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Guest Editor

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Preface

I am pleased to bring you this special issue of our journal, *International Research and Review*. This special issue focuses on the internationalization of the curriculum at an Historically Black College/University (HBCU), in this case Albany State University, in Albany, Georgia. It arose out of a connection Dr. Nora Osakwe and I made at the NAFSA Region VII conference held in Savannah, Georgia in 2015.

The literature is growing on the internationalization of the curriculum. But, much remains to be accomplished. Very little has been written about efforts of HBCU's to internationalize their curricula and courses. Thanks to Dr. Osakwe's efforts at Albany State University, the institution is moving steadily toward an understanding of what it takes to internationalize. All the more so because, except for a few HBCU's at the top of the ladder, so few students at HBCU's engage in study abroad, and so few students from abroad attend HBCU's.

Thus, the internationalization of the curriculum and courses becomes a path for aiding local students' understanding of the connections between one's self, the knowledge base of the disciplines, and the derivation and application of that knowledge to the world outside of the local environment. I commend this issue to you.

Michael B. Smithee, EdD
Director of Publications

Guest Editor's Remarks

This special issue of the journal, *International Research and Review*, is an outcome of a Title III sponsored project entitled: "Faculty Professional Development on Internationalizing Courses (FPDIC)." The project goal was to enhance faculty's international and intercultural competence and pedagogical effectiveness through workshops and provision of resources to impact students' global learning outcome. The project involved 14 faculty members of Albany State University(ASU), Georgia who teach both graduate and undergraduate level courses from seven departments: Teacher Education, English Modern Languages and Mass Communication, Fine Arts, Math and Computer Science, Natural and Forensic Sciences, History and Political Science, and Health Management. Through this special issue, in collaboration with the Phi Beta Delta Honor Society journal, *International Research and Review*, we share some of the outcomes of the project. Through this publication we provide pedagogical knowledge and resources for faculty members who plan to engage in similar academic exercise and professional development. To enhance the quality of students' learning outcomes our aim was to ensure that intercultural and international competencies are part and parcel of learning goals across disciplines.

In the first article, "Internationalizing Courses: A Faculty Development Process," I describe the five-phase process of preparing and implementing the faculty professional development project. This article will be especially useful to senior international education officers or academic vice presidents who might want to engage in a similar project. The six subsequent articles are content and pedagogical model articles, which illustrate implementation of course internationalization in six different class scenarios. Dr. Erica Decuir's and Dr. Dorene Medlin's articles exemplify what could be done in an undergraduate pre-service teacher education program despite the stringent expectation to conform to set standard in teacher preparation. In her Social Studies/Diversity/ Language Arts 4000 level course, Dr. Decuir applied reflective practice and revision to four levels of curriculum process and successfully implemented internationalization focused on sensitizing pre-service teachers on multicultural education and culturally responsive teaching. She explains her creative use of TED-Talk documentary "The danger of a single story" by Chimamanda Adichie as a pedagogical resource in explication of culture and demanding preservice teachers to develop culturally responsive lessons.

She also shares imminent challenges of the process including time management and content coverage. Dr. Medlin on the other hand used a research-centered approach in her ECEC 4354: Science for Young Children to engage pre-service childhood education teachers enrolled in mathematics and science block to evaluate and compare how science lessons are designed and taught in other countries and in Albany, Georgia, USA. In conducting the research project, the students developed their critical thinking skills, as they compared science instruction pedagogy globally through research questions. The students' research recommendations are instructive to science teachers K-12. Dr. Both Dr. Decuir and Dr. Medlin's articles can be valued resources for teacher educators, especially those educators, who would like to internationalize their courses.

Discussion of internationalization in music is very rare and the literature is quite limited in the area. Dr. Mimi Noda's article is therefore very timely in providing a model of instructional possibilities in her article entitled: "Internationalizing the Music Course: MUSC 2022 Ear Training and Sight Singing through an International Lens." She describes the process of infusing the knowledge of other countries and their culture into a music course designed to train students to aurally identify and write intervals and scales, aurally analyze the chord structures of harmony, hear and write dictated rhythms, and become proficient in sight singing. Her creative resource and pedagogy show a unique and motivating option for internationalizing a music lesson.

Dr. Florence Lyons, in her article entitled "A Global Integration: Internationalizing of a Public Speaking Course," reports on her process and unique experience infusing global and cross-cultural elements in a Freshman Fundamentals of Public Speaking course. The experience broadened students' knowledge about other countries and awareness about study abroad in the context of learning public speaking skills. Dr. Candice Pitts' article "Internationalizing the Curriculum: Re-thinking Pedagogical Approaches to World Literature and English Composition," shows the use of multimedia texts to engage students in prevalent and relatable trends in international and cross-cultural discourses, showing how interconnected the world countries and citizens are. The new perspective will interest faculty who teach core composition classes and literature.

The science courses, especially Mathematics, have always been the most challenging area in internationalization. Dr. Zephyrinus Okonkwo's article is therefore a welcome contribution in this special issue. He shares his internationalization process in his course: MATH 4330-Mathemeatics of Compound Interest, where he used data from global sources (International Monetary Fund, World Bank etc.) as instructional statistical resource as well as for informing students about international and intercultural knowledge about different countries' economy and culture.

Dr. James Hill's article: "The Internationalization of Curriculum at ASU: Personal Reflections on a Disparate Evolution" draws from his presentation to the ASU faculty fellows on historical trends of internationalization at ASU. He provides the reader and practitioners a historical overview of internationalization efforts at Albany State University. The shared information is important resource for institutions who need ideas about initiating grant projects and funding sources for various projects on internationalizing the curriculum.

The three categories of papers shared in this special issue: The *process* article, the *model* articles and the *historical* article are important resources for those interested in course and curriculum internationalization.

This special issue publication is made possible by Albany State University, Georgia Title III funds from U.S. Department of Education, all the faculty fellows and administrators who supported the project, and the editorial assistance from Dr. Michael Smithee, and Director of Publications for Phi Beta Delta, who was also one of the consultants for the project. In sharing the outcome of our Title III project "Faculty Professional Development on Internationalizing Courses (FPDIC)," we hope to enrich content and pedagogical resources for course internationalization and encourage more practical faculty endeavors that impart students' international and intercultural learning outcomes.

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Internationalizing Courses: A Faculty Development Process

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Abstract

A core strategy for campus internationalization lies with well-trained faculty who can embody international and intercultural learning into their courses. Because over 90% of US students do not study abroad, the urgency to internationalize courses is even greater now than ever. Few research publications focus on course internationalization process and practical pedagogy for achieving success for students' international and intercultural learning, especially in minority serving institutions. This article describes the process and outcome of a course-internationalization project at Albany State University, Georgia. The purpose of the project was to develop the skills, knowledge and professional competencies of faculty to impact students' international and intercultural perspectives. The professional development process involves a five-phase model that culminates in the publication of outcomes by faculty members who implemented the course internationalization project funded by Title III. The process, outcomes, and challenges discussed in this article will guide other institutions who plan to engage in similar projects.

Keywords: internationalizing courses, Internationalization process, faculty professional development, curricula internationalization, internationalization outcomes, international education

The discourse of campus internationalization, an in-house phrase in the field of international education, has a growing literature on concepts and best practices in various continents. International education associations, institutions, and scholars in the field define and set criteria for excellence especially for institutions of higher education. Understanding the various definitions and perspectives of curriculum internationalization is important in attaining set goals on curriculum internationalization projects. Jane Knight, a forefront specialist in the area, established an early definition of internationalization, which guided many scholars in international education.

Her most current revision defines internationalization as "the process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of post-secondary education" (Knight, 2004, p. 11). The Association of International Educator (NAFSA) sees it as: "the conscious effort to integrate and infuse international, intercultural, and global dimensions into the ethos and outcomes of postsecondary education." It explains that for the process to be fully successful, it must involve active engagement of the academic community in global networks and partnerships (2008). Other scholars like Hans de Wit, as part of an European Parliament study, defines curriculum internationalization as an "intentional process of integrating international, intercultural or global dimensions into the purpose, functions, and delivery of post-secondary education to enhance quality of education and research for all students and staff…." (2015). Some earlier advocates of international education hold stronger view about internationalization.

Josef Mestenhauser, a distinguished international Emeritus Professor at the University of Minnesota, has contributed six decades of pioneering research and practice in international education suggests a holistic definition and offers that "internationalization of higher education is a program of major educational reform designed to ensure that higher education produces globally thinking and knowing students able to work anywhere on a short notice without prior preparation." Mestenhauser's internationalization perspective includes the actual knowledge gained- student learning outcome. He suggests a transformational approach that does not segment international education from the main curriculum and in his words, internationalization should "serve to explain when, why, and how people in various culture do and think differently from the way we do" (Mestenhauser, 2015, p. 4).

Rationale for Internationalization

Despite the varied definitions of internationalization, a growing number of scholars agree that international education is a critical component that should make up the curriculum in higher education. The rationale abounds in numerous literature reiterating the positive impact of curriculum internationalization on not just the student, learning institution, but local communities, states, the nation, and international communities. Early studies by American Council on Education (ACE 1997, 1998, 2000) on International Education Exchange, and by many scholars including Lambert 1989; Siaya

& Hayward (2001); Childress (2006) and Mestenhauser (2002, 2011, & 2015) all affirm the need for students in American institutions of higher learning to graduate with knowledge of the world and be accepting of cultural heterogeneity and diversity as a way of life in an interconnected world. However, research studies by American Council on Education (ACE) found that most students in American institutions lack global awareness, second language fluency, and international knowledge of their major disciplines. This lack of awareness might constitute problems for students eventually about relating and succeeding across borders. The situation validates the need for the call on campus internationalization, especially taking strategic steps to increase students' global learning outcomes.

