

# **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 # P016A090058**

**Grants.gov Tracking#: GRANT10295368**

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

Closing Date: APR 30, 2009

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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:  
 Albany 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	\$ 26,999	\$ 27,149	\$ 0	\$ 0	\$ 0	\$ 54,148
2. Fringe Benefits	\$ 9,641	\$ 9,694	\$ 0	\$ 0	\$ 0	\$ 19,335
3. Travel	\$ 3,000	\$ 3,300	\$ 0	\$ 0	\$ 0	\$ 6,300
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 2,500	\$ 2,500	\$ 0	\$ 0	\$ 0	\$ 5,000
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 33,500	\$ 33,500	\$ 0	\$ 0	\$ 0	\$ 67,000
9. Total Direct Costs (lines 1-8)	\$ 75,640	\$ 76,143	\$ 0	\$ 0	\$ 0	\$ 151,783
10. Indirect Costs*	\$ 6,051	\$ 6,091	\$ 0	\$ 0	\$ 0	\$ 12,142
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 81,691	\$ 82,234	\$ 0	\$ 0	\$ 0	\$ 163,925

**\*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: 10/22/2007 To: 6/30/2011 (mm/dd/yyyy)  
 Approving Federal agency:  ED  Other (please specify): Health and 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:  
 Albany 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	\$ 55,910	\$ 58,910	\$ 0	\$ 0	\$ 0	\$ 114,820
2. Fringe Benefits	\$ 19,965	\$ 21,036	\$ 0	\$ 0	\$ 0	\$ 41,001
3. Travel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 3,500	\$ 0	\$ 0	\$ 0	\$ 0	\$ 3,500
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 79,375	\$ 79,946	\$ 0	\$ 0	\$ 0	\$ 159,321
10. Indirect Costs	\$ 6,350	\$ 6,395	\$ 0	\$ 0	\$ 0	\$ 12,745
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 85,725	\$ 86,341	\$ 0	\$ 0	\$ 0	\$ 172,066

# Project Narrative

## Abstract Narrative

Attachment 1:

Title: Pages: Uploaded File: **1235-Abstract.pdf**

**PROGRAM ABSTRACT**  
**SOWEGA INTERNATIONAL STUDIES PROGRAM**

Globalization and multiculturalism are unquestionably two of the dominant catalysts shaping world cultures today. According to U.S. English, Inc., for example, there are 322 languages spoken in the United States, 24 of which are spoken in every state in the nation. In Georgia and in other states, there has been a consistent influx of international cultures in Southwest Georgia, creating a critical need for international education, especially knowledge of foreign languages and cultures. As a public community-oriented institution, Albany State University seeks to respond proactively to the needs of the region, and the University is committed to enhancing the quality of the lives of Southwest Georgia citizens. One of the ways in which the University has demonstrated its commitment to the region is in its assuming leadership in addressing international issues. Thus, Albany State University, in the proposed SOWEGA (Southwest Georgia) International Studies Program, is requesting funds from the U.S. Department of Education to continue its commitment to internationalization in Southwest Georgia.

In its SOWEGA International Studies Program, the University proposes to: (1) develop and implement elementary, intermediate and advanced language sequences in Yoruba, Arabic and Applied Spanish, (2) develop 24 new international studies courses for a B.A. degree program in International Studies and establish the major in International Studies, (3) conduct two summer retreats to assist faculty in developing, pilot teaching and refining new courses, (4) establish an International Studies lecture series and (5) developing a Spanish minor for the University's professional degree programs. The SOWEGA International Studies Program will target the development of a series of new courses to complement current University International Studies offerings and three language sequences in Yoruba, Arabic and Applied Spanish. In the conduct of the project, the project staff will solicit the participation of a cross section of faculty from the four colleges: Arts and Humanities, Business, Education and Science and Health Professions; and in addition to the Yoruba, Arabic and Applied Spanish courses, course development will focus on emphases in the Social Sciences, Humanities, Education and Sciences.

Conducted in a two-year cycle, 2009-2011, the SOWEGA International Studies Program will engage faculty members from the four colleges in a summer preparatory retreats in 2009 before they begin development of their courses; and following the second summer retreat in 2010, the faculty will pilot teaching and refine their courses. International Studies consultants will serve as resources for the retreats and course development, and complementing the faculty development activities will be a University International Studies lecture series and enhancement of the University library resources. Both formative and summative assessment will be used to evaluate the activities of the project, including the use of external evaluators. From January through April, 2011, the project staff will organize, present and secure University approval of the B.A. degree in International Studies, and following institutional approval, the program proposal for the degree will be submitted to the Georgia Board of Regents for approval, with an expected starting date of August, 2011.

# Project Narrative

## Project Narrative

### Attachment 1:

Title: Pages: Uploaded File: **1242-Program\_Narrative.pdf**

### Attachment 2:

Title: Pages: Uploaded File: **1243-Via\_Hill\_PI.pdf**

**SOWEGA INTERNATIONAL STUDIES PROGRAM  
ALBANY STATE UNIVERSITY**

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## **PROGRAM NARRATIVE**

### **I. PLAN OF OPERATION**

**The SOWEGA (Southwest Georgia) International Studies Program is a two-year project designed to facilitate the development of a full-fledged International Studies major, increase foreign language offerings at Albany State University, align foreign language minors with the University's professional degree programs, especially in teacher education, and conduct training for faculty. This project will involve the project staff, faculty, and external consultants in the development, piloting and implementation of curricula that will result in the establishment of a B.A. degree program in International Studies at the University and a significant increase in foreign language offerings available on the campus. In the establishment of the B. A. degree program in International Studies, the University faculty and project staff will engage in the development of targeted new courses for the degree program in collaboration with external consultants who have expertise in the two major fields of international study, Africa and the Caribbean. The project, in its conceptual design, is organized in a three-stage process for implementation of the new degree program and additional foreign language courses: development, piloting and implementation. Additionally, the project's plan of operation is efficient in that it provides progressive and interdependent processes designed to achieve the objectives of the project: (1) a retreat for faculty access to international studies expertise, assistance and resources prior to the development of courses, (2) a follow-up retreat for faculty to receive feedback on courses developed and curricular and methodological resources prior to their pilot**

teaching the courses, (3) access to consultants during both academic year cycles and (4) an efficient process for project staff to monitor the development, progress and implementation of project activities and comply with University administrative procedures.

#### **A. PROGRAM OBJECTIVES**

The objectives of the SOWEGA International Studies Program relate directly to the University's goal of enhancing the internationalization of its curriculum and campus. Further, the specific goals of the project relate directly to the purposes of the U.S. Department of Education's Undergraduate International Studies and Foreign Language Program, including specifically (1) planning for the development and expansion of an undergraduate International Studies program and foreign languages, (2) faculty workshops in International Studies, (3) developing and testing new curriculum materials, and (4) expanding opportunities for foreign language learning, especially in less commonly taught languages.

Albany State University seeks to establish an effective process for the continuing incremental internationalization of its curricula and campus. Thus, the SOWEGA International Studies Program, as proposed, is designed to accomplish the following: (1) conduct of two summer faculty development retreats to assist faculty in the development and piloting of International Studies courses, including foreign language sequences, (2) development of courses in four major areas of concentration for the International Studies Program, (3) implementation of a full-fledged International Studies major, (4) conduct of a lecture series to increase international awareness in the University and in Southwest Georgia communities and (5) improvement of the international studies resources of the library. The University is convinced that the activities outlined in this proposal will

facilitate the achievement of its goal of further internationalization of its campus. Additionally, the proposed SOWEGA International Studies Program is designed to embrace the following needs in international education, especially as they relate to Albany State University students:

1. **The Need for Expertise.** Our nation requires a cadre of experts knowledgeable about other peoples and cultures and capable of communicating with others in foreign languages. Albany State University seeks to graduate students with this expertise.
2. **The Need for Public Understanding.** Our nation requires a citizenry informed enough to analyze international events and appreciate the exigencies of global interdependency. Albany State University wants its graduates to demonstrate such understanding.
3. **The Need for Scholarly Exchange.** Our students must position themselves to exchange knowledge across national boundaries if, indeed, common problems are to be resolved.
4. **The Need for Professional Skills.** Our students must have the ability to work collaboratively and internationally as never before, and given the increased interaction and mutual dependency of nations, international skills and expertise will be needed to address international issues and concerns.
5. **The Need for International Competence of Students.** The University is committed to providing opportunities for international competence of its students. Such programs as advanced studies in business, criminal justice, science and humanities must afford an international view so that our students can exchange information with close and distant neighbors.
6. **The Need for Access to the International Workplace.** Our students should be prepared to function effectively in the international workplace and should not be bound by ethnocentric or geocentric limitations in pursuit of their career goals.

In its effort to address these general needs, therefore, Albany State University has designed its SOWEGA International Studies Program to accomplish several specific objectives. Among these objectives are the following:

1. **To increase internationalization across the curriculum through engaging faculty in the development of international courses in their disciplines.**

2. To develop an International Studies Program with two major foci in Africa and the Caribbean and four concentrations: Business, Social Sciences, Humanities and Sciences.
3. To develop language sequences in Arabic, French, Spanish and Yoruba.
4. To conduct two summer retreats to provide assistance and resources as faculty develop and pilot teach the courses.
5. To sponsor an International Studies lecture series on the campus.
6. To increase the international holdings in the library.
7. To enhance the University's and community's knowledge and understanding of international issues.

