testing of students done by the language instructor to assess learning outcomes (tests, quizzes, exams, and other assignments).
Fall 2009	Review of Course Syllabi and Final Course Grades with Instructor	Language professor and Foreign Language Coordinator (Internal Evaluator)
Fall & Spring	Workshop Participant Evaluations	Administer VSU faculty development program surveys
Spring 2010	Enrollment Data	Foreign Language Coordinator gathers data on spring enrollments to determine retention figures
Spring 2010	Student Attitudinal Survey of Arabic Language Learners (newly enrolled)	Administer just prior to mid-semester a survey to students in beginning level classes added to the schedule for spring 2009
Spring 2010	Database of Arabic Language Learners	Update by Internal Evaluator
Spring 2010	Report on Students' Use of Academic Support Services	Maintain log of student use of Academic Support Center and hours spent with Arabic language tutors. Internal Evaluator will review data and use it as part of performance tracking.
Spring 2010	Report on Students' Use of Career Services	Internal Evaluator will consult with Director of Career Services to determine interaction with Arabic Language Learners
Spring 2010	Survey of ALL Mentors participants	(To Be Developed) Survey of students and community participants in Arabic Language Mentoring Program)
Spring 2010	Proficiency Testing by Instructor	Regular testing of students done by the language instructor to assess learning outcomes (tests, quizzes, exams, and other assignments).
Spring 2010	Review of Course Syllabi and Final Course Grades with Instructor	Language professor and Foreign Language Coordinator (Internal Evaluator)
Spring 2010	ACTFL Oral Proficiency Interview test (for any students who have completed the intermediate level of the sequence)	Foreign Language Coordinator will assist with registration and proctoring. Results will be reviewed along with other performance data
Spring 2010	Internal Auditor Review	Internal auditor compiles report drawing upon all data gathered and during the academic year regarding performance and retention in Arabic language courses
Summer 2010	Evaluations of Morocco study abroad program: Cross Cultural Solutions Survey; VSU Cultural Competence Survey (TBA); Course grades	Cross-Cultural Solutions qualitative assessment; Office for Int'l Education post-program survey; faculty member's grading of service learning course component/final grades for course credits earned
Early Fall 2010	Interim External Evaluation of Project	External Evaluator's onsite evaluation of first year of program and planned activities of second year

*** The same timetable will be used for **YEAR TWO**. Should external or internal funding be secured for 6 faculty to participate in an onsite Curriculum Integration Faculty Development seminar, their proposed and completed curriculum projects will be evaluated internally and externally and will become part of this plan.



April 10, 2009

To Whom It May Concern,

2 Clinton Place

New Rochelle, NY

10801 USA

800-388-4777

914-632-0022

fax 914-632-8494

Please consider the grant proposal from Virginia State University. Your support will make it possible for VSU students to become further involved with Service Learning opportunities and enhance the global learning community on campus.

Cross-Cultural Solutions is a 501(c)3 non-profit international volunteer organization that operates volunteer programs worldwide. Our programs offer a unique opportunity for participants to work side-by-side with local people, on locally-designed and driven projects. Our volunteer programs are designed to facilitate hands-on service and cultural exchange with the aim of fostering cultural understanding.

Since 1995, over 22,000 people have participated on our programs. Cross-Cultural Solutions is in Special Consultative Status with the United Nations and in partnership with CARE, one of the world's largest international humanitarian organizations. Cross-Cultural Solutions was also integral in coordinating volunteers for the World Trade Center relief efforts after September 11, 2001.

Cross-Cultural Solutions has a program design that provides well-rounded travel experiences to our volunteers. In addition to the volunteer work we also provide cultural learning and activities. This element of the program offers perspectives into cultural norms, language instruction, local excursions and guest speakers. Guest speakers are selected for their leadership in a variety of fields relevant to community development and the local culture, and provide meaningful insight to the overall experience.

A partnership is being developed between Virginia State University and Cross-Cultural Solutions to expand the international opportunities available to students. Faculty from a variety of disciplines are looking to develop Summer Session courses in conjunction with a Cross-Cultural Solutions in-country program. These opportunities will add a Service Learning opportunity for students and faculty. We have seen these types of partnerships develop at many institutions throughout the world and seen the results. Students return to their home campus and enrich the global learning opportunities in the classroom and become more engaged as community leaders. These outcomes are a few of many possible enriching opportunities that will develop as this partnership evolves.