Scholars also agree that curriculum internationalization should count in the measures for assessing educational excellence. The NAFSA's nine-point criteria for excellence in Senator Simon's Award for comprehensive internationalization of higher institutions and the Institute of International Education (IIE) eight-point criteria for The Heiskell Award establish broad guidelines for accessing institutional excellence. However, what is not clear is the guidelines for a teacher who wants to internationalize his or her instruction. How would such an instructor access the nature of course internationalization in higher education and the implementation effectiveness, especially in actualizing students' global learning outcomes? The difficulty arises from set traditions and inflexible structure of educational systems. But even more challenging is the internationalization pedagogy and implementation procedure in various disciplines. The literature and research points to policies, theories, and criteria for achieving excellence in internationalization at mostly broad institutional level, and they are all like sign posts that do not actually lead people to their destinations. They simply point to the venues. The field of international education need more practical guidelines for instructional implementation of course internationalization and scholarly publications on faculty's course internationalization experiences in varied environments: classroom, online, and abroad as well as illustrations of the learning outcome. There is need for more reports and evidences of success or lack of it and what more needs to be done to actualize the goal. The project reported here is intended to bridge this gap.

Many institutions of higher education have adopted different strategies to internationalize their campuses, mainly through education abroad; internationalizing the curriculum across schools, divisions, departments, and disciplines; internationalizing co-curricular programs, research and faculty exchange; supporting of international faculty, scholars and students and creating opportunity for global learning arising from proper integration. In addition, there have been administrative changes to acknowledge the rising importance of international education. Most often cited is the consolidation of offices focused on international education, appointment of assistant or associate Provosts to oversee those offices, and in some cases a name change of these endeavors: for example, from "Office of" to "Center for" International or Global Education.

At the core of the strategies is professional development of faculty members to effectively internationalize their courses. Course instruction reaches all students enrolled in an academic institution. Green (2012) explains that internationalizing course instruction on campuses directly impacts more students, since only estimated 10% of U.S. students travel to study abroad. This seemly low national average is even high considering that in some states like Georgia only 2% study abroad (USG-OIE Report, 2016). In Historical Black Colleges and Universities, like Albany State University, Georgia the percentage is even lower because many students cannot afford the extra funds required to engage in study abroad programs (Osakwe and Albritten, 2015).

Rationale for Faculty Professional Development on Internationalization

Having an understanding and a clear perspective of internationalization is expected from all faculty members in higher education because undergraduate and postgraduate students are expected to acquire international and intercultural learning on graduation. Twenty-first century graduates need to have a diverse and knowledgeable world view. They need to understand not just the international dimensions of their field of study but to possess an interdisciplinary global knowledge of the cultural and political differences that impact policies. It is critical too that they can communicate in another language even at the least level of proficiency, recognizing that while English is the dominant language, they will enhance their future and gain insight into other people of the world by studying their languages and

culture. However, as Crosling et. al., (2008) observe, there has been much emphasis on the attributes for graduates to acquire global skills and operate internationally with limited guidance on how to implement curriculum internationalization (Edwards et al. (2003), so students actually acquire these skills. It is often assumed that faculty has the knowledge and pedagogy required for internationalization of curriculum, and that implementing process comes natural with all faculty members in higher education. But the truth is that most faculty members are not knowledgeable about culture (Menstenhauser, 2011), and global issues they are meant to integrate in their courses to impact students' learning. The explanation for this inadequacy could be either due to lack of exposure to global knowledge or having themselves gone through an education system that is deficient in impacting the competencies under discussion. Embarrassing as it may seem, obviously, faculty members cannot impact what they lack unless an intentional effort is made through professional development. For this reason, it becomes worrisome that very little attention is given to professional development and scholarship related to course internationalization pedagogy and student learning outcomes; many discussions about internationalization has progressed without much discussion about how teachers implement the process in their courses and the level of success so far. Quite a few literatures exist on what instructors know about internationalization and their implementation procedure. Related to this discourse, Sanderson reiterates the importance of internationalization of the "Academic Self." In his words "Being accepting of cultural difference and knowing something of other cultures have a pivotal place in internationalization at the level of the individual teacher," (2008, p.282).

There is no doubt that internationalization of the personal and professional self is a precursor to successful course internationalization by faculty members to positively change students' global perspectives. Much as institutions of higher learning expect a faculty member's self-responsibility in the global development of self, it is critical that they intentionally plan professional development that help faculty members in the process of curriculum and course internationalization, including assessing set objectives to ensure attainment of students' international and intercultural learning. This process involves a shift in paradigm, from theory to practice. A key question that drives professional development of faculty to internationalize their

courses is: How can teachers/professors internationalize their courses with successful student global learning outcomes? This question was the foregrounding of the proposal I submitted to Title III for the Faculty Professional Development Project on Internationalizing Existing Courses at Albany State University (ASU) in Georgia. The remainder of this paper provides a background to the project, discusses the project goal, objectives and a five-phase process model of professional development, which I developed for implementing the program. I also discuss the success and challenges we experienced and lessons learned for future actions.

The Background to the Project

The Faculty professional development project I report here is one of several efforts on internationalizing the curriculum at Albany State University (ASU), Georgia. When I joined the university in 2004, there had been several projects in the area and Dr. James Hill's article in this special issue provides a comprehensive overview of these projects. Out of these, the first that I was a part of when I assumed duty at ASU was initiated by Dr. Claude Perkins, former Associate Vice President for Academic Affairs and Dean of Graduate School, through a Title III funded faculty development project that lasted for three years (2003 to 2006). Dr. David Adewuyi, the project director, reports that forty-two (42) faculty members participated in the project. The faculty participants were selected across ASU four (4) colleges and ten (10) departments, and they produced 58 internationalized syllabi used in teaching courses that impacted 650 students (2007). As a faculty participant in this project, I revised my existing composition course, Rhetoric and Advanced Writing (ENGL 3204) to integrate intercultural and international perspectives into the course (Osakwe, 2007) and developed a new course, English as a Global Language (ENGL 4990). I shared my implementation of the revised course in one of the outcome presentation sessions and eventually became one of the train-the-trainers and a writing consultant for documenting the project's overall outcome (Osakwe, Fields, Courtoy, and Singh 2007). I also participated in a U.S. Department of Education Project directed by Dr. James Hill. The project involved faculty across the disciplines in developing new courses and revising existing ones to develop a program of study for a B.A. degree in International Studies at ASU. As a participant in this project and a faculty member in the Department

of English, Modern Languages, and Mass Communication, I also developed a new course, Intercultural Communication, for a 300 level English course that would be one of the courses for the B.A program in International Studies. Unfortunately, there has been a long delay in approving the program at the University System level, so the International Studies Program has not taken off and most of the newly developed courses are not being taught. One of the major outcomes of Dr. Perkins, Dr. Hill's, and other similar internationalization projects at ASU is that they created awareness about curriculum internationalization and provided faculty members, like me, the opportunity to read, research and engage on the discourse and practice of curriculum internationalization, which no doubt impacts the students' international learning outcome.

After my Fulbright Hay's Fellowship in Singapore and Malaysia, I was even more invigorated to expand my content and pedagogical skills to incorporate Singapore and Malaysia's historical, cultural, political, social, and health issues into the composition courses I taught. This international and cultural course infusion process was required of all Fulbright fellows. From the final research papers submitted by my students, there is no doubt that they benefited immensely from listening to my stories, viewing all my pictures, video clips, and researching further about the two countries as part of their composition process. They were strongly motivated to learn to write by the international and intercultural perspectives introduced into the composition course. For me, the course integration process was rigorous, but I learned to rethink everything I was used to, expand, and diversify my content and instructional style. My composition instruction process became more learner-centered as I assigned students projects that forced them to explore, research, and add more to the information they have already received to develop their various topics and research papers. Writing and reporting my Fulbright outcome in a presentation at Clayton State University after a semester course-implementation helped to shape my internationalization perspectives and the framework for this project.

When I became the director of Global Programs in 2010, one of my main goals was to inspire other faculty members across disciplines to internationalize their courses. So, my major strategic plan was to continue the faculty internationalization project, with a focus on all existing ASU courses. However, due to administrative changes, shift in administrative

priorities, and lack of funding for international education programs, this plan did not materialize until 2015. It was then that my proposal for Title III funding was approved because of a refocus on international education at the heels of Dr. Arthur Dunning's arrival as the president of Albany State University. At his maiden presentation to his executive board, held at Albany Technical College on February 5, 2014 he reiterated the importance of international education, particularly study abroad and the need to develop strategies ensuring that many more students study abroad, and that they imbibe and appreciate other cultures. He reaffirmed the importance of international education by using himself as having lived in various continents, to exemplify its benefits. He reaffirmed the importance of international education in the city local newspaper, The Albany Herald, April 9, 2016. He reiterated the importance of the *local reaching out globally* by citing ASU's "established relationships with international partner universities in China, Ghana, Nigeria, Belize, and Trinidad and Tobago, and said, "We're not alone, and not unique, in realizing the importance of thinking globally." Dr. Dunning's positive remarks are indication of his support for international education, which reflects the administration's priority to internationalize the campus, ensured by Title III support for this project for the 2015-2016 academic year. It exemplifies the important role of institutional administrators in advancing campus internationalization.

In fall of 2015, I worked with the former Provost and Vice President of Academic Affairs, Dr. Abiodun Ojemakinde to develop a framework, which included forming the Comprehensive Internationalization Committee, which I co-chair with Dr. James Hill. The committee was charged to develop a strategic framework for implementation of a Comprehensive Internationalization Strategic Plan for ASU. The committee also embodies five sub-committees charged to develop initiatives and activities through: (a) Education Abroad, (b) Faculty Professional Development, (c) Curriculum and course instruction, (d) Campus Programs and Facilities, (e) International Students Enrollment and Engagement and International Collaboration. (Appendix A–Comprehensive Internationalization Strategic Framework Plan). The sub-committee on curriculum internationalization helped to develop a rubric for internationalizing existing courses and revising the ASU Syllabus Template to guide internationalized learning outcomes. It was necessary that preliminary focus be on the syllabus, which is an instructional

guideline that provides the objectives and expected learning outcomes of a course including the subjects to cover, method, and guideline for the course instruction and the assessment procedure. The syllabus is often a key to effective educational planning, course instruction and assessment. Syllabus revision was the first requirement in internationalizing any course in this project. As faculty members implemented their revised courses in a semester teaching, they were expected to do so with flexibility, reflecting learners' needs, interests, and environment.