**B. PROJECT TIMETABLE**

Albany State University's SOWEGA International Studies Program will be developed and implemented in two years. The first year will be devoted primarily to curriculum development activities, specifically the development of new courses; and the second year will be devoted to piloting and refining curriculum, i.e., the new courses developed. The proposed timetables for completion of the project activities are as follow:

<b><u>YEAR ONE – 2009-2010</u></b>		
<b><u>ACTIVITY</u></b>	<b><u>DELIVERABLES TIMETABLE</u></b>	<b><u>IMPACT</u></b>
1. First Faculty Retreat	Summer, 2009	27 Faculty Members
2. Development of New Courses	August, 2009 – May, 2010	27 Faculty Members in Four Colleges
3. International Studies Lecture Series	August, 2009 – May, 2010	1500 Students, Faculty and Albany Citizens
4. Improvement of	August, 2009 – May, 2010	300 Students

**Library Resources**

**60 Faculty**

**7. Increase Foreign Language Offerings**

**August, 2009 – May, 2011**

**300 Students  
60 Faculty**

**YEAR TWO – 2010–2011**

**1. Second Faculty Retreat**

**Summer, 2010**

**27 Faculty Members**

**2. Pilot Teaching and Evaluation of Courses**

**August, 2010 – May, 2011**

**27 Faculty Members  
300 Students**

**3. Refining of New Courses/Increase Language Courses**

**August, 2010 - May 2011**

**27 Faculty Members**

**4. International Studies Lecture Series**

**August, 2010 - May, 2011**

**1500 Students and Faculty, Students and Community Citizens**

**5. Improvement of Library Resources**

**August, 2010 – May, 2011**

**50 Faculty**

**6. Establishment of the B A. Degree in International Studies**

**January, 2010 – April, 2011**

**75 Faculty and Administrators**

**In summary, therefore, the proposed SOWEGA International Studies Program has four major components. The following is a graphic representation of the components:**

**STRUCTURE OF SOWEGA INTERNATIONAL STUDIES PROGRAM  
MAJOR COMPONENTS**

<b>TWO PREPARATORY FACULTY DEVELOPMENT RETREATS</b>	<b>DEVELOPMENT OF NEW COURSES/INST STUDIES PROGRAM</b>	<b>INTERNATIONAL STUDIES LECTURE SERIES</b>	<b>IMPROVEMENT OF INTERNATIONAL STUDIES RESOURCES</b>
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### **C. EXPECTED RESULTS AND BENEFITS OF PROGRAM**

Albany State University firmly believes that the activities proposed for its SOWEGA International Studies Program will position the University as a leader for change in international education, and it is also convinced that the program will have a significant impact in Southwest Georgia and the State of Georgia. When implemented as proposed, the program will also move the University closer toward the realization of the following expected results:

### **D. SHORT-RANGE**

1. **Renewed interest in the study of foreign languages and International Studies at the University.**
2. **Increased interest in international cultures and issues.**
3. **Greater flexibility in the University's educational programs and in career options for students.**
4. **More collaborative efforts between Albany State University and area public schools and colleges.**
5. **Increased University services to the Southwest Georgia community.**
6. **Increased resources for the University's library to support educational programs and community outreach.**
7. **Improved marketability in knowledge and skills of graduates of the University.**
8. **Enhancement of the University's faculty through provision of faculty development opportunities in foreign language and International Studies.**

### **D. LONG-RANGE:**

1. **Establishment of an Area Studies Center at Albany State University (Projected Date: 2012).**
2. **Development of a Foreign Language Institute (Projected Date: 2013)**

3. **Development of foreign language minors in Yoruba, Hausa, Swahili and Arabic (Projected Date: 2011).**
4. **Expansion of the University's study abroad program (Projected Date: 2010).**
5. **Establishment of exchange programs with universities abroad program (Projected Date: 2012).**

**The plan of operation for the University's SOWEGA International Studies Program is faculty-focused and has minimal project staff. Thus, the project staff will provide administrative oversight of project activities, monitor the faculty activities of the project, organize, develop and implement project activities to facilitate maximum faculty productivity, and implement the procedures for evaluation of the project. Most of the resources for the project, however, will be used to support faculty and accomplish the objectives of the project. Project resources will support two retreats to provide faculty access to consultants, assistance and resources for development of courses for the new degree program and new foreign language offerings.**

*Albany State University is an equal opportunity, affirmative action institution, and as a public institution, the University is required by law and the Georgia Board of Regents to provide equal access and treatment to all individuals, including racial and ethnic minorities, women, handicapped persons and the elderly. In all cases in which the project involves hiring of staff or selection of individuals to participate in the project, the University will advertise the positions and processes and will provide open application processes to accommodate all applicants.*

## **II. QUALITY OF KEY PERSONNEL**

### **A PROJECT STAFF**

The project staff will consist of the project director, one English faculty member with international expertise and specialized training and two foreign language instructors. The following individuals will constitute the project staff:

<u>NAME</u>	<u>ACADEMIC AREA</u>	<u>PROJECT ROLES (S)</u>
Dr. James L. Hill	English/African American Studies	Project Director
Dr. Marva Banks	Rhetoric and Composition	Curriculum, Module Designs and Evaluation
Mrs. Letitia Alvira-Watson	Spanish	Developer/Language Sequences
Mr. Toioufik Houmadi	Arabic and French	Developer/ Language Sequences

**1. PROJECT DIRECTOR**

Dr. James L. Hill, Professor of English, will serve as Project Director and will be responsible for the overall execution, management and evaluation of the project. Dr. Hill, who holds a doctorate in American Civilization/African American Studies from the University of Iowa, was project director for a previous Undergraduate International Studies and Foreign Language Program grant (1989-1991), a National Endowment for the Humanities grant on internationalization of the curricula and a University project on internationalization of the curriculum with the Association of American Colleges and Universities. Dr. Hill has provided leadership as Chair of the College Section of the National Council of Teachers of English and the Conference on College Composition and Communication, and included among his publications are articles in the *Oxford Companion to African American Literature*, *Journal of Negro History*, *Arizona English Bulletin* and *African American Dramatists*. Dr. Hill has both international training and travel experience and has studied African literature and Yoruba. A summer participant in an international education seminar conducted by the Lilly Endowment at Colorado College

in (1992, Dr. Hill has also traveled and studied in Canada, Mexico, the Caribbean and Africa, including a cultural-study tour in Ghana; and in July, 2008, he was one of 35 individuals selected as delegates to the 20<sup>th</sup> Anniversary Oxford Roundtable in Oxford, England. As project director, Dr. Hill will contribute one-third time to the SOWEGA International Studies Program.

## **2. OTHER PROJECT STAFF**

A. Dr. Marva O. Banks, Assistant Project Director and Curriculum Specialist and Module Designer and Evaluator, holds a doctorate in Rhetoric and Communication from Rensselaer Polytechnic Institute. She has training and experience in technical communication and Curriculum and Instruction, and she previously served as a technical writer and project director for the U.S. Army. The 1996 Teacher of the Year at Albany State University, Dr. Banks chairs the University's Undergraduate Research Council, the Departmental Program Development Committee and the College of Arts and Humanities Curriculum and New Programs Committee. Her publications have appeared in such journals as *South Central Review*, *Twentieth Century African American Writers and Artists* and *Oxford Companion to African American Literature*. Dr. Banks has international training and experience, having traveled and studied in the Caribbean and in Africa; and she has also served as a Visiting Fulbright Scholar at the University of Sierra Leone, Africa. She will contribute one-third time to the project.

B. Letitia Alvira-Watson, Developer of Language Sequences is Assistant Professor of Spanish at Albany State University, holds a M.A. in Spanish from Western Michigan University and is engaged in further study. She has extensive teaching experience at universities in Puerto Rico, Michigan and Georgia, and she teaches a variety of

undergraduate Spanish courses. Additionally, her services as a translator and interpreter are in constant demand.

C. **Toioufik Houmadi, Developer of Language Sequences** is Assistant Professor of Modern Languages at Albany State University and holds a Master of Arts degree in Foreign Languages and a Master of Arts in Linguistics. In addition to English, he is fluent in Arabic, Camorean and Swahili.

D. **Ms. Sherell Hunter, current Secretary to the Department of English, Modern Languages and Mass Communication**, will provide secretarial services for the project.

The project staff for the SOWEGA International Studies Program will assist the project director in executing the following tasks and activities to initiate, manage and complete the project:

1. **Organization of the two-year project through establishment of operational guidelines for the project, development of goals, performance objectives and completion dates for activities and distribution of project information to departments, faculty participants and administrators.**
2. **Development of guidelines and format for curriculum revisions and an approval process.**
3. **Establishment of a reporting process with deadlines for all curriculum activities.**
4. **Conduct of regular project staff meetings (twice a month) to carry out project activities.**
5. **Meeting of the project director and staff with the faculty and chairs of each department to discuss the project and ensure understanding.**
6. **Assignment of project staff members as liaisons to work with individual faculty and departments on project activities.**
7. **Meeting with students in various classes to discuss project activities.**
8. **Monitoring of the progress of the completion of project activities.**
9. **Development and implementation of processes for hosting lecturers.**

10. Approving and evaluating the courses developed and submitted by faculty.
11. Reporting periodically on the project to departments and the administration.
12. Securing additional resources for the library.

### 3. ADVISORY BOARD

Since the proposed project seeks to involve faculty from across the disciplines, generate more interest in International Studies on the campus and solicit responses to project activities, the project staff will have the benefit of a campus-community Advisory Board, members of which have been involved in the planning for this project. The members are:

<u>NAME</u>	<u>DISCIPLINE</u>	<u>POSITIONS</u>
Dr. Abiodun Ojemakinde	Business	Vice President for Academic Affairs
Dr. Michael Rogers	Business	Dean, College of Business
Dr. Joyce Johnson	Nursing	Dean, College of Science and Health Professions
Dr. Leroy Bynum	Music	Dean, College of Arts and Humanities
Dr. Wilburn Campbell	Education	Dean, College of Education
Dr. Paul King	Spanish	Associate Professor of Spanish
Dr. Arnold Odio	Comparative Lit	Professor of English
Dr. Audrey Beard	Early Childhood ED	Chair, Teacher Education
Dr. Marilyn Spearman	Social Work	Chair, Psychology, Sociology and Social Work

<b>Dr. Babafemi Elufieda</b>	<b>History</b>	<b>Chair, History, Political Science and Public Administration</b>
<b>Dr. Sally Whatley</b>	<b>Educational Leadership</b>	<b>Superintendent of Dougherty County Schools</b>
<b>Dr. John Culbreath</b>	<b>Foreign Language</b>	<b>President, Albany Chamber of Commerce</b>

The Advisory Board members will monitor the progress of the project, assist in project activities and serve as evaluators of the project.