For more information about Cross-Cultural Solutions please visit our website www.crossculturalsolutions.org.

Sincerely,

Vanessa Shaw
Partnerships Manager

info@crossculturalsolutions.org

www.crossculturalsolutions.org



VIRGINIA STATE UNIVERSITY

ACADEMIC SUPPORT CENTER
3324 BARNES STREET, BOX 9034
PETERSBURG, VIRGINIA 23806

(804) 524-6755; FAX (804) 524-5466

Ms. Christine Corey
International Education Programs Service
U.S. Department of Education
1990 K Street, N.W., Room 6069
Washington, D.C. 20006-8521

Dear Ms. Christine Corey:

With pleasure, the Virginia State University's (VSU) Academic Support Center is looking forward to the Arabic language program project for the Undergraduate International Studies and Foreign Languages Program being at VSU. The Academic Support Center provides tutorial services to VSU students.

Students that participate in the services of the Academic Support Center follow "The Road to Student Success." The mission of the Academic Support Center (ASC) is to assist students in obtaining academic success, providing an environment that is conducive to student learning and development, and increasing successful matriculation, retention and graduation rates from Virginia State University. The ASC provides programs and services to all students enrolled at Virginia State University. These programs and services enhance academic performance and develop skills for success.

Therefore on behalf of the ASC, we are looking forward to VSU's enhancements with the foreign language project.

Sincerely,

Valery Y.R. Bates-Brown, Ph.D.
Assistant Vice President for Academic Support Services



VIRGINIA STATE UNIVERSITY

P.O. BOX 9072
PETERSBURG, VIRGINIA 23806

Department of
Languages and Literature

PHONE: (804) 524-5489
FAX: (804) 524-5184

April 24, 2009

Ms. Christine Corey
U.S. Department of Education
International Education Programs Service
1990 K Street, N.W., Suite 6069
Washington, D.C. 20006

Dear Ms. Corey:

On behalf of the Department of Languages and Literature, I am pleased to write a letter in support of the proposed project, ***Building a Community of Arabic Language Learners at Virginia State University***. One of this department's goals has been to expand its current foreign language offerings to include one or more of the critical need languages. In 2008 Arabic language was made available to VSU students for the first time in the University's history. Increased student enrollment in beginning Arabic since the first class was offered suggests a growing interest in this language.

Because of its focus on increasing student retention in the Arabic language sequence, the proposed project will have significant impact on the department's efforts to strengthen and sustain our foreign language program. The department is willing to demonstrate its support by meeting the project's equipment needs, constituting a cost-sharing contribution of 5% of the total project cost. Further, to demonstrate its support for the program, the department will pay for ten students who complete Arabic 213—Intermediate Arabic II—to take the American Council on the Teaching of Foreign Languages Oral Proficiency Interview. Currently the cost of the test is \$134.00 per student.

The department currently employs a fulltime non-tenure track faculty member to teach the Arabic language courses and related cultural courses. The success of the project will bolster our justification for a fulltime tenure-track faculty position for Arabic language.

I wholeheartedly support ***Building a Community of Arabic Language Learners at Virginia State University***, and I hope that you will give this proposal the fullest consideration for funding. Feel free to contact me if you would like any additional information about the importance of this proposed project to this department.

Sincerely,

Deborah Goodwyn, Ph.D.
Department Chair



Office of the Dean

VIRGINIA STATE UNIVERSITY

SCHOOL OF LIBERAL ARTS AND EDUCATION

PETERSBURG, VIRGINIA 23806

(804) 524-5930

TDD (804) 524-5487

FAX (804) 524-5406

April 24, 2009

Ms. Christine Corey
U.S. Department of Education
International Education Programs Service
1990 K Street, N.W., Suite 6069
Washington, D.C. 20006

Dear Ms. Corey:

Dr. Joyce Edwards and Dr. Maxine Sample, two faculty members in the School of Liberal Arts and Education, have collaborated with the Department of Languages and Literature to pilot a project entitled "Building a Community of Arabic Language Learners at Virginia State University." The focus of this project is student success in the recently established Arabic language course sequence and the increased participation of our students in education abroad programs. Students' success in this critical need language and their participation in a service-oriented cultural immersion program abroad will both enrich their programs of study and build upon their awareness of other countries and cultures. I am therefore pleased to lend my support to this important initiative, as it relates directly to the mission of Virginia State University to prepare our students for citizenship in a global community.