Internationalization of Existing Courses: Project Goal

The project goal was to develop the faculty's knowledge and implementation in the process of internationalizing courses they are already teaching so that students will learn global citizenship competencies as they graduate from ASU. The focus was on approved existing courses to ensure that internationalized course syllabi are implemented so that students benefit from the project. From past experiences, some of the newly developed internationalized courses were never taught due to delays in curriculum approval. The course-internationalization in this project stresses transformation of content, objectives/learning outcomes, activities/tasks, pedagogy, and assessment to embody international and intercultural perspectives. In sharing implementation outcomes, faculty participants are required to follow guidelines that compel them to show how they implemented this process and the learning outcome and challenges observed. As Leask (2014) rightly observes there is need to move beyond theory and approaches of what students will experience to actual instruction, learning, and assessment. The faculty program emphasized the process of implementing internationalization to ensure that students' global learning is impacted.

The following Objectives guided the faculty development project:

1. Increase faculty awareness and knowledge about internationalization, historical perspectives, and philosophical framework/rationales for internationalizing the curriculum/courses.
2. Engage faculty in critical review of curriculum internationalization resources-research, pedagogy, including development of internationalized objectives, learning outcomes, activities, tasks, projects, and assessment tools.

3. Increase faculty awareness and sensitivity about knowledge, skills, and attitudes of the mind to target and embody in selecting content and determining instructional style for internationalizing courses.
4. Review and practice pedagogical processes of internationalized instruction.
5. Engage faculty in sharing internationalization outcome via presentation, reporting and publishing of course-internationalization outcomes for ripple effects.

Methodology: Faculty Development Process

The Professional Development Process was implemented through the following Five-Phase Model. The remainder of this paper will focus on this process.

Phase 1: Project Planning and Pre-workshop Process
Phase 2: Faculty Intensive Workshop
Phase 3: Faculty Instructional Implementation of a Semester Course(s) Revision
Phase 4: Implementation Results through the Faculty Symposium
Phase 5: Publicizing Outcomes through Journal Article Publication (Optional)

Phase 1: Project Planning and Pre-Workshop Process

Phase 1 is a two-month planning and pre-workshop phase. It was used for liaising with management, researching, reading, modifying syllabus template, and working with the internationalization committee. Effective planning is critical in implementing curriculum internationalization. Planning helps to develop strategic process, resources, to achieve project goal and objectives. The Office of Global Programs worked in collaboration with Academic Affairs, Curriculum sub-committee of the ASU Comprehensive Internationalization Committee to develop the criteria and outline for course internationalization. This included modifying the university's existing syllabus template to include international and intercultural learning objectives, contents, activities/projects, and learning outcomes. The added modifications to the syllabus were also used as check-list for selecting submitted proposals from faculty. The call for proposal invited submission from faculty members in all four colleges to

internationalize the existing courses they are already teaching. The invitation provided guideline for proposal submission, available incentives for participating in project, and required faculty members to read basic concept articles on curriculum internationalization which accompanied the call for proposal. The incentives for participation in the project included a small stipend if they completed phases 1 through 4 of the project and publication opportunities at the end of the project. The rationale imamates from organizational learning and human behavior scholars who observe that people generally participate in activities for which they are rewarded (Armstrong & Brown, 2006; Benabou & Trirole, 2003; Brown, 2001).

Publicizing Outcomes through Journal Article Publication (Phase 5), is an optional phase included to provide incentives for participation from faculty interested in scholarship. There is no doubt, though, that most faculty members were intrinsically motivated to participate in the project as advertised stipends were quite minimal. Fourteen (14) Faculty members were selected for the project from College of Education, College of Arts and Humanities, College of Business and College of Science and Health Professions. Those selected received preparatory extra reading resources and articles to familiarize themselves with the basic concepts of curriculum/course-internationalization and process before the workshop Faculty members had an option to internationalize one or two courses starting with revising their courses using the provided syllabus template. Some faculty members submitted two revised syllabi in their application. In all twenty (20) revised course-syllabi were submitted, reviewed and approved for the project (see Appendix A. Those who submitted approved syllabi were invited to attend an intensive one-day workshop on Curriculum Internationalization with a focus on integrating global content in courses, designing instructional activities and projects, transforming instructional process and assessment to impact students' global learning outcomes.

Phase 2: Faculty Intensive Workshop

The workshop involved fourteen (14) faculty members from four colleges (Arts and humanities, Science and Health Professions, College of Education, and College of Business) and seven departments (Teacher Education; English, Modern Languages, and Mass communication; Math and Computer Science; Natural and Forensic Sciences; History, and Political

Sciences; and Health Management). The workshop program covered basic concepts and historical perspectives on curriculum internationalization reflecting stages of development in the United States and implementation in various institutions including Albany State University. It also had sessions on infusing international and intercultural perspectives in instruction, Learning outcomes and assessment in internationalization. Participants had a hands-on workshop session in groups to practice selecting international and international topics and developing objectives with aligned instructional activities/projects and assessment tools. They shared group work in presentations, accompanied by a critique and feedback session. At the end of the training, all the participants received workshop materials and extra reading resources to support their implementation process, the next phase.

The workshop consultants were three: Dr. Michael Smithee, a specialist in international educational exchange and training as well as the editor of International Research Review (IRR) Journal. He researched and provided national and international resources on curriculum internationalization and practices in the United States and beyond, discussed basic concepts, shared models of course internationalization successes in various institutions and presented acclaimed strategies for infusing international perspectives in courses. Dr. James Hill, The Chair of English Department at ASU and the project director of various funded curriculum internationalization projects at ASU, provided historical perspectives of curriculum internationalization at ASU. The details of his presentation are provided in this special issue journal.

Dr. Osakwe, the project director for course internationalization, focused on internationalization concepts: definition, rationale, characteristics and pedagogy, covering the process of course internationalization- planning, the syllabus and syllabus check-list for course internationalization (Osakwe, 2014), Identifying and discussing international learning objectives, and assessment aligned with objectives and learning outcomes. The session ended with a group activity for hands-on practice on developing international and intercultural content, objectives, learner-centered activities/tasks/ projects with aligning assessment measures. Groups presented and dialogued over their workshop production. At the end participants had several research articles, and resources for continued professional development of the academic self, since it is evident that apart from the development of

instructional skills, faculty needs to also critically examine and improve their international and intercultural knowledge as well as long-held values and believes which impact professional practice and students' international and intercultural learning outcomes (Turner & Robson, 2008; Sanderson, 2008).

Phase 3- Faculty Instructional Implementation of a Semester Course(s) Revision

It was intended that faculty implementation begin with one semester, in which faculty participants would teach and assess the courses they identified for revision. This revision was expected at least to be at the level of infusing international and intercultural elements into existing courses. At best, the revision could be holistic and in some cases the infusion could be several sub-units of a course, or just one sub-unit of a course; the sub-unit being a significant part of the course. During this process, spring 2016, the faculty participants all had access to internationalization materials to read and use as needed. They also had access to the consultants for questions within the semester. Some critical questions that guided faculty during this process were: (a) What international and intercultural learning objectives and outcomes am I set to achieve (b) What other content information do I need in order to attain the objectives (c) What type of learner-center projects/activities/tasks do I need to create to actively engage students so they can learn and attain set goals (d) How do I assess students to make sure they learned the intended objectives and what are the indicators of assessing the international and intercultural learning outcomes (e) Generally what makes my course internationalized and different from what I was teaching before. Even though faculty members were guided by these questions during implementation, several of them explained they had difficulty maintaining the focus because they were worried about derailing from their usual course content. Those in college of education testified to the difficulty of internationalizing courses and at the same time covering expected education standards stipulated for teacher education. Details of some of the challenges experienced during implementation are incorporated in the articles in this Special Issue Journal. At the end of the semester, faculty participants presented their project outcome in May 2016 and were expected to continue teaching the internationalized version of their courses thereafter.

Phase 4- Implementation Results through the Faculty Symposium

In this phase, faculty fellows shared the result of the course implementation through a faculty symposium open to the university community at the end of the semester. Twelve out of 14 faculty fellows shared their internationalization outcomes at the forum**.** These fellows revised 20 syllabi used in teaching internationalized courses to 344 students. In a 20-25 minute-session, each presenter shared their course revision process, international and intercultural course components, modified objectives, students' projects, research activities, aligning assessments, learning outcomes, challenges and future intended modifications.

The presentations showed that students who took the courses were motivated to engage in projects that challenged them to research international and intercultural aspects of their courses. They were made to compare educational, social, and cultural systems of the U.S. and other countries, and were challenged to reflect critically on differences and similarities in practices from an objective rather than ethnocentric perspective. For example, Dr. Dorene Medlin's Early Childhood Science Education class (read details in her article), required students to research and compare the primary science instructional practices in the U.S.A with those of other countries selected and to report their findings in research papers as well as oral presentations, as part of the final course assessment. Three of Dr. Medlin's students shared findings revealing superior instructional practices by some foreign countries, and as a result, a resolve on their part to recommend a review of science instruction practices in local area school. Also, Dr. Erica Decuir's Pre-service Teacher Education class (also reported in this Issue) provided an illustration of the creative use of videos (TED Talk series-recording of Chimamanda Ngozi Adechie) to expand cultural awareness, and to help pre-service teachers to develop lessons designed to discourage bias in learners they would be teaching.

In his two courses, History of Latin America and Principles of Geography, Dr. John Williams (Department of History and Political Science) used a comparative framework to enhance internationalization and show how urban studies and the exploration of world cities improves students' international knowledge. His presentation also illustrated the special benefits to students when their instructor has personal global experiences to share, which adds quality to the content learned and thus motivated them to

conduct further research and enhance learning outcome. The following list provides the titles of participant faculty presentations at the final symposium of the project.

1. Internationalizing the Music Course through Learning about Other Countries by Dr. Mihoko Nodo, Department of Fine Arts

2. Internationalizing Speech Courses: Fundamentals of Public Speaking by Dr. Florence Lyons, Department of Fine Arts

3. Internalization Mathematical Finance Course at Albany State University by Dr. Zephyrinus C. Okonkwo, Department of Mathematics and Computer Science

4. Culturally-Responsive Strategies for English-Language Learners (ELLs) in Mainstreamed Classrooms: A Primer for Pre-Service Teachers by Dr. Erica DeCuir, Department of Teacher Education.

