

FY 2012 Project Abstracts

Undergraduate International Studies and Foreign Language Program

Bennett College

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Arabic Language and Culture Program

Bennett College is proposing to establish an Arabic Language and Culture Program which will be a taught in a supportive academic environment. The program will include language and culture courses taught by a full-time Arabic instructor during the spring 2013 academic term, as well as an intensive component for two four-week sessions in the summer of 2013. Administrative support for the program will be provided through the Department of English and Foreign Languages and through the Center for Global Studies.

The program's main objectives are: (1) to increase the number of students at Bennett and community participants who are exposed to Arabic language and culture, through formal course offerings and through co-curricular programming; and (2) to increase the number of students at Bennett exposed to career opportunities where knowledge of Arabic language and culture are critical skills. Through this program, we will provide study for our students and for the community participants that is not available to them elsewhere. Never before has knowledge of the Arab World been more important for the United States' strategic interests.

In addition to the community at large, the program will also be offered to the students of the Early/Middle College at Bennett which will be a significant contribution to the ability of these high school students to begin exposure to this critically needed language and culture at an early stage of their academic careers.

Cabrini College

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Engaging the World: Increasing Global Competencies

Cabrini College is a coeducational Catholic college located in Radnor, Pennsylvania, 30 minutes from Center City Philadelphia. It serves over 1,300 undergraduate and over 1,900 graduate students from a variety of backgrounds. It offers more than 30 [undergraduate majors](#) and programs of study in the liberal arts and sciences and in professional studies.

The College's Mission Statement promises to "*prepare students to become engaged citizens of the world.*" The key condition involved in fulfilling this promise is that global education at Cabrini College must be available to all students. Therefore, the proposed project is grounded in the college's new interdisciplinary, general education curriculum, *Justice Matters*, which is required of all undergraduate students. It provides a unique core education that places the pursuit of social justice at the center of the college and has faculty and students working on some of the most challenging issues facing our world: immigration, food insecurity, human trafficking, and the global economy, to cite some examples.

The specific objectives and activities of the Cabrini College Engaging the World project are:

1. Strengthen international and global dimensions of the *Justice Matters* core curriculum.
Activities: Develop and pilot six new or redesigned courses that further internationalize the Engagements with the Common Good (ECG) course series; two new Immersion Experiences (IE) (Swaziland and Guatemala) for students in the sophomore and junior ECG courses; an IE option for the ECG senior capstone project in four majors, including Communication, Business, Education, Romance Languages; and two area-specific modules on Southern Africa and Central America that can be used for pre-departure preparation for students in semester-long, short-term study abroad and IE as well as for faculty development;
2. Expand and improve offerings in foreign languages by connecting this coursework more closely to students' career goals and interests.
Activities: Develop and pilot two new advanced level courses: (a) Spanish for International Development and French for International Development incorporating fieldwork tools and vocabulary; and a 12-unit *Spanish for the Professions* certificate program in Business, Education, Social Services and Translation.
3. Enhance the international competence and experience of Cabrini College faculty and staff.
Activities: Update Cabrini library resources, expand professional development by bringing experts to campus, sending faculty to seminars and training in the United States and abroad; develop new international partnerships for immersion experiences and study abroad programs.

Cabrini College is requesting \$165,110 over two years to develop, implement, and assess this project, which will impact about 1,500 students as well as 80 faculty and staff over the two-year grant period.

Carleton College

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Consolidating Middle East Studies at Carleton College

Carleton College seeks a single-institution UISFL grant of \$185,503 for the project *Consolidating Middle East Studies at Carleton College*. Project goals include implementation of a Certificate of Advanced Study in Arabic and the development of core courses essential for establishing a new Middle East Studies Concentration (interdisciplinary minor). Project objectives include:

1. developing a Certificate of Advanced Study in Arabic, entailing development of four new and revised courses and review of the introductory language sequence;
2. developing Arabic audio-lingual course-support modules for new and revised courses on a Carleton-developed, open-source content management application;
3. building an interdisciplinary faculty community through two content and pedagogical workshops and two book reading groups;
4. developing four new courses (to be identified via competitive proposals for curricular development funds) in languages, history, literature, religion, and/or the social sciences that focus on the Middle East and will serve as core courses in a future concentration;
5. revising twelve existing courses (similarly identified via competitive proposals) to incorporate modules pertaining to the Middle East;
6. identifying and confirming two off-campus study sites and/or partner programs at which Carleton students can engage in Middle East Studies and develop language skills; and
7. developing Middle East resources and programming that will enhance the contexts for teaching, research, and broader understanding of the Middle East across the campus.