The Department of Languages and Literature has taken a bold step in moving forward to become one of few Historically Black Colleges and Universities to offer a sequence of courses in Arabic language. The department's success in this endeavor will only strengthen the way in which the School of Liberal Arts and Education provides leadership in keeping academic programs and the skills that our students receive relevant to today's ever changing world.

The proposed project will establish a support network for Arabic language learners and enhance opportunities for our students to develop foreign language competence that will serve them well as they seek careers and service opportunities beyond graduation. For this reason, the project is a valuable one.

I strongly recommend that the U.S. Department of education fund this student-oriented program, for its presence at Virginia State University will echo our mission of enhancing the academic success and cross-cultural competence of our undergraduate students.

Sincerely,

Andrew Kanu, Ph.D.
Interim Dean
School of Liberal Arts and Education

AJK/GC

*"VSU: Education, Research and Community Service in Central and Southside Virginia..."
An Equal Opportunity Employer/Equal Access Institution*



VIRGINIA STATE UNIVERSITY

PETERSBURG, VIRGINIA 23806

Office of the Provost/Vice President
for Academic and Student Affairs
(804) 524-5997

FAX (804) 524-5738
TDD (804) 524-5487

April 28, 2009

Ms. Christine Corey
U.S. Department of Education
International Education Programs Service
1990 K Street, N.W., Suite 6069
Washington, D.C. 20006

Dear Ms. Corey:

Virginia State University has launched a number of initiatives in conjunction with our goal of infusing an international perspective into the undergraduate education that our students receive. Curriculum integration, visiting international scholars, opportunities for study abroad, and international campus programming have been some of the ways that the University has sought to prepare our students for the level of global engagement that will be required in the twenty-first century workplace.

Building a Community of Arabic Language Learners at VSU, the pilot project proposed by Dr. Joyce Edwards and Dr. Maxine Sample, two faculty members in the School of Liberal Arts and Education, offers one way that the University can build upon these combined efforts to enhance our students' global competence. This student-focus project will pilot strategies for cultivating students' interest and their success in our Arabic language courses and increasing the number of students who seek international opportunities, particularly in regions of the world where Americans' foreign language competence is critical.

Recognizing its potential for impacting the University's globalization efforts on a broad scale, Virginia State University is supporting this project with a combined in-kind and cash contribution valued at approximately 42% of the total project cost. I hope that upon reviewing this proposal, the Department of Education will recognize the merits of the project and recommend that it be fully funded.

Sincerely,

Weldon Hill, Ph.D.
Interim Vice President for Academic Affairs



VIRGINIA STATE UNIVERSITY
UNIVERSITY LIBRARY
P.O. Box 9406
PETERSBURG, VIRGINIA 23806

Library Report - Islamic Studies Resources

April 2009

University Library at Virginia State University supports the academic interests and research needs of the faculty, researchers, and students, including collections and services. This includes proposed course studies in Islamic Culture and Language.

The Library, open 86 hours per week, includes a 24-hour computer lab, library instruction training center, study rooms, and connection to the University's network through dedicated or wireless services. Multimedia kiosks and web-based tutorials are available to direct students to appropriate library services.

Library materials, including print, electronic, multimedia, and other non-print resources, circulate to University faculty and students or are available through the Library's homepage. The Library contributes funds annually to a statewide electronic resource sharing consortium, VIVA (Virtual Library of Virginia) and a regional consortium, RALC (Richmond Area Library Consortium) to promote resource sharing through interlibrary lending and document delivery of media resources, direct borrowing by patrons, and media resources.