5. Reading, 'Riting, 'Rithmetic, and Globalization: Expanding Teacher Education Students' Global Consciousness through Course Readings and Activities by Dr. Tiffany D. Pogue, Department of Teacher Education

6. An International Comparative Study of Early Childhood Science Education by Dr. Dorene Rojas Medlin, Department of Teacher Education

7. Using Urban Studies and the Exploration of World Cities for Internationalizing Curriculums in History and Geography by Dr. John E. Williams, Department of History and Political Science

8. The Traveling Gaze: Internationalizing the Curriculum through Multimedia Texts by Dr. Candice A. Pitts, Department of English, MDL, and Mass Communications

9. Exploring the Levant by Dr. Erwin Ford, Department of English, MDL, and Mass Communications

10. The Impact of Internationalization on Earth Science Learning by Dr. Liqui Zheng, Department of Natural and Forensic Sciences

11. Evaluation of Crimes and Crime Scene Reconstruction in some Selected Countries by Dr. Uzoma Okafor, Department of Natural and Forensic Sciences

12. Internationalizing Graduate and Undergraduate Mathematics Courses at Albany State University, Georgia by Dr. Chinenye Ofodile, Department of Mathematics and Computer Science

Phase 5-Publicize Outcomes through Journal Article Publication (Optional)

After the presentation in Phase 4, project fellows were encouraged to write about the process and experiences in developing their course internationalization. The dissemination of a well-constructed elaboration would provide future faculty cohorts of the ASU project, as well as other interested scholars in higher education, with a clear view of the process of developing an internationalization course modification. Included in this article would be rationales, processes, challenges, outcomes, and reflections. As a point of departure, these journal articles would provide analysis and steps for future implementation of internationalized courses. This phase was also added because many faculty members are inspired by additional scholarship that result from their participation in the course-internationalization project. Seven of the twelve faculty fellows could produce journal articles from their implementation process and outcomes. Dr. Michael Smithee (Smithee Associates), the editor of International Research Review(IRR) Journal, collaborated with Dr. Nneka Nora Osakwe (Director of Global Programs) in structuring report themes, format, and supervising and editing final articles before submission to external reviewers. The articles in this special issue are the result of the Course Internationalization Project.

Project Challenges and Limitations

1. Realizing the professional development objectives of this project would require more time than a semester or an academic year permits. Hence most of the faculty cohorts will need more time, reading, researching, and engaging in internationalization conferences and seminars to attain the expected competency for greater impact on students' international learning outcome. What the

project achieved is to spur faculty members to internationalization action, and it is unpredictable the direction each participant will go. All depends on the level of motivation and commitment by individual members.

2. A major challenge in the project is time limitation and last-minute changes. Even though the goal was to access the project outcome from a semester's instruction from the same cohort of students, the process of implementing course internationalization requires a much longer time than a semester permits. Some of the faculty presenters reported they made major changes in their contents and syllabus at different stages of implementation because their initial plans did not materialize. For example, Dr. Dorene Medline, whose course was designed around an expected visiting scholar from Columbia, who eventually could not come, had to restructure the entire course. Such changes as it were resulted in delays that would have required more time, but the semester time-frame was limited, so she had to proceed rapidly with a new plan.
3. It is normal for projects to evolve as new knowledge and observations from previous iterations allow improvements. Planners should continually review the literature for new expressions of models and processes. Assessing the process of faculty development is important to the improved implementation of the project. A critical aspect of this project, as in many described in the literature, is the time faculty can devote to the process. Such projects at other institutions have begun with week-long workshops, a nearly ideal context from the developer's point of view, only to realize after one or two iterations that such a long workshop is not sustainable in many institutional environments. Other, more parsimonious, approaches had to be taken. A faculty course internationalization learning community can be considered as part of the professional development process to ensure regular meeting of the faculty and exchange of scholarly ideas among the faculty fellows as they implement the project. Also, regular interaction with internationalization consultants on campus help to sustain motivation as faculty members implemented the internationalization of their courses.

4. The challenge of professorial time to engage in faculty development is a critical component. There is need for continual improvement in the process of engaging the faculty in cross-cultural and pedagogical topics. Ensuring meetings and a regular exchange of scholarly ideas among the faculty fellows in the various cohorts can integrate course internationalization as a learning community. It is important to ensure these regular meetings and opportunities for exchange among faculty occur after the professional development training.
5. The reports in the IRR Journal are preliminary outcomes of professional development of faculty in course internationalization. There is no doubt that subsequent semester teaching of these faculty fellows will yield further positive international learning impact on new sets of students. These students will benefit from the enhanced global content and improved pedagogy.

Future Professional Development and Course Internationalization Prospects with the Newly Consolidated ASU

Albany State University (ASU) consolidation with Darton College was announced on November 10, 2015 and the SACs approval became effective in January 2017. The newly consolidated ASU is continuing with international education as a firmly established component of Academic Affairs. Future progress in faculty professional development on course internationalization depends on continued administrative support and institutionalizing of international education. ASU has doubled the number of its faculty members as well as the number of students and courses now ranging from certificate to graduate level courses. The new institutional environment now includes East and West campuses. The joining together of two separated campuses has implications for internationalization, especially as the scope of programs has expanded. More funds will be required for capacity building and necessary faculty and staff professional development. It is anticipated that the administration will reaffirm its commitment to campus internationalization for the 2017/2018 academic year through the Academic Goals and Objectives from the Office of the Provost and Vice President of Academic Affairs. As a result, the goals and objectives of the consolidation will require deans and chairs to collaborate with the Office of Global Programs in integrating curriculum internationalization in college and departmental expected learning outcomes.

It is also anticipated that the administration will take other strategic steps to institutionalize international education. To facilitate campus internationalization these steps include, increasing financial support for additional personnel by recruiting a full time International Student and Scholar Adviser (ISSA) and approving the hiring of a full time Study Abroad Coordinator (SAC) for the Office of Global Programs. Other strategic campus internationalization initiatives as outlined in the Comprehensive Internationalization Strategic Plan should continue with support and funding for faculty and staff development, the professional development of faculty to internationalize their courses, and for collaborative internationalization programs to be continued with various departments, colleges, offices, and units. The goal is to enhance the quality of students' learning outcome to include having a better understanding of self and others and having a broader cultural and international perspective upon graduation.

Conclusion

Course internationalization is critical in achieving the goal of campus internationalization, and faculty professional development is at the core of graduating students who have diverse and knowledgeable world view and can empathize, analyze, and understand political, cultural, economic, historical, environmental, scientific, and technological development. Such students can take advantage of their global competency to interact with individuals from a variety of backgrounds and cultures to live successful life and exude positive impact on their community and the world at large. Every institution of higher education should examine their unique situation and create or adopt best procedure to ensure the development of a core faculty who demonstrate personal and global competence and can integrate both international and intercultural perspectives into their courses. The faculty development process discussed in this article with illustrated outcomes held in faculty articles in this special IRR Issue is an example that can guide other institutions in their effort to internationalize courses in their campuses.

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Appendix A
Albany State University
Comprehensive Internationalization Strategic Plan (CISP)

Approved by ASU Comprehensive Internationalization Committee, 2016

Goal: The main goal of this Plan is Comprehensive Internationalization of the Campus

Comprehensive Internationalization is a process embarked upon by progressive twenty-first century learning institutions to increase the number of graduates who acquire international learning. It involves a commitment confirmed through action and policy to infuse international and comparative perspectives throughout the curriculum and co-curriculum programs including teaching, research, and service mission of higher education (Hudzik and McCarthy, 2012).

Focus Areas:

1. ***Education Abroad:*** increase the number of students who participate in Study Abroad, international internship and research, service learning; and the number of study abroad collaborations and faculty led programs and enhance international and intercultural learning.

2. ***Professional Development****:* increase awareness, interest, and involvement of faculty and staff in international education and the number of faculty who internationalize their courses.

3. ***Curriculum****:* increase the number of internationalized courses and develop a Global Citizenship (or Distinction), minor and certificate to impact students' international learning on graduation.

4. ***Campus Programs and Facilities****:* increase international awareness of campus and community via campus life and creating international co-curricular activities with community collaborations and faculty and staff outreach to the global. Also enhance international visual outlook of the campus.

5. ***International Student Enrollment and International Collaboration****:* increase the number and diversity of international students' enrollment and retention and the number of international collaborations, aware that international students are a great resource for internationalizing the campus through planned curricular and co-curricular activities.