As a result of the project, Carleton will be equipped to broaden and deepen opportunities for the study of the Middle East via study of Arabic (and already established Modern Hebrew), disciplinary coursework related to the Middle East, study-abroad experiences, and interdisciplinary programming, thereby preparing students to study, work, and live in the region.

The Carleton project meets the criteria for the Competitive Preference Priority as an institution that requires “entering students to have successfully completed at least two years of secondary school foreign language instruction or that require each graduating student to earn two years of postsecondary credit in a foreign language (or have demonstrated equivalent competence in a foreign language).” The Carleton project also meets the criteria for Invitational Priority One: “Applications that propose programs or activities primarily focused on language instruction or applications that propose the development of area or international studies programs to include language instruction in any of the seventy-eight priority languages.

Elizabethtown College

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Creating Signature Asian Studies, Language, and International Education Programs

Elizabethtown College requests a grant from the UISFL program that will be matched in its entirety by the College and used to strengthen the College's Asian Studies program and create dynamic and experiential-based international programming. Building upon earlier investments made by the College and past Title VI grants from the U.S. Department of Education, funds will be used to significantly enhance the study of foreign languages while expanding international programming by:

1. **Strengthening and Enlarging Asian Studies and Asian Languages.**
 - a. Establish a new Chinese Language program, including four courses (CH 111, 112 211, 212) and add new instructional and library resources to support Chinese language instruction, such as a specialized on-line instructional material and/or program to enhance the Chinese language skills of students enrolled in the college's highly selective international business program.
 - b. Create two new faculty-led May-term study abroad courses to China.
 - c. Enhance the Japanese Language program through investments in new instructional resources, increased faculty development support, and opportunity to host a national "Teaching Japan" conference.
 - d. Develop four new interdisciplinary courses in Asian Studies and expanded co-curricular programming, including activities designed to engage the larger campus community, such as campus and classroom speakers, films, and field trips; and providing additional support for the "Friends of Asia" living-learning community.
2. **Expanding International Studies program by establishing stronger relationships with Nongovernmental and Intergovernmental Organizations (NGOs/IGOs).**
 - a. Create a biennial international conference and job fair designed to engage, educate and inform college and high school students in our region on NGO/IGO missions and career opportunities.
 - b. Develop an international summer internship program with NGOs overseas to provide students opportunities to gain knowledge and skills about international careers.

As an institution with limited resources and one largely dependent on tuition, the College must obtain external funding to support new program initiatives. The College's financial capacity to support such endeavors has been limited due largely to enrolling a high percentage (35-40 percent) of first generation college students and to having a student body of which more than 90 percent receive substantial financial aid packages. This grant will allow the College to enhance Asian Studies and international programming and successfully sustain them after the grant ends.

The College is firmly committed to supporting Asian Studies and international programming as evidenced by the Strategic Plan adopted in May. This is an effort supported by our new president who is an expert in globalization, as well as students, faculty, and staff members representing areas from across the curriculum and in all divisions.

George Mason University

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Strengthening the Study of North African Culture, Language and Society

George Mason University proposes to strengthen the study of North Africa and the Arabic language program. At this historic moment when the peoples of North Africa are shedding decades of dictatorship and authoritarian rule, the Global Affairs Program, in collaboration with Mason's Ali Vural Ak Center for Global Islamic Studies and the Department of Modern and Classical Languages propose to:

- develop and teach three new courses that will allow students to study North African culture, language, politics, and society in a global context;
- develop and teach three new advanced Arabic language and culture courses focused on North Africa, which will allow Mason to implement a bachelor of arts in Arabic language and culture;
- hire faculty to teach the new Arabic courses;
- develop curriculum and materials development for all six new courses;
- implement a Faculty Development Seminar focused on North Africa in a global context that includes Mason faculty and Arabic language and World History teachers from local high schools;
- purchase new library resources for the study of North Africa in a global context for Mason and for our high school partners;
- implement a series of co-curricular activities for students at George Mason and at area high schools, including a speakers series and a film series;
- develop a new internship program in North Africa to complement existing study abroad options in North Africa offered by George Mason; and
- create and submit to the State Council on Higher Education in Virginia (SCHEV) a proposal for a bachelors degree in Arabic language and culture.