The Library collection effort focuses on the development of a comprehensive collection of books, journals, and media to support academic programs and research in all disciplines, including new book acquisitions to support Islamic Studies. The book selection profile for Islamic Studies covers major publishers and university press titles and recommended title lists by authority sources in that field. Reference materials including literary dictionaries, companions, biographical dictionaries, bibliographies and encyclopedias are purchased to provide another major area of strength to the library's collections. With the Library's e-book collection, *netLibrary*, users may view, print, and download books in various subjects, including Islamic Studies. The Library also subscribes to core reference online collections such as *Credo Reference*, *EBSCO Masterfile Premier*, *Grove Art Online*, *Grove Music Online*, and *Oxford Reference Collection*, and the recently acquired *Garland Encyclopedia of World Music* and the soon to be acquired *netLibrary AudioBook Language and Literature Collection* that provides library users with the ability to listen to books online. The Library maintains journals, magazines, and newspapers that are available to the University community in print, microform, and mostly electronic format through the Library's homepage. Of direct importance to the study of Islamic Culture and Language are the following online journal collections: *JSTOR*, *Oxford University Press*, *Project Muse*, and *Wiley-Interscience Journals*. The collection of library subscription databases that support the program includes: *Academic Search Complete*, *CIAO (Columbia International Affairs Online)*, *EBSCO Humanities International Complete*, *EBSCO Religion and Philosophy Collection*, *Ethnic Newswatch*, *FACTIVA*, *Historical Abstracts*, *Lexis-Nexis Academic*, *Literature Resource Center*, *MLA International Bibliography*, *Oxford African-American Studies*, *Philosophers Index*, *ProQuest Dissertations Full-Text*, *Readers Guide Retrospective 1890-1982*, *Sociological Abstracts*, and the recently acquired *Congressional Quarterly Global Researcher* that provides in-depth coverage of newsworthy global affairs from a number of international viewpoints. Off-campus access to the library's collection of electronic resources and services is provided to VSU faculty, students, and staff.

As a designated federal depository library for one-hundred years, the Library selects and provides access to federal government information from the executive, legislative, and judicial branches of government in a variety of multi-formats. Federal government information covers a wide array of subject areas, such as country studies, country commercial guides, and statistical data from federal departments, agencies, and bureaus.

Professional librarians and support staff are available to provide assistance in person, e-mail, and phone at library service points including, circulation, reference, and periodicals. Interlibrary loan services are available to all currently enrolled VSU students and faculty for materials not held in the Library, including books, dissertations, journal articles, proceedings, and DVDs. Library virtual reference assistance is available during limited hours to the university community. Library research instruction classes and tours are offered throughout the school year. The librarians also provide consultation by appointment to faculty and students.

Report prepared by
Louveller Luster
Collection Development Librarian
University Library
Virginia State University
Voice: 804-524-6945
Fax: 804-524-5482
E-mail: LLUSTER@VSU.EDU



VIRGINIA STATE UNIVERSITY

PETERSBURG, VIRGINIA 23806

Office of the Provost/Vice President
for Academic and Student Affairs
(804) 524-5997

FAX (804) 524-5738
TDD (804) 524-5487

April 24, 2009

Ms. Christine Corey
U.S. Department of Education
International Education Programs Service
1990 K Street, N.W., Suite 6069
Washington, D.C. 20006

Dear Ms. Corey:

Virginia State University is applying to the Undergraduate International Studies and Foreign Languages Program for funding of the proposed project, "Building a Community of Language Learners at VSU." Because VSU is a Title III eligible institution, the University requests exemption from the 50 per cent cost share requirement for this grant program.

Given the importance of this project in enhancing student retention in our new Arabic language course sequence and achieving our goal of internationalizing undergraduate programs, the University is contributing resources to this project, sharing approximately 42% percent of the total cost.

Sincerely,

Weldon Hill, Ph.D.
Interim Vice President for Academic Affairs

TITLE VI GRANT PROPOSAL

Building a Community of Arabic Language Learners at Virginia State University

TABLE OF CONTENTS

ABSTRACT

	Page
NARRATIVE	
Introduction	1
1. Plan of Operation	2
2. Quality of Key Personnel	13
3. Budget and Cost Effectiveness	15
4. Adequacy of Resources	22
5. Plan of Evaluation	23
6. Commitment to International Studies	24
7. Elements of Proposed International Studies Program	30
8. Need for and Prospective Results of the Proposed Program	37

APPENDICES

- A. Curriculum Vitae of Key Personnel (Butler, Coovadia, Edwards, Garrott, Goodwyn, Musick and Sample)
- B. Descriptions of Proposed Courses
- C. Evaluation Plan Timetable and Instruments (3 attachments)
- D. Letters of Support (Cross Cultural Solutions, VP Academic Support Services, Department Chair, School Dean, VPAA, Library resources, Special rule certification)

Budget Narrative

Budget Narrative

Attachment 1:

Title: Pages: Uploaded File: **1234-Budget Narrative.pdf**

Building a Community of Arabic Language Learners at Virginia State University

The following detailed line item budget and accompanying budget narrative is for year 1. The year two request is identical.