Appendix B
Curriculum Internationalization Fellows with List of Courses Internationalized Spring 2016 Cohort

Name	Department	Course Title
Dr. Erica Decuir	Teacher Education	SSCI 5581: Social Studies for Global Understanding
Dr. Erica Decuir	Teacher Education	ECEC 4400: Social Studies/Diversity/Language Arts
Dr. Erwin Ford	English, MDL, and Mass Communications	ENGL 2111: World Literature
Dr. Florence Lyons	Fine Arts	COMM 1100: Fundamentals of Public Speaking
Dr. Dorene Medlin	Teacher Education	ECEC 4354: Science for Young Children
Dr. Chinenye Ofodile	Math and Computer Science	MATH 1113: Pre-calculus with Trigonometry
Dr. Uzoma Okafor	Natural and Forensic Sciences	MATH 5214: Differential Equations
Dr. Uzoma Okafor	Natural and Forensic Sciences	FOSC 2130: Crime Scene Investigation
Dr. Zephyrinus C. Okonkwo	Math and Computer Science	MATH 1211: Calculus I
Dr. Candice Pitts	English, MDL, and Mass Communications	MATH 2411: Basic Statistics
Dr. Anthony Owusu-Ansah	Teacher Education	ECEC 3355: Developmental Reading

Dr. Candice Pitts	English, MDL, and Mass Communications	ENGL 2111: World Literature
Dr. John E. Williams	History and Political Science	ENGL 1102: English Composition
Dr. Tiffany Pogue	Teacher Education	EDUC 2120: Exploring Socio-cultural Perspectives on Diversity in Educational Contexts
Dr. Sandra Washington	HealthCare Management	MGHC 4035 Healthcare Marketing MGHC 4421 Insurance for Healthcare Professionals

Appendix C
Internationalizing Courses at ASU: Faculty Symposium
First Cohort Presentations Topics on May 6, 2016

1. "Culturally Responsive Strategies for English-Language Learners(ELLs) in Mainstreamed Classrooms: A Primer for Preservice Teachers" by Dr. Erica DeCuir, Department of Teacher Education
2. "Internationalizing Speech Courses: Fundamental of Public Speaking" by Dr. Florence Lyons, Department of Fine Arts.
3. "Internationalizing Graduate and Undergraduate Mathematics Courses" at Albany State University, Georgia by Dr. Chinenye Ofodile, Department of Mathematics and Computer Science
4. "Using Urban Studies and the Exploration of World Cities for Internationalizing Curriculums in History and Geography" by Dr. John E. Williams, Department of History and Political Science
5. "The impact of internationalization on Earth Science Learning" by Dr. Zheng Liqiu, Department of Natural Science
6. "Internationalizing the Music Course through Learning about Other Countries" by Dr. Mihoko Noda, Department of Arts
7. "Evaluation of crimes and crime scenes reconstruction in some selected countries" by Dr. Uzoma Okafor, Department of Natural and Forensic Sciences
8. "An International Comparative Study of Early Childhood Science Education" by Dr. Dorene Medlin, Department of Teacher Education
9. "The Traveling Gaze: Internationalizing the Curriculum through Multimedia Text", Dr. Candice A. Pitts, Department of English, MODL and Mass Communication
10. "Exploring the Levant." By Dr. Erwin H. Ford, Department of English MODL and Mass Comm.
11. "Internationalizing Mathematical Finance Course" by Dr. Zephyrinus C. Okonkwo, Department of Mathematics and Computer Science.
12. "Reading, 'Riting,' 'Rithmetic,' and Globalization: Expanding Teacher Education Students' Global Consciousness' through Course Readings and Activities" by Dr. Tiffany D. Pogue, Department of Teacher Education.

Appendix D
Approved Syllabi in 2003-2006 Title III Funded Project
2004 Summer Approvals

Name	Course #	Course Title	New or Revised
Agazie Marzine	SOWK XXX	Aspects of International Social Work	New
Amankwa Adansi	SOCI 2013	Families: Comparative Sociology	New
Ashley Willie	XXXXXXX	Mental Health from Global Perspective	New
Blanch-Payne E.	PSYC 3403	Cross-cultural Psychology	New
Boling James	CRJU 4635	Global Terrorism	New
Brown Barbara	MUSC 1133	Intro. To Music Literature	Revised
Bynum Leroy	MUSC 1180	Concert Choral	Revised
Campbell Wilburn	PEDH 3350	Globalization and American Sports	New
Dankwa Kwame	POLS XXXX	Politics of Globalization	New
Decuir Michael	MUSC 1123	World Music	Revised
Fontenot Florence	COMM 2020	Voice and Diction	Revised
Furro Tonyesima	SOWK 4460	International Social Welfare Policy	New
Ryan-Ikegwuonu Pat	CRJU XXXX	Organized Crime: A World History	New
Konde Emmanuel	HIST XXXX	Introduction to Global Terrorism	New
Land Dan	PEDH 2272	Soccer	Revised
Martin Michael	MUSC 3133	Music History: Antiquity to 1750	Revised
Murfree Joshua	PSYC 4000	World Psychology and Global Issues	New
Ngwafu Peter	POLS 4822	Political Economy of Africa	New
Onyenwoke Nelson	SOCI 3380	The Urban World	New
Oommen Zachariah	FOSC 4290	Electron Microscopy	New
Pent Andrea	PEDH XXXX	Intermediate Yoga	New
Ragon Bruce	HEDP 3660	Current Issues in Health Education	Revised
Reed William	PSYC 3372	Psychology and Black Perspective	New
Rhymes R.	SOWK 3391	Issues in International Social Work	New
Sinclair Abraham	ARST 3082	Ceramics	Revised
Spearman Marilyn	SOWK 4310	Global Research	New
Vanderpuye Seyi	FOSC 4500	Bioterrorism: Global Safety Issues	New

Internationalized Curriculum Review Committee
Approved Syllabi – 2005 Summer

Department of Teacher Education

Name	Course #	Course Title	New or Revised

Beard Audrey	EDUC 3378	Creative/Effective Teaching	Revised
	EDUC 4400	Preparation for Teachers	Revised
Bembry Deborah	EDUC 2201	Foundations of Education	Revised
	ECEC 3200	Early Childhood Curriculum	Revised
Fields Kimberly	SPED 3367	Counseling Parents of Exceptional Children	Revised
	SPED 4420	Directed Observation of mentally retarded	Revised
Jenkins Patricia	ECEC 3322	Teaching Reading Using Children's Lit. & LA	Revised
	ECEC 4423	Corrective Reading in Early Childhood	Revised
Mitchell Marlon	EDUC 2210	Technology & Media for Teachers	Revised
	PSYC 2290	Foundations of Learning & Motivation	Revised
Nam sang	SPED 2230	Exceptional Children and Youth	Revised
	SPED 4440	Educational Assessment	Revised

College of Business

Ansari M.	ECON 3145	Banking and Foreign Exchange	Revised
Elimimian J.	BADM 3450	Issues in Global Business	New
	MKTG 4231	Global Marketing Strategy	New
Li Bingguang	MGMT 3106	Management Science & Operations	Revised
	MGMT 4205	Management Information Systems	Revised
Rogers Michael	MGMT 4128	Contemporary Business Issues	Revised
	MGMT 4199	Business Policy	Revised

Department of English & Modern Languages

Courtoy A. DiAnn	ENGL 2111	World Literature I	Revised
	ENGL 2112	World Literature II	Revised
Huang Hsi-Ling	ENGL 3301	Literature in Translation	New
	ENGL 4990	Chinese Drama and Culture Study	New
Kanwar Anju	HONR 2101	Honors Seminar III	Revised
Mundy-Shepard R.	ENGL 1101	English Composition	Revised
	HONR 1112	Honors Humanity	Revised
Osakwe Nneka	ENGL 3204	Rhetoric and Advanced Writing	Revised
	ENGL 4000	English as a Global Language	New

Department of Mathematics and Computer Science

Singh Amitabh	CSCI 2102	Software for Global Application	New

Graduate Courses

Ansari M.	ECON 6108	International Trade and Finance	Revised
Li Feng	MATH 5511	World History of Mathematics	Revised

About the Author

Nneka-Nora Osakwe, PhD is Professor of English and Director of Global Programs at Albany State University (ASU), Georgia, and the guest editor of this issue of the International Research and Review. Her more than twenty-five-year career include being a teacher, researcher, ethnographer, children's book writer, consultant, and administrator. She has published over three dozen book chapters, Journal articles, monographs, and edited 9 books & journals in the following areas: Communication skills, international education, English language pedagogy, teacher education, slave narrative, and children's rights. She is a recipient of the Fulbright-Hays Faculty program in Malaysia and Singapore, and is a research fellow of the American Association of University Women (AAUW) at Clemson Houston Research Center. She is also a Rockefeller Foundation Resident fellow at the Bellagio Study and Conference Center, Italy, and a Study Fellow of the British Council/ODA at the University College of St Mark and St John, Plymouth, United Kingdom.

Dr. Osakwe leads campus internationalization at ASU and initiated the project "Faculty Professional Development on Internationalization of Courses" leading to the publication of this Special Issue journal. She serves as consultant on internationalizing the curriculum and is member of the NAFSA trainer Corp. She designs courses, develops study abroad programs and trains faculty to teach and lead programs abroad. She initiated and coordinated ASU first study abroad in Peru, China, and Ghana, and initiated ASU Global Issues, which publicizes study abroad stories. Dr. Osakwe has served as UNICEF International Consultant for improving teaching instruction in post conflict Sierra Leone and Nigeria, leading to the publication of training modules presently in use to sustain teacher training outcomes in these countries. Dr. Osakwe studied English, Curriculum Studies, and English Language Teaching (ELT) & Supervision of Instruction from Texas Woman's University, (Denton), The University of Nigeria, The University of Jos, (Nigeria) and University College of St. Mark and St. John, Plymouth U.K. and earned a BA (Cum Laude) an MA, a PGDE, an M.Ed.,

and a PhD. She volunteers scholarship for NAFSA: National Association of International Educators, American Association of University Women (AAUW), Fulbright & Gilman's International Scholarship Programs, African Literature Association (ALA) and Conference on College Composition and Communication (CCCC). She loves travels, music, motivating students to success, and mentoring young faculty members.

Internationalizing Teacher Education in the United States: A Teacher Educator's Journey from Conceptualization to Implementation

Erica DeCuir, Ph.D.
Albany State University

Abstract

This article offers guidance to teacher educators who seek to internationalize courses or curriculum in higher education. Through reflective practice (Bolton, 2010), I describe my process for internationalizing an undergraduate course for pre-service teachers enrolled in an early childhood education program. The research question that guided this process is: how can I integrate global content into an undergraduate course for teacher education in the United States? My journey through course revision, from conceptualization to implementation, is detailed in this article. My goal is to inspire more internationalization efforts in U.S. teacher education programs to facilitate global competency among future teachers.

Keywords: internationalization; internationalizing curriculum; teacher education; pre-service teachers; cultural diversity; culturally-responsive teaching

Internationalization of higher education curricula is gaining momentum in the United States due to rising globalization in both private and public sectors of the economy. Digital technologies allow U.S businesses to expand beyond national borders with unprecedented speed, and they depend on a highly-skilled and globally-competent labor force to keep pace with growing demand. Similarly, public sector careers—particularly within service and defense agencies—frequently involve cross-cultural challenges that require not only some measure of global competency, but shared language acquisition as well. The university's role within this economic transition cannot be understated; colleges and universities are charged with producing skilled professionals who can maintain the country's economic development and global competitiveness (Grimmett, 2009). They must equip tomorrow's workers with adequate training to succeed in an interdependent

world or risk obsolescence in an age of digitization. Thus, internationalization initiatives have grown popular on college campuses seeking to contend with the challenges and opportunities of escalating globalization.