The proposed program will result in: an enhanced North African Studies curriculum; enhanced Arabic Language curriculum resulting in a new B.A. in Arabic; a Faculty Development Seminar; new library resources; new co-curricular activities; and a new internship program in North Africa. We anticipate that the project will serve at least eight faculty, four high school teachers, up to eight guest speakers, and 200 undergraduate students in the six new North African studies and Arabic language and cultural courses over two years.

Ivy Tech Community College of Indiana and Indiana University

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The Global Learning Across Indiana Initiative

Challenge: In view of the rapid shift towards globalization, Ivy Tech Community College of Indiana (Ivy Tech), the largest singly-accredited community college in the United States, and in partnership with Indiana University, seeks to implement a three-year initiative for the internationalization of the Ivy Tech courses to have global learning outcomes that will ensure Ivy Tech graduates will be competitive in the coming years.

Proposed Solution: In order to achieve this goal, Ivy Tech seeks funding for this three-year initiative to implement three major components: (1) develop a system-wide Global Learning Certificate; (2) develop system-wide Arabic language courses; and (3) broaden curriculum internationalization of courses across the campuses of Ivy Tech.

Key Partners in Project Implementation: Ivy Tech will partner with Indiana University to implement the development of a system-wide Global Learning Certificate and Arabic language courses. They include:

- 1) The Indiana University Center for the Study of the Middle East (CSME)
- 2) The Center for the Study of Global Change at Indiana University (CSGC)

Grant Funding Request: \$419,506, or approximately \$139,836 for each of the three project years.

Outcomes: To ensure the successful implementation of *The Global Learning Across Indiana Initiative*, Ivy Tech faculty and administrators will create benchmarks for professional development of participants, create a rigorous assessment tool that will measure progress and outcomes of the initiative, and develop outreach and marketing for the initiative that will raise awareness in the community about the opportunities it will provide Ivy Tech students as they directly enter the global workforce, or transfer to Indiana University or other four-year institutions.

The Global Learning Across Indiana Initiative will provide faculty and staff a number of workshops throughout the three years of development and assistance in internationalizing their courses. The project also recognizes that internationalization must be reinforced, supported, and defined through a dialogue between faculty and the administrators and staff who are responsible for fostering, encouraging, and implementing global learning and teaching on campus.

Kennesaw State University Research and Service Foundation

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Asian Studies at Kennesaw State University

In response to a strong student demand and a growing need for expertise in Asian cultures, languages, and business practices in Georgia, Kennesaw State University (KSU) proposes to develop an interdisciplinary B.A. in Asian Studies in the Interdisciplinary Studies Department (ISD). This degree program will include a strong Asian language and culture requirement (in Chinese, Japanese, or Korean) as well as courses in history, philosophy, art, anthropology, religion, political science, economics, communication, and business. The project will increase the number of courses with an Asia prefix focusing on Asian issues, including study abroad opportunities lasting a full summer or semester, as well as expand advanced level language instruction in Chinese and develop a three-year language sequence in Japanese and Korean. The focus on the humanities and business practices coupled with a solid language proficiency in one of the major Asian languages has the potential for creating a model B.A. in Asian Studies. The major will be developed in 2012-2013, with a target starting date of fall 2014. The project will also enhance the KSU library collection relating to South and East Asia with a special attention to history, philosophy, religion, business, and Asian language and literature collections. The two-year federal funding is part of a five-year plan involving external support from Hanban/ Confucius (part of the Chinese Ministry of Education), the Korea Foundation, and the Japan Foundation to allow for the hiring of a total of five-language faculty members. This plan is designed to ensure a healthy growth of the program and its long-term sustainability. External reviewers will be invited to campus to assess the quality of the program and make recommendations for improvement.