Detailed Line Item Budget and Budget Narrative for Year 1		
Budget Categories	Federal funds requested	Cost share funds
1. Personnel	\$30,435	\$39,055
<p>a. Project Director, Dr. Sample will have primary administrative responsibility for program oversight and coordination of the proposed project for 12 months of each year of the two-year project. During her 11-month faculty appointment 21% of her time will be devoted to the project and 100% percent during her 1-month summer break. Her duties will be focused on project management and she will work directly with the co-director and University administrators to ensure the smooth operation of the program's components. VSU will pay her salary (21% x \$94,253 = \$19,793) and benefits (33% x \$19,793) during the time spent on the project during her academic 11-month appointment as a cost sharing contribution to the project for each year of the two-year project. Federal funds (\$8,576) are requested to pay Dr. Sample's salary for the 1-month summer break.</p>	\$8,568	\$19,793
<p>b. Project Manager, Dr. Joyce Edwards, will be responsible for the day-to-day operations of the project for 12 months of each year of the two-year project. Her responsibilities will include coordinating cultural programming and orientation activities, education abroad program development, overseeing tutorial support, conducting student surveys, coordinating site visits abroad, assisting with mentoring program activities, and working closely with the project director as needed. During her 9-month faculty appointment 50% of her time will be devoted to project activities and 100% percent during 2 months of her 3-month summer break. VSU will pay her salary minus the amount requested for release time (50% x \$57,900 - \$9689 = \$19,262) as a cost sharing contribution to the project. Federal funds (\$12,866) are requested to pay Dr. Edward's salary for the two months of her summer break each grant year.</p>	\$12,867	\$19,262
<p>c. Release Time: Release from 50% of Dr. Edwards' teaching responsibility (4 courses per semester) will be requested from her department. Federal funds are requested to pay the cost of an adjunct professor to cover two classes during fall and spring semesters for each grant year (4 x \$2250 = \$9000).</p>	\$9,000	\$0
2. Fringe Benefits	\$2,328	\$12,888
<p>a. Faculty benefits. VSU will pay fringe benefits on 21% of Dr. Sample's salary for time spent on the project (\$19,793 x 33% = \$6532) and on the non-teaching portion of Dr. Edward's release time each year (\$19,261 x 33% = \$6356) as a cost share contribution of \$12,888.</p>	\$0	\$12,888

b. Summer benefits. Federal funds are requested to pay FICA on the summer salaries for Dr. Sample, Dr. Edwards, and the adjunct faculty each year of the 2-year project (\$30,435 x 7.65% = \$2328).	\$2,328	\$0
3. Travel	\$17,200	\$4,000
a. Local Travel: The expense of local travel (Petersburg and the metro-Richmond, VA area) associated with mentoring activities and community-based learning activities during each year of the 2-year project are calculated at approximately \$84 per month. Federal funds (\$1000) are requested for local transportation for each grant year. Each year of the 2-year project VSU will pay the cost of the two project directors' attendance at the annual program meeting as a cost share contribution (\$2000 x 2 = \$4000).	\$1,000	\$4,000
b. Out-of-State Travel: A major faculty development workshop will be funded each year of the 2-year project. Federal funds are requested to pay the workshop facilitator an honorarium of \$2000 inclusive of travel expenses.	\$2,000	\$0
c. International Travel: The project directors and the Arabic language professor will conduct a two-week site visit to the Cross Cultural Solutions program location in Morocco. Site visits are required before University sponsored programs abroad are approved. The estimated expense per person is \$4733 inclusive of the program fee \$2864 (meals, accommodation, insurance, materials, cultural events, communications, and local ground transportation) plus travel expenses (\$1500 round trip airfare, \$200 in-country travel, and \$170 miscellaneous travel expenses: visa, airport parking, meals during layovers, etc.). Federal funds to cover the site visit (\$4733 x 3 = \$14,200).	\$14,200	\$0
4. Equipment	\$3,200	\$5,000
Federal funds (\$3200) are requested to pay for equipment used during the project year: DVD players, digital camera, and a video camera for use in documenting mentoring activities and other program activities and in the production of PR materials.	\$3,200	\$0
VSU will contribute 30 Arabic/English keyboards for the language lab and two computer stations for Arabic language tutoring in the Academic Support Center as a cost share contribution (\$5000)	\$0	\$5,000
5. Supplies	\$3,000	\$1,340
General office supplies needed during the 2-year project will include stationery, paper, pens, paper clips, poster board, labels, file folders, certificates, shredder, etc. Federal funds (\$3000) are requested to purchase supplies each year.	\$3,000	\$0
VSU will fund the cost of 10 advanced level students to take to the Oral Proficiency Interview test each year (\$134 per student) as a cost share contribution of \$1340 per year.	\$0	\$1,340
6. Contractual	\$24,147	\$0
a. Arabic Language Specialist/Liaison: Dr. Shaheed Coovadia, currently teaches the Arabic languages courses at VSU. He will assist the project in developing syllabi for the proposed Islamic Studies courses, recommend appropriate instructional resources to build the lab component of the Arabic language courses and outfit an Arabic language study "corner"	\$8074	\$0