### **III. BUDGET AND COST EFFECTIVENESS**

The budget for the proposed SOWEGA International Studies Program supports the four elements of the project: addition of foreign language sequences, development of an International Studies major, conduct of an International Studies lecture series, alignment of language minor sequences with professional degree programs. Conceptually, the proposed SOWEGA International Studies Program is faculty-centered and the majority of funds requested support faculty and consultant involvement in the project. The breakouts of the budget and the project activities for the two years for which funds are requested from the U.S. Department of Education follow:

#### **First Year - 2009-2010**

- A. Administration of the Project - \$ 36,640**
  - 1. Salaries for Project Staff - \$ 26,999**
  - 2. Fringe Benefits - \$ 9,641**
- B. Travel for Project Staff - \$ 3,000**
- C. Supplies and Materials - \$ 2,500**  
(Resources for Faculty Retreat)
- D. Other - \$ 33,500**
  - 1. Honoraria/Lecturers and - \$ 8,600**

- Consultants**
- 2. Stipends for Faculty - \$ 8,100
  - 3. Summer /Retreat Faculty - \$ 6,200
  
  - 4. Consultant/Lecturer Travel - \$ 5,000
  - 5. Per Diem/ Lecturers and Consultants - \$ 5,600

**Second Year - 2010-2011**

- A. Administration of the Project - \$ 36,893**
  - 1. Salaries for Project Staff - \$ 27,199
  - 2. Fringe Benefits - \$ 9,694
  
- B. Travel for Project - \$ 3,000**
  
- C. Supplies and Materials - \$ 2,500**  
(Resources for Faculty)
  
- D. Other - \$ 33,500**
  - 1. Honoraria/Consultants and Lecturers - \$ 8,600
  - 2. Stipends for Faculty - \$ 8,100
  - 3. Summer Retreat./Faculty - \$ 6,200
  - 4. Consultant/Lecturer Travel - \$ 5,000
  - 5. Per Diem/Lecturers and Consultants - \$ 5,600

The proposed Albany State University SOWEGA International Studies Program is faculty-centered, and the budget demonstrates that the majority of the funds requested are dedicated to the support of the faculty in activities which accomplish the two primary elements of the project: addition of three foreign language sequences and development of an International Studies major at the University. With limited administrative costs, the project is designed to ensure the effectiveness and productivity of the faculty in accomplishing the two primary elements of the project.

#### **IV. ADEQUACY OF RESOURCES**

**Albany State University possesses both the resources and capability to complete the activities of the proposed SOWEGA International Studies Program. Though a small liberal arts institution, the University has a long history in the conduct of nationally funded projects, including such projects as its Minority Biomedical Research Science Program funded by the National Science Foundation; Humanities Institutes funded by the National Endowment for the Humanities; Writer-in-Residence projects funded by the National Endowment for the Arts and a previously funded Title VI International Studies and Foreign Language Program. The University also has cadre of faculty with international training and/or experience who can contribute to the implementation and success of the project. In recent years, three of the University's English faculty, Dr. Marva Banks, Dr. Sandy Cohen and Dr. Benjamin Lawson, have received Fulbright Scholar Awards, and twelve faculty members have received Fulbright-Hayes Study Grants. Additionally, the University has established study abroad programs in Ghana, West Africa, South Africa, and the Caribbean, and it annually selects students to participate in the international Camp Adventure Program.**

**The University also has a variety of institutional resources to support the implementation of the proposed International Studies Program. Pertinent to the proposed activities are (1) the University's extensive computer facilities available to faculty and students (at least one lab per academic building) and a State Department of Education Technology Training Center, (2) modern campus facilities for presentation of lectures and consultants, (3) satellite reception and facilities for distance learning, (4) a state-of-the-art**

word processing center for production of course modules and syllabi and (5) a talented foreign language faculty. Other resources include the following:

**Library Collection** – The University’s library has more than 180,000 volumes, several special collections and a variety of technological resources. The University also has a developing International Studies collection, especially in the areas of foreign language, i.e., Spanish and French literature and teaching foreign language, and the University is increasing its resources on Africa and the Caribbean. The University proposes, however, to increase significantly the institution’s resources in International Studies and foreign language. The acquisition of additional library resources to support the International Studies curricula is, therefore, a priority.

**Language Laboratory** – The institution has established modern language labs for the study of foreign language in the Ronald Brown International Trade Center, and these will be central in the development of students’ language skills. The labs will support the additional foreign language instruction. Available also is an electronic classroom in the Department of English, Modern Languages and Mass Communication.

**Foreign Language/International Culture Center** – In September, 1998, the University established its Foreign Language/International Culture Center (FLICC) to provide educational programs and resources to assist public schools and businesses. Since its inception, the FLICC Center has amassed a substantial number of international resources, including films, audio and videotapes, books and other educational materials. These materials will enhance the International Studies activities proposed.

**Ronald H. Brown International Trade Center** – The Ronald H. Brown International Trade Center opened in April, 1998 and is named after the late U.S. Secretary of

Commerce. It was established to expand the University's role and effectiveness in promoting cooperative international ventures in community, economic and business development. The Center is committed to providing international opportunities for the University and the community and is one of only two of its kind in the world.

## **V. PLAN OF EVALUATION**

The evaluation of the SOWEGA International Studies Program will be an ongoing process involving both internal and external assessment of program activities. Specific evaluative measures, to be implemented to determine the overall effectiveness of the program, will include the following:

### **A. SHORT RANGE EVALUATION:**

- 1. The program's personnel staff will conduct ongoing internal assessment of the activities of the project.**
- 2. The faculty, students and community citizens will evaluate each lecture using instruments developed by the program staff.**
- 3. Project staff and Advisory Board will develop and administer pre-and post-surveys to students enrolling in the new courses.**
- 4. Syllabi for courses developed by faculty will be shared with the faculty of each department and the Deans of the respective colleges, and each Dean will be asked to provide a written assessment on a form developed by the project staff.**
- 5. All new courses will be evaluated by students enrolled, using the institution's student evaluation instrument, and faculty in the University's curriculum approval process.**
- 6. The ASU International Intercultural Committee will be asked evaluate the project activities.**
- 7. Program lecturers and consultants will evaluate new courses during the first and second years.**
- 8. An external evaluator from the Board of Regents Global Education Center will review all phases of the program and provide a written evaluation.**

9. The three consultants for the project will serve as independent external evaluators to assess the entire project each year and provide written reports.
10. Student teacher supervisors will evaluate pre-service teachers' effectiveness in using language in schools.
11. The project staff will assess the number of new courses developed.

The data collected from these various evaluative processes will be organized, compared and measured against the goals and performance objectives established for each phase of the project. Efforts will also be made to assess the impact of the new courses on students and on teaching methodologies. When and where evaluation results suggest the need for change or revision in project activities, the project staff will utilize evaluative data to facilitate revision and/or strengthening of project activities.

#### **B. LONG-RANGE EVALUATION**

The University is also interested in post-grant evaluation of its efforts to internationalize the campus and curriculum; therefore, the institution will work with its Office of Institutional Research and academic departments to incorporate international education into their assessment programs. Post-grant assessment of the impact of the project will include the following:

1. Students graduating from the International Studies Program will be evaluated through senior comprehensive exams.
2. The departments will incorporate an international education component into follow-up of graduates who participate in the program.
3. The departments will tract students into the job market or graduate schools.
4. Students graduating from academic programs take the Graduate Record Examination or Major Field Achievement Test as a graduation requirement, and these data will be evaluated longitudinally.

### **C. UNIVERSITY'S COMMITMENT TO CONTINUATION OF PROJECT**

During the period of its first the Title VI grant, Albany State University initiated a series of activities, including (1) strengthening foreign language courses, (2) offering faculty development opportunities, (3) enhancing programs in French and Spanish, (4) initiation of select International Studies courses and (5) sponsorship of an International Studies lecture series. This proposal, if funded, will build on the previous Title VI grant by further strengthening the University's internationalization, specifically in African and Caribbean Studies curricula, expanding greatly the internationalization in various disciplines across the curriculum and continuing the university's international lecture series.