To many, teacher educators are likely leaders of campus-wide internationalization efforts in higher education. Internationalization requires faculty training in cultural diversity, learning styles, curriculum development, and instructional differentiation—all specialized areas within teacher education programs and departments. However, teacher educators have responded slowly to internationalization and fail to lead the charge for quality curriculum and instructional support (Reynolds, Chitiqa, Mungoshi, 2013). Most teacher educators recognize the value in preparing future teachers to address cultural and linguistic diversity in schools, but lack conceptualization of how to integrate international studies as a curricular focus in teacher education (Roberts, 2007, p. 10). Strict policy regulations, densely-packed courses, and clinical training requirements permit little flexibility for examining global paradigms within education. These internal pressures, coupled with a general tendency to focus teacher preparation on local schooling needs, prevent the field of teacher education from taking a systematic approach to internationalization.

This article offers guidance to teacher educators who wish to internationalize courses or curriculum in higher education. Through reflective practice (Bolton, 2010), I describe my process for internationalizing an undergraduate course for pre-service teachers enrolled in an early childhood education program. The research question that guided this process is: how can I integrate global content into an undergraduate course for teacher education in the United States? My journey through course revision, from conceptualization to implementation, is detailed in this article. My goal is to inspire more internationalization efforts in U.S. teacher education programs to facilitate global competency among future teachers. I begin with my conceptual framework for understanding internationalization in teacher education.

Conceptual Framework

Globalization, within the context of higher education, is defined as "economic, political, and societal forces pushing 21st century higher education toward greater international involvement" (Altbach & Knight,

2007, p. 291). Internationalization reflects an institution's response to globalization that can be seen in its academic programs and initiatives (p. 291). The scope and substance of campus internationalization is expressed in a variety of ways (Knight, 2004; Olson, Green, & Hill, 2006). West (2009) presents three case studies that illustrate the range of internationalization efforts in teacher education programs: 1) international student teaching placements, 2) international experiences through conferences, study abroad, and guest speakers, and 3) comprehensive internationalization through advisory boards, international research, and global content integration. Of the three approaches, student teaching placements offer the most intensive cross-cultural exchanges. Typically, pre-service teachers in the United States complete a semester-long or year-long student teaching placement as a capstone experience in their teacher training. Most obtain student teaching placements in local schools, but international placements can provide rich cultural experiences by facilitating both global content knowledge and language acquisition (Kulkarni & Hanley-Maxwell, 2015; Quezada & Alfaro, 2007; Stachowski, Richardson, & Henderson, 2003; Walters, Gauri, & Walters, 2009). Unfortunately, very few pre-service teachers reap these benefits. Just under 1.5 percent of all U.S. students enrolled at institutions of higher education in the United States engaged in some type of study abroad program in the 2013-2014 academic year, and an even lesser percentage of minority cultural groups did so (IIE, 2016a). Cost, fear, and regulatory limitations on student teaching prevent large-scale adoptions of international student teaching placements in teacher education.

International experiences such as conferences, guest speakers, and short-term study abroad programs support internationalization efforts only marginally. Guest speakers are widely used in teacher education programs to increase pre-service teachers' knowledge and awareness of diverse cultures. For example, Joseph & Hartwig (2015) discuss how participation in an African music workshop helped to facilitate multicultural understandings among pre-service teachers in Australia. Guest speakers taught African culture through song and music, and they modeled classroom practices like call-and-response as alternative ways of teaching. Pre-service teachers gained valuable tools to support culturally-responsiveness: content knowledge *about* Africa's cultural diversity and strategies adapted *from* African cultural styles of teaching. International conferences and other short-term study abroad experiences are also popular, but quality and participation

levels vary. Vatalaro, Senate & Levin (2015) found that quality short-term study abroad programs for pre-service teacher education can enhance global competency by developing content knowledge, cultural awareness, and self-awareness. However, the low number of participants in these programs limits the benefits of internationalization to only a few (p. 51). International experiences through short-term travel or guest speakers can result in meaningful learning experiences but are viewed as add-ons to general curriculum studies. In the end, intercultural understanding achieved through these means benefit very few pre-service teachers and thus fail to make a lasting impact on teacher education programs.

Developing an infrastructure for internationalization in teacher education programs would be the most comprehensive approach for transformative change (Koziol et. al., 2011). Comprehensive internationalization includes study abroad programs, guest speakers, and international events, but also consists of faculty development, globally-focused research projects, and internationalized curriculum. The American Association of Colleges for Teacher Education (AACTE) first laid guidelines for comprehensive international teacher education in 1989 (AACTE, 1989). They outlined seven key areas, ranging from campus curricula to partnerships with local school districts, which reflect a robust agenda for internationalizing teacher training in the United States. Since then, AACTE has published several reports on comprehensive internationalization; other organizations such as the American Council on Education (Olson, Green, & Hill, 2006) and International Institute of Education (IIE, 2016b) also developed their own comprehensive models. Key to establishing an infrastructure for comprehensive internationalization is course development that results in the integration of global content with core topics of study, rather than as marginal additions to course syllabi.

My process for internationalizing an undergraduate teacher education course is informed by a comprehensive approach to internationalization. My institution regularly hosts study abroad programs and international speakers, but these initiatives are isolated from general curriculum studies where critical analysis can be achieved. I strategically revised a general teacher education course in an effort to establish an international infrastructure within the program. I drew upon Zolfaghari, Sabran, & Zolfaghari's (2009) targeted definition of internationalization as the "integration and infusion of an international dimension as a central part of a university's programs" (p.

5). This process includes curriculum and instructional modifications that integrate an international dimension into course content, rather than adding it to the course syllabus as an isolated topic. By integrating a global perspective into required, as opposed to extra-curricular, coursework, I use internationalization as a transformative agent for preparing pre-service teachers for a culturally-diverse, interdependent world (Mahon, 2010).

Methodology: Procedures for Internationalization

I examine my procedures for internationalization in this article using reflective practice. Reflective practice has a variety of definitions and interpretations, but Bolton (2010) offers the best general definition: it is a practice of engaging in deliberate thinking about the values and theories that inform action. Reflection is the foundation of many teacher education programs (Loughran, 2002), a way of supporting continuous learning through self-assessment. Teachers use reflective practice to study their own teaching methods and determine changes to improve curriculum and instruction (Larrivee, 2000). Similarly, teacher educators use reflective practice to support continuous improvement in course development, programs, and policies. Reflection on my procedures for internationalization can lead to continuous learning for myself and for other teacher educators who gain developmental insight based on my process through course revision.

Curricular Focus

The overall goal of my internationalization project was to facilitate global competency, but I still had to identify specific curricular aims for internationalization. I considered three things: global competency, professional standards for licensure and program accreditation, and the needs of local school districts. Globally competent pre-service teachers have cultural sensitivity and "the ability to consider diverse methods of teaching and reflect upon how those methods apply to their careers" (Vatalaro, Szente & Levin, 2015, p. 44). This description is consistent with Interstate Teacher Assessment and Support Consortium (InTASC) teaching standards that regulate early childhood education programs and establish best practices for teaching in culturally-diverse classrooms (InTASC, 2013). Cultural diversity is also important to school districts throughout our southwest Georgia region. Local schools have large African-American student populations, but there is

also a strong minority population of international and immigrant schoolchildren identified as English-language learners (ELLs) in schools. ELLs are those whose first language is not English and are in the process of acquiring English as a second language, primarily in K-12 schools, around the country (Ovando, Combs, & Collier, 2006). These students represent diverse racial and cultural backgrounds and often require classroom support to meet academic expectations. ELLs are discussed broadly in our educational programs, but instructional differentiation to support their academic growth is not adequately covered. Topics tend to focus on general strategies that support English language development without specific attention to cultural diversity. Given these points of consideration, I decided the curricular focus of my internationalization process should prepare pre-service teachers for understanding the nature and needs of international and immigrant schoolchildren identified as ELLs in local school districts. This curricular focus requires integrating an international dimension into core curriculum and academic content (cultural diversity, culturally-responsive teaching, and lesson planning for elementary school students). It also supports global competency in pre-service teachers by promoting cultural sensitivity towards ELLs and specific methods to support learning and achievement in elementary schools.

Course Selection

I decided to target the required course, *ECEC 4400 Social Studies/Diversity/Language Arts*, in this internationalization project. The course description reads: "A study of the social studies curriculum for toddlers, preschool, and grades K-4. An exploration of multicultural concepts of the family, neighborhood, and society" (ASU 2012-2015 Undergraduate Catalog, p.157). I selected this course because its focus is social studies education and it prepares pre-service teachers to plan lessons that teach topics in history, geography, economics, and government. Multiculturalism is already an embedded topic in the course, which made the course a good choice for fully integrating cultural diversity (and ELLs) as a curricular focus.

This course is taught each spring semester as a standard three-credit course. It is required for all pre-service teachers enrolled in the early childhood education program during their junior year of study. Course revisions to support internationalization were conceptualized and

implemented during the spring 2016 semester. The spring 2016 course enrollment consisted of twelve (12) pre-service teachers with an average age of 21 years. The course was offered on Tuesdays (one hour and 30 minutes) and Thursdays (one hour and 30 minutes) each week. I administered the course as the sole instructor of record.

Learning Objectives

The course syllabus provides a framework for designing curriculum, instruction, and assessment to attain academic learning objectives prescribed for the course. To determine course objectives, I balanced required academic content to maintain teacher licensure standards with relevant topics to promote cultural diversity within an internationalized classroom context. I identified three course objectives that reflected core academic content needed to satisfy licensure standards for teacher education. These course objectives require pre-service teachers to 1) apply learning strategies for teaching social studies, 2) incorporate national and state curriculum standards for teaching social studies, and 3) explain culture and characteristics of various groups in K-12 schools. I included three additional course objectives that explore the nature/needs of international students who are classified as ELLs in K-12 schools. These objectives infuse internationalization into the required academic content by placing emphasis on ELLs within our study of social studies teaching and learning. Internationalized learning objectives require pre-service teachers to 4) explain culture and characteristics of ELLs, 5) describe culturally-responsive teaching strategies for different cultural groups, including ELLs, and 6) apply culturally-responsive teaching strategies in a daily lesson plan that includes curriculum, instruction, and assessment for all students including ELLs. These learning objectives, and the course's overall focus on internationalization, were outlined in the course syllabus and discussed on the first day of class.