Lehigh University

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Asian Studies: Strengthening the Core Program in East Asian Cultures

Lehigh University seeks to expand and strengthen our core program in Asian Studies by developing a comprehensive new curriculum in East Asian language and cultures. We seek funding in the amount of \$144,318 from the U.S. Department of Education's Undergraduate International Studies and Foreign Languages (UISFL) program to strengthen the Asian Studies program by significantly expanding our offerings in Japanese language and studies to bring balance to the Chinese studies curriculum, which we were recently able to expand and strengthen through the support of a grant through the Henry Luce Foundation. Lehigh will match this amount with \$151,972 for a total project cost of \$296,290.

With the support of the U.S. Department of Education's UISFL program, we plan to hire a visiting assistant professor in Japanese contemporary literature and culture. Grant funding to secure this position will be pivotal for advancing our goals which are: (1) to strengthen and enhance the Japanese Studies curriculum, particularly by developing and offering new courses in Japanese contemporary literature and culture; (2) to provide study-abroad scholarships for Lehigh students to travel and study in Japan; and (3) to offer annual workshops in Japanese popular literature or culture open to all member organizations in the Lehigh Valley Association of Independent Colleges. During the two-year grant period the team will identify sources of funding for a permanent position in Japanese.

Currently, Lehigh University is the only institution in this region that offers a minor in Japanese language and a major in Asian Studies with a Japanese concentration. Still students do not have the opportunity to learn more about contemporary Japanese culture because there is no specialist in this field at Lehigh or any of the other Lehigh Valley Association of Independent Colleges (LVAIC) institutions. Adding a specialist in contemporary Japanese culture with funding from UISFL would fill this vacuum, enabling us to offer courses in this subject that would be open to students from across the Lehigh Valley. This grant would also make it possible to expand our Japanese language curriculum by adding upper-level language courses and, developing new courses in contemporary Japanese culture. We envision that a stronger core curriculum in Japanese studies and language will extend well beyond Lehigh's campus benefiting undergraduate students from the six member institutions of the LVAIC including Cedar Crest College, DeSales University, Lafayette College, Lehigh University, Moravian College and Muhlenberg College.

St. John's University

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Developing A Major in Global Development and Area Studies at St. John's University

The current strategic plan of St. John's University (STJ), an institution which draws students from 122 countries, calls for a radical transformation in the way students are served. Global education is highlighted as a "critical element" and one of the plan's priorities. The aim is "to further efforts toward global harmony and development," and "incorporate (in the curriculum) global perspectives and experiences to prepare the students for a rapidly changing environment."

Given this institutional commitment to globalization, coupled with the students' demand for global exposure, the Center for Global Development (CGD) of STJ, is seeking Title VI funds, to develop a new interdisciplinary major in Global Development (GD) and Area Studies, that would provide new pathways to the study of global development, as well as have an impact in the expansion of study abroad programs, by focusing on proficiency and promotion of nonwestern languages and cultures.

The involvement of three colleges (Liberal Arts & Sciences, Business, and Professional Studies), ten academic departments, the Office of Global Studies, The Global Languages and Cultural Center (GLCC), and the University's support, demonstrated in its willingness to match UISFL funds, even though eligible for a waiver, reflect STJ's serious commitment to building a community of faculty experts in global issues across its campuses. These experts, in turn, will work with students to become globally-minded citizens, capable of bringing multidisciplinary perspectives to effect change, cultural and linguistic competency and "real-world" experiential learning practices. Title VI funds will enable the CGD to pursue the primary goal of developing this major through the following objectives:

A. Curriculum:

1. Create three core and four elective courses in GD and revise eight existing courses in other disciplines to offer a robust GD and Area Studies major.
2. Increase Chinese (Mandarin) language and culture courses in the Asian Studies Program, by adding three new and three revised courses, and expand the Arabic language offerings beyond the intermediate level with two new courses in support of a new minor and for the major's requirements.
3. Expand Study Abroad offerings to China and the Middle East to include research, internship and Service-Learning opportunities for faculty and students.
4. Enhance the curriculum through library holdings and media resources.

B. Faculty Development and Co-Curricular Activities include:

- a. **For the GD Component:** GD faculty training seminars, United Nations (UN) side event workshops, a speaker series, a faculty forum with presentations by GD participants to their colleagues across the STJ campuses, a Faculty beyond Borders Institute in Rome, sponsored by the Food and Agricultural Organization (FAO) of the UN on "Sustainability and Resilience" where faculty will meet and interact with GD world experts.

b. For the language component: language faculty will travel to domestic conferences and abroad to enhance professional expertise and promote university exchanges and internships for the major as well as receive monthly training at the STJ GLCC. UISFL funds will also provide the unique opportunity to increase faculty expertise and build up faculty community outreach in the form of training workshops for Chinese high school teachers, a conference in collaboration with local Chinese organizations, and a roundtable on “Languages and Development” for all Language and GD faculty, organized by the CGD and the Department of Languages and Literatures.