At the end of this proposed grant cycle, Albany State University plans to continue its support of this international project through the following activities:

1. **Provision of financial resources for further development of international expertise of faculty through its faculty development program.**
2. **Provision of faculty and instructional resources to support the International Studies major.**
3. **Promotion of further internationalization in disciplines across the curriculum.**
4. **Financial support for continuation of the international lecture series.**
5. **Development of academic, research and service programs to support the Ronald H. Brown International Trade Center.**
6. **Development of a website to share the new course syllabi with other institutions.**
7. **Publication of the course syllabi in book form.**

Beyond the grant cycle, the following provides a projection of the University's International Studies development:

<b><u>PROJECTED DATE</u></b>	<b><u>FACULTY</u></b>	<b><u>CURRICULUM</u></b>	<b><u>STUDENTS</u></b>
2011-2012	Additional Faculty Development/ New Faculty with International Expertise	New Courses in International Studies	Increased Foreign Language Subscription
2012-2013	Specialized Training of Faculty; Select Fulbright Faculty	Development of More Courses in International Studies; Addition of Swahili, Japanese Minors	Study Abroad in Africa and Mexico
2013-2014	Faculty Exchanges	Establishment of African-Caribbean Area Studies Program and Major	Increased Study Abroad Programs

**VI. COMMITMENT TO INTERNATIONAL STUDIES**

Albany State University is located in Albany, Georgia, the regional industrial, business and educational center of Southwest Georgia. In its metropolitan area, the city of Albany has a population of 150,000 people, and the twenty-four county Southwest Georgia region, comprised mostly of rural communities, has more than 600,000 citizens. One of the most economically diverse and active cities in Georgia, Albany is actually generating increasing international economic opportunities for both individuals and businesses. During the past decade, for example, there has been a tremendous increase in local businesses (more than thirty) exporting to foreign countries; and foreign investments in Southwest Georgia have climbed steadily. Albany businesses export to six continents and are major partners in trade with South America, Africa, Europe, Asia and the Caribbean. Concomitantly, there

**has been consistent growth in international culture and populations in the region, resulting in a critical need for knowledge of foreign affairs in Southwest Georgia, especially in some less common foreign cultures and languages. Albany State University believes that it should readily accept this challenge as an opportunity.**

**In response to this critical need, Albany State University has committed itself to providing international education for Southwest Georgia. The University has a faculty and student body which reflect its present-day role as a regional university of higher education; and its mission is to provide students with quality learning experiences that enable them to acquire knowledge, skills, appreciation and attitudes essential to a general education and basic to a specialized profession in which they can make a worthwhile contribution to society. Within the scope of its mission, Albany State University nurtures two overriding concerns: one, the academic development of its students and the other, the needs of the society in which they live. The University is keenly aware, therefore, that the world of its students is becoming increasingly global; thus, it subscribes to the philosophy espoused by Dr. Belletech Deressa who, in “Helping Our Collegians Attain Global Ethnicity,” declared: “We must help our students pursue not only academic excellence, but cultural excellence, so that they can achieve global citizenship.”**

**Further, Albany State University believes that its students cannot afford to be isolated in their interests, outlooks and perspectives; for they will have to be prepared to function in a phenomenally global society. The University’s efforts to address the needs of its students and the world in which they live place, however, an unusually high demand on its already limited resources. To assist it in addressing the international education needs of**

its students and other constituents, therefore, Albany State University seeks funding from the U. S. Department of Education.

Albany State University has evolved in its commitment to International Studies via its President's leadership and development of the University's new strategic plan which extends to 2011. Through internationalization of its campus, the University plans to: (1) address the growing needs in foreign languages and International Studies, (2) provide opportunities for students to combine studies in academic specialties with consideration of world cultures, and (3) enhance students' professional and career options in both the public and private sectors of an increasingly global community. In the past decade, for example, the University has devoted considerable efforts toward preparation for its elevation to regional university status, and a part of its mission is increased internationalization of the campus.

Internationalization of the curriculum and campus of Albany State University has also included the revision and expansion of curricula. As the University's curricula have developed in various departments in recent years, particularly in the Humanities and Social Sciences, the University has internationalized its curricula in both the nature and types of courses it offers. While the University has always had general education courses with an international focus, i.e., world literature, history and geography, music and art appreciation and foreign languages, more recent curricula changes reflect courses with partial or complete international emphasis. Currently, the University's curriculum includes the following International Studies courses:

#### **CURRENT UNIVERSITY INTERNATIONAL STUDIES COURSES**

<b>ACCT 4108</b>	<b>International Accounting</b>	<b>POLS 4819</b>	<b>International Political Econ</b>
<b>BUSA 4105</b>	<b>International Business</b>	<b>POLS 4820</b>	<b>Area Studies of Africa, Caribbean, Eastern Europe and Latin America</b>
<b>COMM 1100</b>	<b>Analytical Disc of Global Issues</b>	<b>POLS 4822</b>	<b>Politics and Culture of the Developing World</b>
<b>CRJU 4530</b>	<b>Comparative Criminology</b>	<b>SOCI 3001</b>	<b>Culture and Global Citizenship</b>
<b>ECON 3145</b>	<b>Money, Banking &amp; Foreign Exchange</b>	<b>SOCI 3317</b>	<b>Culture of Africa</b>
<b>ECON 4405</b>	<b>International Trade</b>	<b>SOCI 3318</b>	<b>Comparative Ethnology</b>
<b>EDUC 2228</b>	<b>Survey of World Literacy</b>		
<b>ENGL 3301</b>	<b>Multicultural Language and Literature</b>		
<b>ENGL 3825</b>	<b>Caribbean Literature</b>		
<b>ENGL 3845</b>	<b>African Literature</b>		
<b>ENGL 4991</b>	<b>Comparative Literature</b>		
<b>FREN 3311</b>	<b>Intro to Afro-French</b>		
<b>HIST 3201</b>	<b>History of Abrahamic Religions</b>		
<b>HIST 3204</b>	<b>History of Judaism</b>		
<b>HIST 3205</b>	<b>History of Islamic Cultures</b>		
<b>HIST 3631</b>	<b>History of Latin America</b>		
<b>HIST 3632</b>	<b>History of Russia</b>		
<b>HIST 3516</b>	<b>Intellectual History of Europe</b>		
<b>HIST 4403</b>	<b>Directed Reading in Non- Western History</b>		
<b>HIST 4611</b>	<b>Studies in African History</b>		
<b>HIST 4612</b>	<b>Studies in African Diaspora</b>		
<b>HIST 4613</b>	<b>East Asian History</b>		
<b>HIST 4614</b>	<b>Race and Politics in the United States and the Caribbean</b>		
<b>HUMA 1002</b>	<b>Intro to African Diaspora</b>		
<b>HUMA 3401</b>	<b>Introduction to Humanities of the Diaspora</b>		
<b>MACO 3331</b>	<b>International Journalism</b>		
<b>MGMT 3405</b>	<b>International Business Law</b>		
<b>POLS 3609</b>	<b>American Foreign Policy</b>		
<b>POLS 3511</b>	<b>Comparative Government</b>		
<b>POLS 4512</b>	<b>Politics in Developing Countries</b>		
<b>POLS 4513</b>	<b>Issues in Global Politics</b>		
<b>POLS 4514</b>	<b>International Relations</b>		
<b>POLS 4515</b>	<b>International Organizations</b>		

Further, as Albany State University has begun preparation for its elevation to Regional

University status in the University System of Georgia, it has become keenly aware of the role that foreign languages and International Studies must play. In recent years, the University has also implemented a series of activities to increase the internationalization of its campus. These include the following:

1. The University has established an International and Intercultural Committee, one of the standing committees on the campus, to coordinate international activities annually and to emphasize the cultural diversity of the University community.
2. Lyceum Program (annual one-week colloquium on international topics).
3. International Festival (annual one-week) series on activities featuring exhibits of art and artifacts, international foods, lectures, etc.)
4. Periodic Lecture Series (international scholars presented—Africa, China and Japan).
5. SOWEG Foreign Language Competition (annual competition for students in area high schools).
6. Study Abroad Programs (initiated study abroad programs in the Caribbean, West Africa and South Africa).
7. Development of certificate programs in Latin American Studies and the European Union.
8. Development of courses in African Literature and Caribbean Literature. Scholars-in-Residence (Nigeria, Trinidad and Swaziland) on campus.
9. United Nations Day Observance held in October of each year.
10. Offering of Japanese and Yoruba languages on the campus.
11. Granting of leaves of absences for faculty to serve as Fulbright or Visiting Scholars in foreign cultures.
12. Establishment of a Foreign Language and International Cultural Center to assist local schools and businesses.
13. Construction and opening of the Ronald H. Brown International Trade Center. Funded by the U. S. Department of Commerce, the two million

**dollar facility was constructed as a part of the University's new Academic/Administration Building and reflects the University's commitment to internationalization.**

**The University's commitment to internationalization of its campus has also led to its development and submittal of proposals to the Council on the of International Exchange of Scholars to host three Fulbright Scholars: Dr. Samuel Niyi Oladeji from Obafemi Awolowo University, Ife, Nigeria; Professor Wayne Brown from the University of the West Indies; and Professor Nester Dlamini from South Africa. In addition to providing one-third financial support for these scholars, the University assigned liaisons and arranged travel and speaking engagements. Additionally, several Albany State University faculty members have received awards as Fulbright of Fulbright-Hayes scholars.**

**These recent and ongoing activities at the University have contributed significantly toward greater internationalization of the Albany State University campus, and this current proposal seeks funds to support the University's efforts to achieve even greater internationalization.**

## **VII. ELEMENTS OF THE PROPOSED SOWEGA INTERNATIONAL STUDIES PROGRAM**

**The SOWEGA (Southwest Georgia) International Studies Program, designed to advance the Internationalization of Albany State University's campus and curriculum, will be completed over a two-year period, May, 2008 through April, 2010. Project activities will involve a cross section of University faculty representing the Colleges of Business, Education, Arts and Humanities and Science and Health Professions, especially the Departments of English, Modern Languages and Mass Communication , History and Political Science, Fine Arts, Natural Sciences, Nursing, Curriculum and Instruction, Psychology, Sociology and Social Work and Fine Arts. The SOWEGA International**

Studies Program will be directed by Dr. James L. Hill, and he will be assisted by one project staff, Assistant Project Director Dr. Marva Banks. A campus-community advisory board will also assist the directors by reviewing, advising and monitoring the progress of the project and assisting in the evaluation of project activities. Additionally, International Studies scholars will provide consultation for the project and serve as external evaluators, and nationally acclaimed scholars will be contracted for the University lecture series.

**A. EXPANSION OF THE UNIVERSITY'S FOREIGN LANGUAGE OFFERINGS**

According to a recent report from the Modern Language Association of America, foreign language offerings are growing in popularity on university campuses, and this growth is consistent with the increasing internationalization of college campuses, federal and state support for foreign language and student interests. While Spanish remains the most popular foreign language, Arabic is the next fastest growing major language, and the number of institutions offering Arabic has doubled in the past four years. Albany State University's proposed expansion of its foreign language offerings in Arabic is consistent with national trends and relates directly to the objectives of this project.