in the Academic Support Center, assist with the screening and selection of Arabic language tutors, assist with the development of orientation segments for the study abroad program, and serve as community liaison for the Arabic Language Learners Mentoring program. He will devote 29% of his time to the project, working primarily during the summer months. Federal funds are requested to pay a contractual fee of \$8074 (\$7500 plus FICA at 7.65%) each grant year.		
b. External Evaluator, Christopher Musick, Director of International Academic Services at the University of Mary Washington, Fredericksburg, VA, will serve as an external evaluator of the project. The external evaluator will be accessible during the entire grant period and will conduct a formative program evaluation during an interim onsite visit at the end of the first year and a summative program evaluation at the end of the second year. Federal funds (\$2400) are requested to contract Mr. Musick's services at a rate of \$600 per day for 3 days plus \$600 for travel expenses related to the onsite evaluation.	\$2,400	\$0
c. Internal Evaluator, Dr. Carl Garrott, will assist with internal evaluation of the 2-year project. He will be compile performance outcome data on students enrolled in the Arabic language courses and will work directly with the University's Office of Institutional Planning and Assessment to develop a tracking and reporting system for monitoring and evaluating student outcomes. Federal funds (\$1500) are requested to pay Dr. Garrott a research stipend each year during the 2-year project.	\$1,500	\$0
d. Part-time Graduate Assistant - (TBN) This person will be responsible for the coordination of various office support services. The GA will devote 15 hours per week at a rate of \$15 per hour during the duration of the operation of the 2-year project each year. Federal funds (\$4973) are requested to pay the GA each grant year.	\$4,973	\$0
e. Tutors (TBN) – The services of two Arabic language tutors will be contracted to assist and support Arabic language learners in the University's Academic Support Center during each fall and spring semester of each grant year. Tutors will be available a combined twenty hours per week for 15 weeks each semester to assist VSU students enrolled in Arabic language courses. The rate of pay is \$12 per hour. Federal funds (\$7200) are requested to pay the language tutors each year during the 2-year project.	\$7,200	\$0
7. Construction – N/A		
8. Other Communications/Public Relations: Communication and public relations services include 3 Webinars as a part of faculty training as well as conference calls (\$1,000); printing and copying for public relations literature, brochures and general informational materials (\$1,000), and mailing and shipping/handling (\$1,000). Federal funds (\$3,000) are requested to cover these expenses each grant year of the 2-year project. b. VSU will pay each year the cost of telephone/fax use (local/toll/long distance) as a cost share contribution (\$2840).	\$3,000	\$2,840
9. Total Direct Costs (lines 1-8)	\$83,310	\$65,123

10. Indirect Costs Per U.S. Department of Education instructions, indirect costs (line 10) are requested at the reduced amount of 8% times the Total Direct Costs (line 9).	\$6,665	0
11. Training Stipends – N/A		
12. Total Costs (lines 9-11)	\$89,975	\$65,123