By the close of the grant, Title VI funds will have significantly transformed the university through the development and implementation of a model program based on global literacy, linguistic competency and the engagement of learning communities.

University of Oregon

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Enhancing Latin American Studies at the University of Oregon

This proposal details a plan to transform a small yet dynamic Latin American Studies (LAS) program with a newly-approved major -- the first ever at a public university of Oregon -- into an integral part of the University of Oregon's (UO) academic mission. The ultimate goal of our proposal is to create and refine modes of connection between our emergent LAS program, the rich expertise of UO faculty, a student body that increasingly needs and demands an education that prepares them to engage with Latin American, and the larger Eugene and Oregon community. The project emphasizes interdisciplinary cooperation and the strategic use of resources already in place and aims to strengthen links between a number of departments, programs, and research centers on campus. Completion of the projects detailed in this proposal will markedly strengthen LAS at the UO, grounding the new major with substantial and significant new courses, and beginning to address significant gaps within the offerings of the Oregon university system.

The project comprises four main objectives: (1) developing LAS curriculum, with an emphasis on interdisciplinary collaboration and new areas of research and teaching focus; (2) enhancing language instruction in Portuguese and fostering the study of Zapotec, an indigenous language of Mexico; (3) offering a summer institute in cooperation with the Jordan Schnitzer Museum of Art in which teachers from Oregon public middle schools and high schools enhance their knowledge about Latin America; and (4) building a permanent foundation for our growing intellectual community with academic events and new connections that span the academic and professional spectrum.

Plans for curriculum development include grants to support faculty preparation of courses with the LAS major, refinement of the introductory major course, a new "Global Seminar" on Human Rights in Guatemala, and the development of a new post-study abroad course that will bring greater intellectual rigor to the reentry experience. In addition, a new, lower division general education course focused on Brazil and Spanish America will allow students to learn about the relationship between those two areas, thus acquiring a much more holistic understanding of the region. This course in turn will complement a strengthened program in Portuguese. With UISFL support, we will guarantee consistent course offerings in Portuguese by having three levels available to students. The addition of Zapotec-language dictionaries to ongoing efforts to preserve Indigenous languages of Latin America marks a significant step toward deepening students' understanding of the enormous cultural and ethnic diversity of Latin America. By involving undergraduates in the development of an online dictionary in Zapotec -- modeled after successful similar efforts with Nahuatl, Yucatec Maya, Purepecha, and Mixtec developed at the UO -- we will draw on existing strengths.

Through the summer institute, we will train a significant cohort of Oregon teachers in issues of race, ethnicity, and nationalism in Latin America through history and art, creating greater understanding and sensitivity to the region in the wider community, better equipping those teachers to disseminate knowledge about Latin America among young people who will make up the next generation of university students and community leaders. A better awareness of Latin American issues will critically improve teachers' and students' ability to succeed in the classroom and function as informed citizens in the global society. Finally, efforts to strengthen our intellectual community will include speakers series focused on Brazil (Year 1) and transnational issues (Year 2); annual film series; and a new public forum where undergraduates can present honors theses and other original research projects.

The College of New Jersey

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Application is for a consortial award with Serendipity-Russia and the New World Association for Immigrants from Eastern Europe.