Albany State University currently offers a B.A. degree in Spanish and Core Curriculum service courses in Spanish, French and German. Additionally, as a part of its internationalization of its curriculum, the University recently added an elementary Yoruba sequence. To expand its foreign language offerings and to support the proposed International Studies major, the University proposes to add language sequences in Yoruba, Arabic and Applied Spanish.

The two-year period of the proposed project will provide an opportunity for the University to increase the internationalization of its curriculum by increasing significantly

its students' access to additional foreign languages and expanding the language offering to support its proposed International Studies major. Working with faculty from the foreign language area of the Department of English, Modern Languages and Mass Communication, who have been consulted in the planning of the proposed grant activities, the project staff will provide leadership for expansion of the University's foreign language offerings. The specific language faculty members who will participate in the development of courses in the department have been selected, and all, including the Chair, have indicated their support.

**1. Addition of Language Sequence in Yoruba**

The University plans to expand current Yoruba offerings by adding both an intermediate and advanced sequence in Yoruba. The following courses are proposed:

<b>MDLG 1161 and 1162</b>	<b>Elementary Yoruba (Currently Offered)</b>	<b>6 Hrs.</b>
<b>MDLG 2161 and 2162</b>	<b>Intermediate Yoruba</b>	<b>6 Hrs.</b>
<b>MDLG 3161 and 3162</b>	<b>Advanced Yoruba</b>	<b>6 Hrs.</b>

The development of the two additional language sequences in Yoruba will be achieved by Dr. Abraham Adeleke, who currently teaches Yoruba in the Department of English, Modern Languages and Mass Communication.

**2. Addition of Language Sequences in Arabic**

The University proposes to establish elementary, intermediate and advanced sequences in Arabic. The languages sequences will include the following:

<b>ARAB 1001 and 1002</b>	<b>Elementary Arabic</b>	<b>6 Hrs.</b>
<b>ARAB 2001 and 2002</b>	<b>Intermediate Arabic</b>	<b>6 Hrs.</b>

<b>ARAB 3001 and 3002</b>	<b>Advanced Arabic</b>	<b>6 Hrs.</b>
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**3. Addition of Language Sequence in French**

<b>FREN 1001 and 1002</b>	<b>Elementary French</b>	<b>6 Hrs.</b>
<b>FREN 2001 and 2002</b>	<b>Intermediate French</b>	<b>6 Hrs.</b>
<b>FREN 3001 and 3002</b>	<b>Advanced French</b>	<b>6 Hrs.</b>

Toioufik Houmadi, Assistant Professor of Foreign Language in the Department of English, Modern Language and Mass Communication, will develop the Arabic and French sequences.

**4. Addition of Language Sequence in Applied Spanish**

The growing influx of native speakers of Spanish in the Southwest Georgia region in recent years has created a tremendous language barrier in many sectors of the community, i.e., public schools, social service agencies, government services and law enforcement Albany State University proposes, therefore, to implement a series of Applied Spanish courses to meet the needs of the public sectors of the Southwest Georgia region. The Applied Spanish sequences will include:

<b>SPAN 1201 and 1202</b>	<b>Elementary Applied Spanish</b>	<b>6 Hrs.</b>
<b>SPAN 2101 and 2102</b>	<b>Intermediate Applied Spanish</b>	<b>6 Hrs.</b>
<b>SPAN 3201 and 3201</b>	<b>Advanced Applied Spanish</b>	<b>6 Hrs.</b>

The Applied Spanish sequences will be developed by Assistant Professor Leticia Alvira-Watson, who teaches Spanish in the Department of English, Modern Languages and Mass Communication.

**5. Alignment of Language Minors with Professional Degree Programs**

The demand for knowledge of foreign languages and cultures, especially Spanish, is extremely high in Georgia and other Southern States, and the proposed International Studies program will address this demand. Additionally, the influx of native Spanish speakers in Southwest Georgia has created a dire need for public school teachers and other career professionals who speak Spanish. The project will develop and establish foreign language minors in French, Arabic and Spanish, including an 18-hour sequence of courses from the Spanish major; and these minors will align with the needs of prospective teachers and other professionals and increase the preparedness and marketability of students in such programs.

#### **B. DEVELOPMENT OF AN INTERNATIONAL STUDIES MAJOR**

A recent study completed by the American Political Science Association indicates that measures of the international engagements of students in U.S. colleges and universities reveal minimal involvement. “Less than 5% of our school teachers,” the study reports, “have experience in the international area; and less than 5% of college students take at least four credits of international focused coursework.” In keeping with the University System of Georgia’s goal of 20% participation of students, Albany State University is committed to providing international coursework for more than 5% of its students; thus, the University proposes to develop and establish a full-fledged B.A. degree in International Studies. The University’s mission states: “Global learning is fostered through a broad based curriculum, diverse university activities and expanding use of technology.” Consistent with the University’s mission, the proposed International Studies major will (1) assist students in gaining comparative knowledge of world cultures, diverse people and international issues through the study of multiples perspectives, and (2) enable faculty and

students to enhance their international competence in comparative study of diverse cultures.

The impetus for the proposed International Studies major originated several years ago, and since then, Albany State University has engaged in diverse faculty, curriculum and campus development activities that effected the incremental internationalization of the University's curriculum and campus. Among these efforts have been Albany State University faculty Fulbright and Fulbright-Hayes Scholars, Visiting Fulbright Scholars, internationalization of select Core Curriculum courses, participation in an American Association of Colleges and Universities national project on internationalization of the curriculum, development of major courses in various disciplines and offering of an elementary sequence in Yoruba. Thus, the major focus of the SOWEGA International Studies Program is the development of an International Studies major, and the University proposes to organize at least four concentrations: Social Sciences, Education, Humanities and Sciences.

Albany State University proposes to establish a general undergraduate International Studies degree program initially, one which has a challenging design and will provide undergraduates with interdisciplinary backgrounds for careers within and outside the United States. The International Studies major will comprise 126 semester credit hours, 65 hours of general education courses and a minimum of 50 hours of International Studies and/or related courses. The International Studies major will consist of a Core Curriculum of 18 semester hours, including a focus on global issues, international economics, international politics, foreign policy and a language requirement. The courses in the International Studies major will be 3000 level or above and provide a consistent

progression in course offerings. While the University currently offers an array of International Studies courses, many of which will become a part of the four concentrations proposed International Studies major, there is a need for the development of new International Studies courses to provide more options for students and areas of concentration. Prior to the establishment of the International Studies major, therefore, the University will engage select faculty in the development of 24 new courses and several new language sequences; and consistent with this goal, 27 faculty members will develop courses in the following disciplines: language, business, education, humanities, social science and science. At the center of this plan for course development to implement the International Studies major are two faculty retreats.

The faculty curriculum development retreats are designed to achieve several goals: (1) to provide faculty access to an overview of the history and major developments of other cultures, especially Africa and the Caribbean, (2) to acquaint faculty with academic and pedagogical issues in teaching International Studies courses, (3) to explore multiple and best practice approaches to developing and teaching International Studies courses and (4) to provide an opportunity for faculty access to consultants and resources in their development of their courses.

To enhance faculty members' knowledge of international education issues and assist them in the development of new international studies courses, the project proposes to utilize consultants who will work with faculty in the disciplines to determine course foci, develop course syllabi and explore the best practices in international education and pedagogical methods. The three consultants, during both academic years 2008-2009 and 2009-2010, will provide assistance to faculty as they explore the international dimensions of

their courses and revise and refine the courses after pilot teaching them. The consultants tentatively identified to assist faculty during the two-year project are:

<u>NAME AND POSITION</u>	<u>PROJECT ROLE(S)</u>
<p><b>Dr. Eustace Palmer</b>  <b>Professor of African Literature</b>  <b>Georgia College and State University</b>  <b>Milledgeville, Georgia</b></p>	<ol style="list-style-type: none"> <li>1. <b>Consult with Faculty on Strategies and Pitfalls of Curriculum Reforms</b></li> <li>2. <b>Review and Evaluate Courses</b></li> <li>3. <b>Serve as Project Evaluator</b></li> <li>4. <b>Serve as Workshop Presenter</b></li> </ol>
<p><b>Dr. Kathleen Lewis, Director</b>  <b>International Studies Program</b>  <b>Spelman College</b>  <b>Atlanta, Georgia</b></p>	<ol style="list-style-type: none"> <li>1. <b>Consult with faculty on on Strategies for Teaching International Education</b></li> <li>2. <b>Review and Evaluate Courses</b></li> <li>3. <b>Serve as Project Evaluator</b></li> <li>4. <b>Serve as Workshop Presenter</b></li> </ol>
<p><b>Dr. Carol Boyce Davies</b>  <b>Professor and Director</b>  <b>African World Studies Program</b>  <b>Florida International University</b>  <b>Miami, Florida</b></p>	<ol style="list-style-type: none"> <li>1. <b>Consult with Faculty on Strategies for Teaching International Education</b></li> <li>2. <b>Review and Evaluate Courses</b></li> <li>3. <b>Serve as Project Evaluator</b></li> <li>4. <b>Serve as Workshop Presenter</b></li> </ol>

Each of these consultants will spend two days at the Summer Retreat and two days at the University working with faculty. One of the consultant days on campus will be devoted to the conduct of a campus-wide workshop and one day will be devoted to working with faculty on course development and conferring with project staff. Additionally, the consultants will serve as project evaluators, providing written evaluations.

Each year of the project, the program staff will hold quarterly meetings with the faculty who are developing the new courses, including one at the beginning of the year to provide guidelines and procedures and to establish timetables, and one at the end of each year to evaluate project activities. Each faculty member will work intensively during the first academic year to develop the course(s) and during the second academic year to pilot teach, evaluate and refine the course(s). Thus, during the two-year project cycle, each faculty member will complete the following:

1. Determine and evaluate current international content for the target course.
2. Conduct research to determine the content of the course.
3. Select the international topics to be included in the course.
4. Revise the course.
5. Pilot teach the course during the second year.
6. Revise and refine the course during the second year.