Teaching Methods

This course utilizes technology and web-based formats, a hybrid classroom model, scholarly writing, and peer teaching as instructional strategies to deliver course content. The hybrid classroom model in this instance means that some course content is delivered to students outside of the classroom using taped lectures, videos, or other pieces of technology.

Each Tuesday, a face-to-face class is offered to introduce course content through in-class activities such as cooperative learning, peer teaching, or modeling. Modeling is process method of teaching where effort is placed on the process rather than the product (Harris, 1983). On Thursdays, there is no face-to-face class; pre-service teachers read course texts and engage in online discussions via the internet to deepen their knowledge and understanding of course content. They also complete a learning task using assigned instructional resources (video lectures, primary sources articles, readings, and web resources). Pre-service teachers demonstrate knowledge of theory, research, and practice through scholarly writing. They complete four short essays that include relevant citations of both seminal and current works in research literature. Writing assignments are designed to emphasize critical analysis and research-based instructional practice. Finally, pre-service teachers engage in peer teaching to demonstrate their application of course content. These teaching methods were used to organize curriculum and instruction prior to the internationalization process, but they were modified to integrate cultural diversity and ELLs as a core curricular focus.

Curriculum and Instruction

The first internationalized course objective required pre-service teachers to explain the term *culture*. I began my instruction with a brief lecture on the nature of culture as defined by pioneering sociologists (Boas, 1911; Hurston, 1928) as well as contemporary scholars in the fields of education and psychology (Hofstede, 2001; Sleeter, 2001). I then introduced a video recording of Chimamanda Ngozi Adichie's "The Danger of a Single Story" found in a *TED Talk* series presentation via the internet (Adichie, 2009). Adichie's *TED Talk* encourages Western audiences to beware of a single story, or narrow view, of international cultures observed through media and television. We engaged in a class discussion on the nature of culture and isolated popular stereotypes of various cultural groups, both within and outside the United States. I provided pre-service teachers a distinction between a cultural identifier and a stereotype: cultural indicators generalize the behaviors and values of most members of a group, whereas stereotypes are based on assumptions made from observing only a few members of a group. I then challenged pre-service teachers to identify the diversity within their own cultural backgrounds. Only by exploring the complexity of their own cultural identities could they begin to see other

cultural groups beyond the single story. They received long, rectangular strips of multicolored paper, a square piece of paper, and a small circular piece of paper. They assembled their pieces of paper into a peacock design (the circular shape is the head, the square shape is the body, and the strips are the peacock's feathers). They were instructed to identify aspects of their culture on each strip of multicolored paper, which became "feathers" in the peacock design. After peacocks were assembled, pre-service teachers worked in pairs to share their cultural backgrounds with each other. They explained how their own cultural background included language, religion, values, holidays, and goals—characteristics based on socialization, rather than biology.

With their deeper understanding of culture, pre-service teachers then worked together as a whole group to craft their own definition of culture, one that would serve as a conceptual framework to guide further instruction. The class settled on a definition similar to one espoused by Ebert & Culyer (2008), in that culture "represents the attitudes, values, and beliefs that influence the behavior and traditions of a people…These are social, not biological, dimensions" (p. 59). I ended our study on the nature of culture by providing pictures of different students representing various cultural groups in schools within the United States. I asked pre-service teachers to identify students' cultural background. After a few guesses from the class, observant pre-service teachers then remarked that they could not complete the task; they could not identify a students' cultural background based on physical features alone. They had gained a deeper conceptual understanding of culture that was not wholly defined by race. I concluded that an elementary school student whose race is Black may culturally identify as African-American, Ghanaian, or Jamaican. Similarly, a student whose race is Asian may culturally identify as American, Chinese, or Chinese-American. The teacher cannot choose a student's cultural identity. The student must self-identify her own cultural heritage, just as pre-service teachers did in the earlier peacock activity. Teachers must resist relegating students into purely racial categories, because this practice ignores cultural assets that can be used to understand and support students' cognitive and social development in schools. Defining culture is an essential course objective for understanding and appreciating the richness of international cultures and an essential premise of culturally-responsive teaching in schools.

The second internationalized course objective required pre-service teachers to describe culturally-responsive teaching practices used to support various cultural groups, particularly international and immigrant students who are classified as ELLs, in schools. To build content knowledge in culturally-responsive teaching, I delivered a short lecture on its history, beginning with multicultural education in the 1970s, followed by culturally-relevant pedagogy in the 1990s, and finally culturally-responsive teaching in contemporary research literature. Pre-service teachers read articles in culturally responsive teaching theory (Gay, 2010; Ladson-Billings, 1995), research (McIntyre & Hulan, 2013; Ware, 2006), and practice (Sleeter & Cornbreth, 2011), before examining popular cultural groups in local schools, particularly ELLs. They were then divided into three small groups and tasked to identify characteristics of various cultural groups—not physical characteristics, but cultural assets. The purpose of this instructional activity was to identify positive behaviors, values, ideas, customs, and expectations of various cultural groups. Pre-service teachers listed cultural assets on large display boards. I instructed them to search scholarly databases to find research literature supporting the cultural assets they identified in their small groups. After research, some cultural assets were added or removed from the display board. For example, African-American cultural assets included musical expression, storytelling, and cooperative learning. Cultural assets among ELLs included bilingualism, visual literacy, and global perspectives. After identifying some of the cultural assets of various student groups, I questioned the success of traditional teaching methods used in elementary classrooms. I asked pre-service teachers to debate the efficacy of long lectures, individualized worksheets, and silent reading for various cultural groups. They quickly surmised that traditional methods were not the most effective pedagogical approach when teaching various cultural groups because they did not adequately address students' cultural needs. I further explained that culturally responsive teaching includes instructional practices that *respond to* (or build upon) students' cultural assets, thereby strengthening the link between teaching and learning. A teacher can read an entire textbook to students as a method of teaching academic content, but it does not mean that students are learning. Learning occurs when instruction connects academic content to students' lived experiences (cultural, linguistic, and social). Instruction for ELLs, for example, should build upon these students' strengths in visual literacy by engaging them with videos, pictures,

and role play. After delivering this content knowledge, I demonstrated key instructional strategies—cooperative learning, simulations, and visual vocabulary—through modeling. In this context, I modeled (or demonstrated) instructional activities for elementary classrooms, and pre-service teachers participated in role play as elementary students. After teaching demonstrations, pre-service teachers reflected on the instructional activities through think-alouds and journaling. They then worked together in small groups to create a list of instructional supports targeting various cultural groups, including ELLs.

Finally, the last internationalized course objective required pre-service teachers to apply their knowledge of culturally-responsive teaching practices in a daily lesson plan. I began instruction by requiring pre-service teachers to identify and describe some of the cultural assets of students they observed in their field experiences in local schools. They received guided notes for discussing culture with elementary school students and prompting students to share their cultural heritage. This activity was necessary for pre-service teachers to identify the specific cultural factors within their educational environments that would be used to inform instructional decision-making in the lesson plan. To facilitate curriculum development, I arranged pre-service teachers into small groups and provided them the state's social studies curriculum standards. They were asked to select a curriculum standard to target in their lesson plan. Working together in small groups, pre-service teachers created T-charts that reflected two lists: one list indicated all their content knowledge, or knowledge about the core concept featured in the curriculum standard; and the other list indicated their pedagogical content knowledge, or basic concepts, terms, and enduring understandings elementary school students needed to learn in order to meet academic expectations of the curriculum standard. The distinction is significant; this activity prepares pre-service teachers to transfer their content knowledge (i.e., knowledge of history and economics) into pedagogical content knowledge, or knowledge of subject matter for *teaching*. After pre-service teachers identified pedagogical content knowledge necessary for teaching their selected curriculum standard, they were tasked to find curriculum resources such as library, media, and text materials to accompany the lesson plan. I directed pre-service teachers to find curriculum resources that reflected the cultural diversity of the students they observed in field experiences at local schools, particularly ELLs. Pre-service teachers were

required to show differentiation—either through curriculum or instruction—to support ELLs. Examples include the use of visual strategies to teach vocabulary, heterogeneous groups to support read aloud and think-alouds, and global perspectives through reading materials.

Assessment

Pre-service teachers' learning outcomes were informally assessed through participation in class demonstrations, scholarly writings, and online discussion forums. The daily lesson plan was used as the key assessment for the course. The lesson plan reflected pre-service teachers' pedagogical content knowledge of elementary social studies, but it also reflected levels of cultural sensitivity and capacity to provide instructional support to cultural groups and specifically ELLs. The rubric used to assess pre-service teachers' knowledge contained five indicators: content accuracy, pedagogical content knowledge, interactive component, writing quality and mechanics, and components of the lesson plan (See Table 1.).

Findings

My rationale for internationalization through course revision was to facilitate global competency among pre-service teachers enrolled in an early childhood education program. The specific curricular focus (and final international outcome) required pre-service teachers to demonstrate knowledge on the nature and needs of international and immigrant schoolchildren identified as ELLs in local school districts. The lesson plan was used as the key assessment in the course. The lesson plan was assessed using a Likert scale rubric consisting of five indicators. These indicators were also aligned to professional standards for teaching required by licensure and accreditation agencies and the College of Education (See Table 1.). I assessed summative scores on the overall rubric and the pedagogical knowledge indicator to determine whether pre-service teachers satisfied course expectations. Of the twelve pre-service teachers enrolled in the course, 42% earned a target rating in every indicator. The average score was 9 out of a possible 10 points, which equals a 90% summative score for the entire class. In the category of pedagogical knowledge, 67% earned a target rating and 33% earned an acceptable rating. The average score was 1.6 out of a possible 2 points, which equals an 80% summative score in the pedagogical knowledge category. This data shows that at least 80% of pre-

service teachers successfully demonstrated both their knowledge of social studies teaching and learning and strategies that offer instructional support to ELLs.