Globalize History Secondary Education at TCNJ

The College of New Jersey, in collaboration with Serendipity-Russia and the New World Community Association, proposes to globalize the curriculum for students majoring in history secondary education, our state's future social studies teachers, by developing a new course on the practice of oral history and providing these students with an opportunity to study Russian language and history and volunteer in a Russian high school in Vladimir, Russia, through the Alternative Spring Break program of Serendipity-Russia. The program will enrich the intermediate Russian curriculum with history-based language lessons to prepare students for community-engaged learning. Our proposed community-engaged learning experience consists of an Oral History Project with elderly Russian-speaking immigrants in Philadelphia and is facilitated by a community center in the Russian neighborhood of Northeast Philadelphia, the New World Association. The proposed program teams TCNJ students with practicing in-service teachers for an intensive week-long Russian history seminar coupled with an oral history methods seminar immediately prior to the Oral History Project in Philadelphia. This experience will help professionalize our students (with their new network of practicing social studies teachers) while globalizing the practice of the in-service teachers. Professional development provided to key personnel will help us extend this model to other languages at TCNJ and the dissemination of materials will help us extend the model beyond TCNJ. Our proposal focuses on the following objectives: (1) increase the number of history secondary education students participating in international education experiences; (2) help history secondary education students attain intermediate level proficiency in Russian; (3) help history secondary education students attain enhanced intercultural competence; (4) create a new course on the practice of oral history for history secondary education students; (5) enhance the intermediate Russian-language curriculum with community-engaged learning; (6) engage in-service social studies teachers in New Jersey in professional development to globalize their teaching practice; and (7) disseminate useful instructional materials to teachers of Russian language and teachers of Russian history.

The University of Illinois at Urbana-Champaign

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Strengthening Middle Eastern And South Asian Studies

The Center for South Asian and Middle Eastern Studies (CSAMES) at the University of Illinois at Urbana-Champaign seeks a UISFL grant in order to meet the following objectives:

Objective #1: Expand curricular offerings by:

- seeding a faculty position in **Arabic literature and language pedagogy**, to meet high student demand for courses in Arabic and provide a regular course on Arabic literature.
- seeding a position in **Persian (Farsi)**, to make Persian a permanent feature of our curriculum, to be taught yearly at elementary, intermediate and advanced levels.
- creating a team-taught, interdisciplinary **course for undergraduates on contemporary sociopolitical change in the Middle East**, for which a **textbook** will also be developed.
- offering **grants** for faculty to **create and develop new study abroad courses** in South Asia and the Middle East.
- creating new undergraduate **majors in South Asian and Middle Eastern studies**.

Objective #2: Encourage student study of the languages and cultures of the Middle East and South Asia by:

- offering **scholarships** for students to do **summer language study** and to take **study abroad courses**.
- showcasing student research on and study in the Middle East and South Asia through a **portfolio project** to be held in conjunction with a “New Middle East” conference and posted online.

Objective #3: Enhance faculty, student and community awareness of the Middle East and South Asia by:

- hosting a conference on “The New Middle East,” the proceedings of which will be open to the public and published; two of the speakers will speak in undergraduate forum.
- host a series of public lectures on the Middle East and South Asia.
- holding a Middle East film series and an Indian Film Festival, held in conjunction with undergraduate courses and aimed at both students and the general public .

University of Michigan

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Global Health Competency for Nurses through Undergraduate Language Learning

The University of Michigan School of Nursing (U-M SON) is the only Nursing program affiliated with the Peace Corps Master's International Program and one of ten U.S. programs designated a World Health Organization (WHO) Collaborating Center. As such, we strive to instill in our students an understanding of the complexity of Global Health issues, and encourage them to develop essential core competencies needed to serve patients and populations both locally and globally. One of those core competencies is foreign language proficiency. Among the expected outcomes of our BSN program is the ability to: (1) communicate effectively with others to promote successful human relationships that advance the care of diverse persons; and (2) utilize knowledge of differences in providing equitable care to diverse national and international populations (U-M SON Self-Study Report, 2011, page 8). The Office of Global Outreach (OGO) supports the U-M SON community in meeting its tri-partite mission of teaching, research and practice within a global context.

We are committed to graduating students at all levels with the cultural competence and foreign language capability that are vital to our Global Health mission. Like many nursing programs, we face significant challenges in the structure of the Bachelor of Science in Nursing (BSN) curriculum. Not only are the science requirements rigorous and tightly sequenced, with many lab components, but students are also tested regularly on the clinical skills and abilities needed to pass their licensing exam. Fifty-two out of 128 credits are devoted to clinical experience. Thus, unlike their peers in most other U-M undergraduate degree programs, our students do not have the option of a traditional semester abroad, and studying language during the academic year is difficult given the extensive immersion experiences in clinical settings that characterize the BSN program.