Each of the faculty members developing courses will contribute time during the academic year. The completion and implementation of the courses as a part of its International Studies degree program, the University believes, will significantly increase the international dimensions of its curriculum and the campus.

In the development of the courses for the International Studies major, the University will solicit faculty who have expertise and interest in international education. To ensure faculty interest, the project staff will issue calls for RFPs for course development from faculty and will recruit other select faculty members who have special expertise. Listed below by college, however, are projected faculty participants and course foci for the development of new courses by College:

**NAME OF FACULTY**

**PROJECTED COURSE**

**College of Business**

<b>Dr. Don Synder</b>	<b>Business Management in World Cultures</b>
<b>Professor Maurice Elliard</b>	<b>International Marketing</b>
<b>Johathan Elimimian</b>	<b>Economics in Africa and the Caribbean</b>
<b>Dr. Mohammed Ansari</b>	<b>Public Finance in Africa and the Caribbean</b>
<b>Dr. Yousef Jahmani</b>	<b>Economic History of Developing Countries</b>
<b>Dr. Kathaleena Monds</b>	<b>Global Advertising and Promotion</b>

**College of Education**

<b>Dr. Kimberly Fields</b>	<b>Early Childhood Development in the Diaspora</b>
<b>Dr. David Adewuyi</b>	<b>Education in Africa and the Caribbean</b>
<b>Dr. Deborah Bembry</b>	<b>Curriculum Development in Africa</b>
<b>Dr. Audrey Beard</b>	<b>Special Education in World Cultures</b>
<b>Dr. Rhonda Bryant</b>	<b>Counseling Practices in Non-Western Cultures</b>
<b>Dr. Patricia Jenkins</b>	<b>Diagnosis and Reading in World Cultures</b>

**College of Arts and Humanities**

<b>Dr. Joyce Cherry</b>	<b>African and Caribbean Literary History</b>
<b>Dr. Peter Ngwafu</b>	<b>History of the Diaspora</b>
<b>Dr. Marcia Hood</b>	<b>Comparative Music</b>
<b>Dr. Tonyesima Furro</b>	<b>Comparative Social Work Practices</b>
<b>Dr. Wendy Coleman</b>	<b>African and Caribbean Drama</b>
<b>Dr. Michael Martin</b>	<b>Non-Western Art</b>

**College of Science and Health Professions**

<b>Dr. Jdee Richardson</b>	<b>The Nursing Profession in Africa</b>
<b>Dr. Linda Grimsley</b>	<b>Nutrition in Africa and the Caribbean</b>
<b>Dr. Charles Ochie</b>	<b>International Corrections/Legal Processes</b>
<b>Dr. Walter Bowers</b>	<b>Juvenile Delinquency in Non-Western Cultures</b>
<b>Dr. Olatunde Okediji</b>	<b>Marine Life in Africa and the Caribbean</b>
<b>Dr. Edward Lyons</b>	<b>Environmental Science in Non-Western Cultures</b>

**C. INTERNATIONAL STUDIES LECTURE SERIES**

Unlike colleges and universities in large metropolitan areas which readily attract international scholars and visitors, Albany State University is located in a region of Georgia where visits by international personalities are infrequent, and when they do occur, they are in response to special activities. Both the University community and the larger community of Albany would benefit from hearing and understanding the perspectives of other cultures. Thus, the third key element of the proposed project is an International Studies lecture series.

The proposed International Studies Lecture Series, an integral part of the program, is designed to enhance international awareness, promote articulation between the University and the community and assist the University in achieving its goal of enhanced internationalization of its curriculum and campus. To be conducted primarily with international scholars who reside in the U.S., the lecture series will total four each year; and during each lecture activity, the scholar will spend two days on the campus. Additionally, each scholar will assist the project staff in implementing the objectives of the program and in the evaluation of project activities. Among the internationally renowned scholars tentatively identified are:

**Dr. Brenda Berrian  
Professor of African Studies  
University of Pittsburgh  
Pittsburg, Pennsylvania**

**Dr. Richard Anthony Joseph, Director  
African Studies Center  
Emory University  
Atlanta, Georgia**

**Professor Mervyn Morris  
Professor of Caribbean Literature & Writer  
University of West Indies  
Kingston, Jamaica**

**Dr. Joseph Holloway  
Professor of African Studies  
California State University, Northridge  
Northridge, California**

**Each of these scholars will present two lectures on international topics in their areas of expertise, interact with students and faculty, visit select international classes and confer with the project staff.**

**The lecture series proposed for the project will enhance the University community's sensitivity to international activities and foster awareness of international issues. In actuality another kind of faculty development and an extracurricular educational program for students, the lecture series has several objectives, including (1) bringing renown international scholars to our campus, (2) providing access to international activities for other faculty at the University and citizens in the community, and (3) cultivating the interests of students in international topics. The project is designed to sponsor four lectures per academic year, providing a total of eight lectures during the two-year cycle of**

the grant. Each of the lectures in the series will emphasize either African or Caribbean cultures.

#### **D. IMPROVEMENT OF LIBRARY RESOURCES**

As the institution plans to develop and implement a full-fledged International Studies Program, it must also improve its resources in the International Studies area. Consequently, the University will allocate funds for improvements in its collection and addition of resources for the program, i.e., books, journals, references, microfilm and microfiche. Additionally, the University seeks to increase the resources of the University's FLICC Center which provides services for the campus, local schools and businesses and the community. Improvements in foreign language and International Studies resources will move the University closer to its goal of increased support for internationalization. Albany State University seeks to improve its library resources to support the development of international courses; thus, the project will target the acquisition of library resources in specific areas, particularly in support of African and Caribbean languages and literature.

#### **VIII. NEED FOR AND PROSPECTIVE RESULTS OF THE PROPOSED PROGRAM**

The ethnic diversity of the United States in this century will assuredly alter every aspect of our society, including our politics, our industries, our values, our culture, but most especially our education. Already, it is predicted that by 2020, the number of ethnic minorities in America will have doubled, totaling more than 115 million. By the middle of the twenty-first century, as projected by U. S. Census statistical trends, at least half of the American population will likely trace descents to Africa, Asia, the Hispanic world, Pacific Island or Arabia. Twenty-five years from now, too, the U. S. population is projected to be

**30% African American and Hispanic, and there is even an expectation that several states will see minority populations become, in fact, the majority populations.**

**The evidence, therefore, is already visible, with the demographic trends pointing unmistakably in this direction. The total U. S. minority population is well over 63 million, a 35 percent increase since 1980. Almost one of every four Americans defines himself or herself as Hispanic, and African-Americans constitute over 30 million or twelve percent of the population. In the state of New York, over 40 percent of public school population is minority, and in California, minorities comprise over 50 percent of the school enrollees. The percent of minority high school graduates in California, Texas and New York is 45 percent, 32 percent and 28 percent respectively. While ethnic minorities already comprise the majority of the public school population in twenty-five of the largest cities in the U.S., in just another five years, they will constitute majorities in fifty major U. S. cities. Additionally, by 2010, 42% of all public school students will come from the nation's minorities. While this emerging cultural, ethnic and racial diversity represents a challenge, it also presents the nation with an opportunity.**

**Albany State University views the developing trends as a call to action, and for the past decade, the University has been engaged in continuing efforts to improve the internationalization of its curriculum. Such efforts have ranged from the actions of individual faculty members to departmental efforts to university-wide commitments. Several of the University's major initiatives have been nationally funded projects, including a previous Undergraduate International Studies and Foreign Language Grant, a National Endowment for the Humanities grant and an Association of American Colleges and Universities grant resulting in the University's selection as one of eleven schools across the**

nation to participate in a project on internationalization of the curriculum. Individually and collectively, these activities have uniquely positioned Albany State University to take the next step in the establishment of an International Studies major and increasing its foreign language offerings.

Albany State University has also accepted the developing demographic trends as a challenge, and the internationalization of the curriculum at the University has progressed to the stage that the University is now both capable and prepared to establish an International Studies degree program. During the two-year cycle of the project, the two major deliverables are the addition of foreign language sequences and the establishment of an International Studies major, and the lockstep design of the project facilitates the accomplishment of both of these outcomes. Thus, in the project's conceptual design, activities and evaluation, the major foci are the addition of foreign language sequences and the development and implementation of an International Studies major; and with the majority of the funds requested targeting these two activities, the project's effectiveness and success rest solely on the achievement of these two goals.

#### **COMPETITIVE PROGRAM PRIORITIES**

In its submittal of this proposal, Albany State University qualifies for the following competitive preference priority and three of the invitational priorities:

***Competitive Preference Priority I:*** *As a part of their requirements for admission to colleges and universities in the University System of Georgia, including Albany State University, students are required to have successfully completed two years of secondary school foreign language or they are required to take equivalent courses after enrollment.*

**Invitational Priority I:** *To strengthen teacher education at Albany State University, the proposed project will develop, align and offer a minor in Spanish for teacher education graduates at the institution, rendering them more prepared to teach students in the state.*

**Invitational Priority III:** *As an HBCU and as a part of its mission, Albany State University has the goal of fostering global learning, including foreign languages, through its curriculum, and the implementation of the project will increase the number of minorities studying languages and international studies.*

**Invitational Priority IV:** *The proposed SOWEGA International Studies Program, focusing on the addition of languages to the curriculum, has the goal of developing elementary, intermediate and advanced language sequences in Arabic, French, Yoruba and Applied Spanish.*

## VITAE

Hill, James L.  
Professor of English  
Undergraduate and Graduate Faculty  
Appointed September, 1977

### 1. EARNED DEGREES

B.S. Degree	Fort Valley State College	1963 (Major-English Education)
M.A. Degree	Atlanta University	1968 (Major-English)
Ph.D. Degree	University of Iowa	1976 (Major-American Civilization and African-American Studies)