Our proposal is to create infrastructure and support for nursing undergraduates to develop intercultural competency, including language proficiency, on campus and abroad. We propose to do this by: (a) adding a Global Health component to our core Community Health Nursing course (N456); (b) continuing global opportunities available through our Global Health electives (N420/N421); (c) developing intensive language-learning opportunities appropriate to the needs of students in nursing and other health professions; and (d) creating innovative, foreign language-based curricular supplements that enhance professional nursing and also support and enhance language learning. An important component of this proposal will be to support our faculty, particularly those who teach undergraduates, in developing their own language skills and global experience, thus enriching the pool of nursing faculty qualified to lead academic or service programs abroad. In this way, we intend to become a leader in providing healthcare-focused international programs while also increasing the number of our BSN students who graduate with the language skills required to lead and advance meaningful Global Health work.

University of Utah

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Enhancing Latin American Studies, Cultures, and Languages Across Disciplines

During the last decade, the University of Utah has made the internationalization of the campus a core priority. Initiatives have included the creation of a Latin American Studies (LAS) minor (2002) and major (2009), the creation of an International Studies major (2003), and the development of a nationally recognized Asian Studies Program. The main goal of this project is to strengthen our LAS and Brazilian Studies (BrS) undergraduate curriculum across colleges and professional schools, increase the number of graduates with advanced knowledge of and competency in Portuguese and Spanish, and increase the number of students with enhanced exposure to Brazilian culture, politics and society.

The University of Utah's LAS program is in a period of focused expansion to meet strong student demand for Spanish and Portuguese language instruction and Latin American and BrS courses. Our unique undergraduate student body includes many students with advanced oral language proficiency who have spent a significant amount of time living abroad in Latin America and heritage students who wish to leverage their competencies towards successful academic and professional careers. With this UISFL grant we intend to strengthen our LAS program by: (1) expanding our Portuguese language and BrS curriculum; (2) building bridges with the professional colleges and schools in our university, including Business, Nursing, Social Work and Education; (3) and creating opportunities for students to develop and use their advanced language proficiency in Spanish or Portuguese in courses across disciplines. To accomplish these objectives we propose eight initiatives.

- 1) Adapt six LAS courses in five different disciplines to the Culture and Languages Across the Curriculum model**, creating opportunities for students to simultaneously deepen their knowledge of Latin America and strengthen their Spanish and Portuguese language skills.
- 2) Create a *LAS for the Professions* course** to internationalize professional programs such as Social Work, Nursing, and Education, and provide students in those programs with LAS content relevant to their own practical needs in the workplace.
- 3) Create a *Rainforest Ecology and Conservation* course**, which expands Brazilian and Latin American Studies curriculum in the sciences.
- 4) Create a *Business Portuguese* course** to expand advanced Portuguese courses offerings, strengthen linkages with the Business School, and provide specialized training to bring business students up to advanced Portuguese competency.
- 5) Create a *Portuguese for Spanish Speakers* course** to expand advanced Portuguese course offering and increase the number of students learning the two major languages of Latin America. **6) Create two *Medical Spanish* courses** to expand specialized Spanish course offerings, strengthen linkages with pre-professional programs, and prepare students for careers in a global context.
- 7) Infuse 21 courses across seven majors with BrS content**, by offering faculty workshops that increase faculty knowledge of Brazil, enrich pedagogy and content in Brazilian studies, and strengthen our new Brazilian Studies minor by adding BrS content across the curriculum.
- 8) Provide student scholarships for a new interdisciplinary study abroad program in Brazil** to increase the number of students from multiple disciplines learning about Brazilian culture and the Portuguese language in an immersion.

Virginia Commonwealth University

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French West Africa Elementary Education Project

Virginia Commonwealth University (VCU) and Northern Virginia Community College (NOVA) will increase through VCU's undergraduate major in Liberal Studies for Early and Elementary Education (LSEEE) the number of students preparing endorsements in French while pursuing licensure in history and social science. Qualified NOVA students will be recruited to take VCU advanced French courses to be transferred back to their NOVA transcript. These hybrid courses will be delivered with a significant online component while they are still at NOVA. Heritage learners (from West Africa, North Africa, Caribbean) who take VCU French courses at NOVA, will also complete a new methods course in French for the elementary schools after transferring to VCU. All LSEEE students will expand cultural knowledge of French West Africa by taking courses revised or developed for this project. Five students chosen from a Bambara language and culture class will participate in three-week internships in a nongovernmental organization and in a homestay with a Malian family; they will share experiences with fellow college students upon their return and with their classes in the future. LSEEE students will use the MERLOT African Network (MAN) and discipline-specific Web sites. All LSEEE students will be advised on courses with African and French West African content appropriate for future teachers. They, along with in-service teachers, will learn how to use online materials in the classrooms. Community-funded co-curricular activities will bring performers and speakers to both the NOVA and VCU campuses and existing ties with Virginia Friends of Mali will expand. NOVA and VCU will:

- Add third-year French / a French endorsement as an articulation agreement addendum
- Expand French West African content in French, history, and social studies classes
- Add online instruction, faculty learning communities, online resource development
- Integrate online African partners and local community partners into activities.

As attached letters attest, this project responds to institutional, statewide, and national needs. Key administrators and government officials have explained why these institutions and this group of faculty are ideally positioned to carry out statewide and institutional initiatives focused on articulation, online instruction, internationalization, and a common goal to increase both degree seekers and elementary school teachers coming from under-represented groups, including those whose heritage is Francophone Africa. At a time when we compete for the minds and hearts of men and women in Africa, language instruction that begins in the elementary school and continues through high school and college is the best way to keep America strong. Expanding language capacity and regional understanding of French West Africa is critical at a time of political instability in the region and a growing concern about maintaining America's footprint on the African continent. We face local threats from Al Qaeda and international competition from China, which is building schools and laying economic groundwork throughout the region. Promoting the early study of foreign languages and international studies is our best way to assure national security, economic prosperity, and social cohesion.

Worcester Polytechnic Institute

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Integrating Chinese Area Studies into the WPI STEM and Business Curricula

The primary goal of this single institution UISFL proposal is to strengthen and improve undergraduate instruction in Chinese language and Chinese area studies by creating multiple, reinforcing pathways of exploration that will globalize existing Worcester Polytechnic Institute (WPI) STEM disciplines (science, technology, engineering, math) and business programs. WPI, one of the nation's oldest engineering and technology universities, has 14 academic departments that offer more than 50 undergraduate and graduate degree programs. The university sends more engineering students abroad than any other engineering school. This proposal builds off WPI's Global Perspectives Program, the foundation of a 2009 Department of Education-Business and International Education grant, current China offerings, and a growing number of faculty with Asia interests. With this new UISFL grant, we intend to expand and systematize our incorporation of China as a major area of strategic engagement by establishing a China Hub on campus and working toward the following goals:

Programmatic & Curricular Goals

- **New Courses:**
 - Chinese Language: Expand our Chinese language courses to bring STEM and business students up to intermediate proficiency. Formalize our new first-year Chinese language sequence and develop a second-year intermediate course.
 - Humanities and Arts: Develop five new China courses: Chinese Megaprojects, Technical and Professional Chinese, Environment and Sustainability, Chinese Urban Development, and Social Change in China.
 - China Modules: Develop China-related, discipline-specific modules for STEM and business courses that will over time be created for all majors. We will first target management, environmental engineering, robotics, and mechanical engineering. Faculty will be prepared to deliver content with a China component.
- **New Projects:**
 - On campus: Integrate Chinese cultural proficiency into WPI's four key projects—the 1st-year Great Problem Seminar (GPS), 2nd-year Humanities & Arts requirement, 3rd-year Interdisciplinary Qualifying Project (IQP), and 4th-year Major Qualifying Project (MQP).
 - In China: Establish an experiential and service learning center in Beijing or Shanghai. (WPI has 26 project centers worldwide where almost half the undergraduate student body journey to complete their third year IQP.)
- **New Program:**
 - Double Major: Create a formal major and minor to allow for a double major in a STEM or business field and international communication focusing on China through the Professional Writing and Communication program.

Faculty Development & Support

- Development: Host China-topic seminars and workshops to foster campus-wide knowledge and interest in China and encourage related teaching and research.
- Support: Provide travel grants for training and research to develop China modules/courses.

Outreach and Cultural Development

- Develop an on-campus China Hub that would reach out to the university community as well as to regional K-12 educators for continuing education and training.
- Support China-related cultural events and lectures for the WPI and local communities.

11/05/2012