### 2. ADMINISTRATIVE & TEACHING EXPERIENCE

Instructor of English	Paine College, Augusta, Georgia, 1968-1971
Chair, Department of English	Benedict College, Columbia, South Carolina, 1974-1977
Chair, Department of English	Albany State College, Albany, Georgia, 1977-1981
Dean, College of Arts & Sciences and Professor of English	Albany State University, Albany, Georgia 1981-2000
Assistant Vice President for Academic Affairs	Albany State University, Albany, Georgia, August 2000-2002
Chair, Department of English, Modern Languages and Mass Communication	Albany State University, Albany, Georgia 2008-Present

### 3. SELECT RELEVANT GRANT ACTIVITIES

Improving Teacher Quality, U.S. Department of Education, Albany State University, 2008 (\$44,419)

Improving Teacher Quality, U.S. Department of Education, Albany State University, 2007 (\$ 55,000)

Extending the Reach Program, National Endowment for the Humanities, Albany State University, 2001 (\$25,927)

Women and Minority Participation in Graduate Education, U.S. Department of Education, Albany State College, 1994 (\$100,000)

SOWEGA International Studies Program, U.S. Department of Education, Albany State College, 1989-1991 (\$110,000)

Summer Humanities Institutes for High School Students (3), National Endowment for the Humanities, Albany State College, 1984, 1985, 1988 (\$197,000)

American Association of Colleges and Universities (AAC&U), Albany State University Selected as One of Ten Universities to Participate in FIPSE Grant (\$609,494) to AAC&U to Internationalize Curricula, 2002

4. SELECT PUBLICATIONS:

A. ARTICLES:

“Out of St. Louie into the World Unbound: An Interview with Colleen J. McElroy,” *African American Review*, Summer, 2008.

“Beyond Access: Literacy and Learning in Perspective,” *CCCC Chairs’ Addresses*, Urbana, IL: National Council of Teachers of English, 2006.

“Louis Stamford Peterson,” *Afro-American Dramatists*. Ed. Emmanuel Nelson. Westport, CT: Greenwood Press, 2004.

“Thomas Covington Dent,” *Afro American Dramatists*, Ed. Emmanuel Nelson. Westport, CT: Greenwood Press, 2004.

“Gloria Wade-Gayles,” *African American Autobiographers*. WestPort, CT: Greenwood Press, 2002.

“John Marrant,” *African American Autobiographers*. Westport, CT: Greenwood Press, 2002.

“Colleen J. McElroy,” *Contemporary American Women Fiction Writers*. Westport, CT: Greenwood Press, 2001.

“Reflection One,” *The Future of the Humanities*, Georgia Humanities Council, 2000.

“James Monroe Whitfield,” *African American Writers Before the Harlem Renaissance*. Westport, CT: Greenwood Press, 1999.

“Frank Garvin Yerby,” *Oxford Companion to African American Literature*. New York: Oxford University Press, 1997.

“An Interview with Frank Garvin Yerby,” *Resources for American Literary Study*, Fall, 1995.

“The Anti-Heroic Hero in Frank Yerby’s Historical Novels,” *Perspectives on Black Popular Culture*, edited by Harry Shaw, 1990.

“Between Philosophy and Race: Images of Blacks in the Fiction of Frank Yerby,” *Umoja* Summer/Fall, 1980.

B. BOOK:

*A Sourcebook for Teachers of Georgia History*. Columbus, Georgia: Brentwood Press, 1986.

# Project Narrative

## Other Narrative

### Attachment 1:

Title: Pages: Uploaded File: **1237-UISFL\_Program\_Profile.pdf**

### Attachment 2:

Title: Pages: Uploaded File: **1238-CAHSuppLett.pdf**

### Attachment 3:

Title: Pages: Uploaded File: **1239-COESuppLett.pdf**

### Attachment 4:

Title: Pages: Uploaded File: **1240-Vita\_Watson.pdf**

### Attachment 5:

Title: Pages: Uploaded File: **1241-Vita\_Houmadi.pdf**

## Undergraduate International Studies and Foreign Language Program Profile

**INSTRUCTIONS:** *ALL applicants must complete and submit this profile. You may copy or recreate this form, but do not amend or modify the required information or format. Please complete all sections of this form. Upon completion, attach this document as a .doc, .rtf or .pdf into Part III of the "Other Attachments Form" of the Grants.gov application package.*

**1. Name of Institution/Campus Requesting:** (Use your institution's complete name. If your institution is a branch campus, use the parent institution's name but follow it with the name of the branch campus. For example, you would cite the State University of New York, Brockport Campus.)

Albany State University

**DUNS#:** 030052815

**2. Applicant Address:** (All applicants must indicate the address where the project will be located)

Project Address: 504 College Drive  
Albany State University  
City: Albany State: GA Zip: 31705

**3. Program Assurance:**

By checking this box, the applicant certifies that where applicable, the activities funded in this grant will reflect diverse perspectives and a wide range of views on world regions and international affairs.

**Competitive Preference Priority:**  By checking this box, the applicant certifies that they are applying under the FY 2009 Competitive Priority as announced in the Federal Register Notice.

**Invitational Priority 1:**  By checking this box, the applicant certifies that they are applying under the FY 2009 Invitational Priority 1 as announced in the Federal Register Notice.

**Invitational Priority 2:**  By checking this box, the applicant certifies that they are applying under the FY 2009 Invitational Priority 2 as announced in the Federal Register Notice.

**Invitational Priority 3:**  By checking this box, the applicant certifies that they are applying under the FY 2009 Invitational Priority 3 as announced in the Federal Register Notice.

**Invitational Priority 4:**  By checking this box, the applicant certifies that they are applying under the FY 2009 Invitational Priority 4 as announced in the Federal Register Notice.

**9. Certifying Representative:**

Name: Dr. Everette J. Freeman  
Title: President  
Contact Number: 229.430.2799  
Fax Number: 229.430.3836

10.  By checking this box, the applicant and Certifying Representative of the institution certify that the IHE will comply with the statutory requirements, program standards, and program assurance cited in the UISFL program regulations 34 CFR Part 655 and 658.



COLLEGE OF ARTS & HUMANITIES

April 24, 2009

U. S. Department of Education  
Washington, D.C

Dear Department of Education:

I am writing in enthusiastic support of the proposal being submitted by Dr. James Hill, Chair of the Department of English, Modern Languages, and Mass Communication in the College of Arts and Humanities, requesting support for the establishment of an International Studies degree program at Albany State University, which also includes the addition of Arabic as a language offering, and the development of a minor in Spanish. Albany State University takes seriously its mission to "provide innovative educational programs and services to meet the needs of the University's diverse student population" and to "offer a comprehensive array of University programs that advance the educational, economic, social and cultural opportunities of the region." Realizing that the world is becoming smaller owing to the numerous technological advances in communication and travel as well as economic exigencies which have created a vast cultural, social, and intellectual globalization, ASU seeks to seize the opportunity through its International Studies program to position itself as a Center for international exchange of ideas, from and with citizens the world over.

Moreover, ASU expects that the addition of the Spanish minor as well as Arabic will be of great benefit to ASU students who desire to use their degrees to enter into the global job market. In particular, the proposed Spanish minor is viewed as very attractive by students graduating from ASU's professional service programs such as the MPA and the Social Work programs. Many of these graduates take positions with local and regional agencies already challenged with overcoming the language barriers created by the steadily increasing Hispanic population immigrating to southwest Georgia.

As the Dean of the College of Arts and Humanities, and as an indefatigable advocate of international study and exchange, I cannot express my approval of and support for this proposal strongly enough. Please know that the success of this program will be among the highest priorities of this College. And I give my personal pledge of the College's available resources toward the attainment of that goal.

Thank you for your serious consideration of this matter.

Sincerely,

A handwritten signature in black ink, appearing to read "Leroy E. Bynum, Jr.", written over a horizontal line.

Leroy E. Bynum, Jr., DMA  
Dean



*College of Education*

April 27, 2009

Dr. James Hill  
Interim Chair, Dept. of English and Modern Languages  
Albany State University  
Albany, Ga. 31705

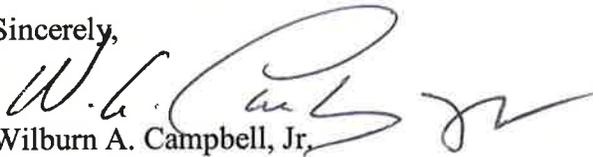
Dear Dr. Hill:

It is with pleasure that the College of Education lend its full support regarding the International Studies degree program. The demographics of South West Georgia have changed tremendously in the past several years. The changes that we are experiencing in reference to the presence of the Hispanic population in this area are just a microcosm of an extremely large number of Hispanics who will be moving into the area in the near future. As Dean for the College of Education, it is my responsibility to ensure that our trained teachers are ready for the classroom and be able to communicate with diverse populations in and around the state and appreciate their rich cultures. Certainly, the teacher education graduates will be more marketable when they become conversant in Spanish. Our College has already begun to look into adding the Spanish language into the curriculum for teachers.

The College of Education is also the host site for Camp Adventure which is a collaboration between the University of Northern Iowa and Albany State University. Every summer, students from across campus travel abroad from nine to fifteen weeks. Their travel may carry them to any country where the United States has a military installation for servicemen and their families. The International Studies program would be a win win situation for all students desirous of increasing their knowledge of the world community and provide support for the Camp Adventure program by providing additional knowledge about the global society. Our students at the University will be enriched in their preparation for travel abroad making them more comfortable as they begin to embark upon foreign travel.

The value of an international Studies Program at Albany State University will add value to the University's Mission and Strategic Plan. It is incumbent for the University to prepare all of its constituents to embrace a global society. The University's president has even gone so far as to encourage that all entering students coming to the University have a passport. The College of Education looks forward to participating in the International Studies degree program and will support this program to its fullest.

Sincerely,

  
Wilburn A. Campbell, Jr.  
Dean, College of Education

504 College Drive – ACAD Building, Room 244-A  
Office: 229.430-1717\* Fax: 229.430-4993  
Email: [wilburn.campbell@asurams.edu](mailto:wilburn.campbell@asurams.edu)

**Leticia Alvira-Watson**

Assistant Professor of Spanish  
Albany State University  
Albany, GA 31705  
leticia.alvira-watson@asurams.edu

320 South Jackson St. #25  
Albany, GA 31701  
787.674-6926  
229 430-4838

**EDUCATION:**

Western Michigan University  
Degree: M.A. (April 1998)  
Field: Spanish  
Studies: Literature Analyses, Cultures, Linguistic

World University of Puerto Rico  
Degree: B.A (May 1974)  
Field: Philosophy / Creative Writing

**SPECIALITIES:**

**PUBLICATIONS:**

Work In Process

**PRESENTATIONS:**

WOMEN SYMPOSIUM, 2009  
HISPANIC INTERNATIONAL FESTIVAL, 2007

**TEACHING EXPERIENCE:**

Assistant Professor

Albany State University, 2008- Present, Albany, Georgia  
Assistant Professor of Spanish

Visiting Assistant Professor

Albany State University, 2007-2008, Albany, Georgia  
Assistant Professor of Spanish

Teaching Assistantship

Western Michigan University, Kalamazoo, Michigan, 1992-94

Department of Languages and Linguistics

**AWARDS AND HONORS:**

Teacher of the Year, American Academy, 2004

Division of Minority Affairs for Academic Achievement,

Western Michigan University, 1997

Teaching Assistantship, Western Michigan University, 1993-94

Academic Scholarship, World University of Puerto Rico, 1971- 74

**LANGUAGES: Spanish**

**English**

**SERVICE:**

FACULTY:

FOREIGN LANGUAGE ADVISORY COMMITTEE OF GEORGIA

WOMENS SYMPOSIUM COMMITTEE

SPANISH COMMITTEE

SACS PROGRAM REVISION COMMITTEE

WOMENS HISTORY MONTH COMMITTEE

COMMUNITY:

HOST OF ASU 92 7FM RADIO SHOW

(SPANISH MUSIC AND CULTURE)

INTERNATIONAL FESTIVAL

COMMUNITY: LAISON TO THE SPANISH COMMUNITY

MEMBER OF THE INTERNATIONAL FESTIVAL COMMITTEE

MEMBER OF THE GIRLS INC.

STUDENT

INTERNATIONAL FESTIVAL

STUDY ABROAD (IN PROGRESS)

FOREIGN LANGUAGE CLUB ADVISOR

**MEMBERSHIPS:**

FOREIGN LANGUAGE

Michigan Education Association (MEA)

Michigan Foreign Language Association (MFLA)

American Association Teachers of Spanish and Portuguese, Michigan,

K-12; College, University (ATSP)

# TOIOUFIK HOUMADI

2514 D Buck Court  
Albany, Georgia 31707  
Evening Phone: 1-229-594-4227  
toioufik@yahoo.fr

## CAREER GOALS

To obtain employment in the field of language education, including both foreign languages (French) and Teaching English as a Second Language (TESOL) and TFL.

## SPECIAL SKILLS

Fluent in French, Arabic, English, Comorean,

## EDUCATION

Southern Illinois University  
Carbondale, IL  
Masters of Arts in Applied Linguistics                      December 2000  
Masters of Arts in Foreign Languages                      December 2000

Southern Illinois University  
Carbondale, IL  
Bachelor of Arts in Applied Linguistics                      June 1994  
Bachelor of Arts in TESOL                      June 1994

## PROFESSIONAL EXPERIENCE

2002-Now	Albany State University Albany GA French teacher/TESOL/Introductory Arabic
2002-July/07 Albany GA	Dougherty Comprehensive High Foreign languages Teacher TFL/TESOL/Japanese
2001-2002	George A. Towns Elementary School Atlanta, GA French Teacher /TESOL
2001- 2002	Language Institute of Atlanta Atlanta, GA Foreign Language Teacher and Tutor
1998-2001	Southern Illinois University Carbondale, IL

French Teacher

- 1994-1997      Intelligentsia  
Anjouan, Comoros  
Department Chairman and Professor of English  
Department Chairman and Professor of Philosophy
- 1995-1997      Azema Fishing Inc.  
Anjouan, Comoros  
Director of Operations

**VOLUNTEER EXPERIENCE**

- 2002-07/ 07      Soccer Coach      Dougherty Comprehensive High  
Albany ,GA
- 1997-2000      Intramural Soccer Coach      African Student Assoc. at  
SIUC, Carbondale, IL
- 1997-2000      Intramural Volleyball Coach      African Student Assoc. at  
SIUC, Carbondale, IL
- 1994-1997      Intramural Basketball Coach      Intelligentsia  
Anjouan, Comoros
- 1993-1994      Little League Soccer Coach  
Carbondale, IL

# Budget Narrative

## Budget Narrative

Attachment 1:

Title: Pages: Uploaded File: **1234-Budget\_Narrative.pdf**

**SOWEGA INTERNATIONAL STUDIES PROGRAM  
BUDGET NARRATIVE  
Year One - 2009-2010**

	<u>UISFL</u>	<u>ASU</u>
<b>I. Personnel</b>		
<b>A. Salaries</b>		
1. Dr. James L. Hill (1/3 Contributed Time X Annual Salary (\$90,232)		\$ 31,077
2. Dr. Marva O. Banks (1/3 Contributed Time X Annual Salary( \$74,500)		\$ 24,833
3. Leticia Alvira-Watson (1/3 Release Time @ \$40,000)	\$ 13,333	
4. Toioufik Houmadi (1/3 Release Time @ \$41,00)	\$ 13,666	
Subtotal	\$ 26,999	\$ 55,910
 <b>B. Fringe Benefits (35.71% of Salaries)</b>	 \$ 9,641	 \$ 19,965
 Subtotal	 \$ 9,641	 \$ 19,965
 <b>II. Travel for Project</b>		
A. Travel for 2 Project Staff to Meetings @ \$600	\$ 1,200	
B. Per Diem for Project Staff @ 3 Days X @ \$100 X 2	\$ 600	
C. Project Director Travel %+& Per Diem to UISFL Meeting	\$ 1,200	
 Subtotal	 \$ 3,000	
 <b>III. Supplies and Materials -</b> (Resources, i.e. books and Other Materials for Summer Retreats and Library Resources)	 \$ 2,500	 \$ 3,500
	\$ 2,500	\$ 3,500
 <b>IV. Other - \$ 33,500</b>		
<b>A. Honoraria/Consultants and Lecturers</b>		
1. 3 Consultants for 9 Days @ \$200	\$ 5,400	
2. Honoraria for 4 Lecturers for 4 Days @ \$200	\$ 3,200	

3. Stipends for 27 Faculty@\$150 X 2 Days	\$ 8,100	
4. Summer Retreat for Faculty - (Off Campus Site)	\$ 6,200	
1. 3 Consultants @ \$500 X 2 Trips	\$ 3,000	
2. 4 Lecturers @ \$500 X 1 Trip	\$ 2,000	
3. Per Diem/Board for 7 Consultant and Lecturers @80 Per day X 7Days	\$ 5,600	
	<hr/>	<hr/>
Subtotal	\$ 33,500	
Total Direct Cost	\$ 75,640	\$ 79,375
V. Indirect Costs	\$ 6,051	\$ 6,350
	<hr/>	<hr/>
	<hr/>	<hr/>
VI. Grand Total	\$ 81,691	\$ 85,725

**SOWEGA INTERNATIONAL STUDIES PROGRAM  
BUDGET NARRATIVE  
Year Two- 2010-2011**

	<u>UISFL</u>	<u>ASU</u>
<b>I. Personnel</b>		
<b>A. Salaries</b>		
1. Dr. James L. Hill (1/3 Contributed Time X Annual Salary (\$90,232)		\$ 33,077
2. Dr. Marva O. Banks (1/3 Contributed Time X Annual Salary( \$74,500)		\$ 25,833
3. Leticia Alvira-Watson (1/3 Time @ \$40,000)	\$ 13,449	
4. Toioufik Houmadi (1/3 Time @ \$41,00)	\$ 13,700	
Subtotal	\$ 27,199	\$ 58,910
 <b>B. Fringe Benefits (35.71% of Salaries)</b>	 \$ 9,694	 \$ 21,036
 Subtotal	 \$ 9,694	 \$ 21,036
 <b>II. Travel for Project</b>		
A. Travel for 2 Project Staff to Meetings @ \$600	\$ 1,200	
B. Per Diem for Project Staff @ 3 Days X @ \$100 X 2	\$ 600	
C. Project Director Travel %+& Per Diem to UISFL Meeting	\$ 1,200	
Subtotal	\$ 3,300	
 <b>III. Supplies and Materials -</b> (Resources, i.e. books and Other Materials for Summer Retreats)	 \$ 2,500	 _____
	\$ 2,500	\$ 3,500
 <b>IV. Other - \$ 33,500</b>		
<b>A. Honoraria/Consultants and Lecturers</b>		
1. 3 Consultants for 9 Days @ \$200	\$ 5,400	
2. Honoraria for 4 Lecturers for 4 Days @ \$200	\$ 3,200	
3. Stipends for 27 Faculty @\$150 X 2 Days	\$ 8,100	

4. Summer Retreat for Faculty - (Off Campus Site)	\$ 6,200	
1. 3 Consultants @ \$500 X 2 Trips	\$ 3,000	
2. 4 Lecturers @ \$500 X 1 Trip	\$ 2,000	
3. Per Diem/Board for 7 Consultant and Lecturers @80 Per day X 7Days	\$ 5,600	
	<hr/>	<hr/>
Subtotal	\$ 33,500	
Total Direct Cost	\$ 76,143	\$ 79,946
V. Indirect Costs	\$ 6,091	\$ 6,395
	<hr/>	<hr/>
VI. Grand Total	\$ 82,234	\$ 86,341