Despite these positive findings, I did encounter some challenges to internationalizing the course. First, it was difficult to find course readings that retold the stories of immigrant and international students enrolled in K-12 schools throughout the United States. Journal articles offered valuable research and theory on the nature of ELLs, but personal narratives that evoke empathy and cultural understanding were difficult to find. Second, instructional time devoted to internationalized learning objectives resulted in decreased instructional time to examine other topics in social studies education, such as the influence of high stakes testing or technological integration. These topics had been studied prior to internationalization, but were eliminated or briefly mentioned during course revision.

Table 1

Rubric for Lesson Plan

Category / Professional Standards	**Unacceptable – 0**	**Acceptable - 1**	**Target – 2**
Content Accuracy CF 1a NCSS IV InTASC 4k, 4h	Information is generally accurate but lacks sufficient content knowledge. Candidate fails to show evidence of curriculum development and/or proper instructional planning.	Most information is accurate and clearly stated. Candidate shows limited content knowledge. Lesson lacks depth and indicates basic curriculum development.	All information is accurate and clearly stated. Candidate demonstrates accurate content knowledge and evidence of substantial curriculum development.
Pedagogical Content Knowledge CF 2a;2b NCSS III InTASC 5k	Fewer than three instructional strategies are described; Strategies do not address culturally diverse or special needs learners; No attention to developmental	A wide variety of instructional strategies are described and aligned to specific learning outcomes; Strategies address culturally diverse or special needs learners;	A wide variety of instructional strategies are described and aligned to specific learning outcomes with defined standards for mastery; Strategies address culturally diverse or special needs learners;

	appropriateness and/or differentiation.	Developmentally appropriate and some attention to differentiation.	Developmentally appropriate with strategies for differentiation.
Interactive Component CF 3b	Little or no use of technology or active learning to facilitate student engagement. Lesson does not demonstrate student learning.	Some use of technology or active learning to facilitate student engagement. Lesson somewhat demonstrates student-centered learning. Lesson somewhat demonstrates student-centered learning.	Use of technology and/or active learning to make lesson interactive and facilitate student learning.
Writing Quality and Mechanics	Language choices are limited and include slang and improper grammar. Language does not reflect vocabulary or concepts integral to social studies teaching.	Language used is mostly appropriate but word choices/ideas only somewhat reflect vocabulary and concepts integral to social studies teaching.	Lesson plan reflects quality writing and mechanics. Language is appropriate and word choices/ideas reflect vocabulary and concepts integral to social studies teaching.
Components of Lesson Plan	Included 2 of the 7 components	Included 3 – 5 of the 7 components	Included 7 of the 7 components
Total Points			/10

Note. The College of Education Conceptual Framework (CF) includes guiding principles for program development in the College of Education; The National Council for Social Studies (NCSS) set national standards for social studies teachers; and the Interstate Teacher Assessment and Support Consortium (InTASC) standards outline principles and practices for teacher education programs and inform accreditation processes at national and state level.

Finally, the course's hybrid format proved challenging during the internationalization process. Pre-service teachers were responsible for completing course readings and posting to online discussion forums during the Thursday (hybrid) days. Most foundational knowledge of cultural diversity, achieved through reading and responding to theory and research, were taught during these online class sessions, but pre-service teachers seemed less engaged in posting online responses. Some pre-service teachers only posted basic or superficial responses to theory and research readings, and it was difficult to stimulate deeper analysis through use of probing questions. To overcome these challenges in the future, I plan to collaborate with international faculty members on campus to find quality books and

articles that share personal experiences of immigrants and international students in the United States. I also plan to allow pre-service teachers to lead online discussions and require a word count for online responses. Overall, my internationalization project was successful in promoting global competency among pre-service teachers, and challenges to curriculum and instruction and be remedied.

Conclusion

To internationalize courses or curricula in teacher education, teacher educators must balance the needs of local school districts and professional agencies with the desire to incorporate an international dimension that facilitates global competency. This would ensure commitment to internationalization that moves beyond the margins and into general curriculum studies. Through my process of internationalizing coursework, I found an international dimension that served both elements. I strategically revised course content to incorporate three international learning outcomes that would address cultural diversity, culturally-responsive teaching practices, and lesson planning. These topics are already supported by local schools and professional agencies, and an international component that broadens cultural diversity to include ELLs is a natural extension within teacher education. Successful campus internationalization efforts depend mainly on faculty's commitment to incorporating an international approach or dimension into their courses (Alkarzon, 2016). Therefore, teacher educators must make stronger commitments to internationalizing their courses or curriculum. Internationalization through course revision and/or development prepares future teachers to develop a generation of global citizens to lead our nation into the 21st century. If future teachers lack proper role models for facilitating global citizenship in teaching and learning, then they will be unprepared to do so themselves.

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Internationalizing the Music Course: MUSC 2022 Ear Training and Sight Singing Through an International Lens

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Abstract

This paper reports on the process by which the curriculum for the 16-week, one semester course, MUSC 2022, Ear Training and Sight Singing, was internationalized. Since the world is increasingly becoming a global village, I wanted students to expand their awareness of other countries, along with the music and history of those countries, through their musical skills and knowledge in this new course that I created. The purpose of internationalizing this course is that students will appreciate music from a global perspective by comparing and contrasting rhythms, scales, and melodies from other countries. I used the Nigerian, Ghanaian, and Japanese national anthems; Brazilian dance rhythms; and Japanese pentatonic scales to illustrate to students the differences in the sound of music and specific rhythms, but also to introduce each country's traditions, culture, and history. Preparation for this course involved research on the Internet to select appropriate anthems and dance rhythms, transposing anthems into a singable lower key, and avoiding duplication of the similar courses, Ethnic Music or World Music.

Keywords: intercultural curriculum; cross-cultural studies; internationalized education

Music students who learn the music of foreign composers might not notice that they are subconsciously becoming internationalized in the process of playing and singing in foreign languages. For example, studying German composer Ludwig van Beethoven and Austrian composer Wolfgang Amadeus Mozart, two of the most well-known names in music; present naturally derived exposure to the internationalism of music. During the instructional process of learning music, the student is presented with a wealth of knowledge about individual composers and concepts of musicality. Although these particular aspects of learning music are crucially important

and should be a major (instructional) focus, generally it is the professor's objective that the student's musical experience be heightened through the study of international music and their origins. This reasoning led to the curriculum for MUSC 2022 being revised with a single important premise: to form a deliberate connection between course materials and the countries from which they originated.

The general and traditional goal of ear training is literally "to train the ear" to be able to analyze music aurally. Ear training at most institutions is divided into two to four levels. At ASU the same instructional books are used at all levels in the ear training courses, which are offered in sequence for four semesters, with minor variations. Unfortunately, ear training courses tend to focus only on listening to the melody and harmony and then dictating or singing them. A more in-depth and comprehensive approach to the music's history, the composer's country, and the context of the time in which the composer lived are often omitted for one reason or another. My ear training class was not an exception, and it was a challenge for me was to research and adopt new course materials to avoid the pitfalls of these traditional methods.

Objectives and Outcomes focused on Internationalization

An ear training and sight singing course is a required course in all university-level music curricula. It prepares the student for professional success in a music career, as either an educator or performer, by developing the knowledge and skills associated with professional music performance and music education. This course is designed to allow student: 1. to aurally identify and write intervals and scales, 2. to aurally analyze the chord structures of harmony, 3. to hear and write dictated melodies, 4. to hear and write dictated rhythms, and 5. to become proficient in sight singing. Through careful analysis of international music (e.g., exotic rhythms, modes, and national anthems), students will be able to gain insight into the musical approaches of various cultures and develop a greater appreciation of music from around the world. They will acquire fluency in singing the national anthems of various countries, familiarity with rhythms from around the world, and familiarity with pentatonic scales. Students will be able to apply these abilities to the acquisition of international and intercultural knowledge,

and incorporate the skills from multicultural experiences into their own performances.

The main objective of this course was to use three elements of music—melody, rhythm, and harmony—as focal points to introduce students to the music of other cultures. Through comparing and contrasting these elements across different styles, and by learning about historical and cultural influences, students approached music from a broader, more international perspective. This exposure to new and unfamiliar sounds and patterns gave students a fresh perspective and allowed them to further develop their musicality and understanding of music.

Course Content and Method

Brazilian rhythms, the Japanese pentatonic scales, and the national anthems of Nigeria, Ghana, and Japan were chosen as content materials to internationalize this course. The websites of the Nigerian and Ghanaian governments were useful for learning about these countries. The tunes of the national anthems of these countries were obtained by listening to video performances and through musical scores found on the Internet. Brazilian dance rhythms were chosen from *Brazilian Rhythms for Drumset* (Fonseca & Weiner, 1991). The website of the Japan Arts Council, as well as video performances of Japanese music, was used to obtain source materials for Japanese pentatonic scales.

Brazilian Rhythms

Brazilian music emphasizes rhythm more than the music of many countries. These Brazilian rhythms originate from Africa and are all heard in the music to which Brazilians dance. Five patterns of Brazilian rhythms with the same meter (the length of one measure) were introduced to the students. Then, each pattern was drummed by hand by one or two students. Since the five rhythms are the same meter, the beat of each measure matches, and students were able to drum at the same time, even if the patterns were different. The different rhythmic instruments and hand-made tools, such as a pair of maracas and a tin and drumstick, were used by each student to drum each pattern. So that they could feel the rhythms with their whole bodies, all the students stood up and drummed the rhythm while dancing.

Japanese Pentatonic Scales

Pentatonic scales are not only heard in Japanese music, but also in music from all Asian countries. The students wrote down the five different Japanese pentatonic scales on staff lines. Next, each scale was sung in Solfège (do, re, mi). Some Japanese songs were introduced to give the students a feel for the pentatonic scales. Because there are only five notes, unlike the seven notes found in the common scales of Western music, the pentatonic tunes sound as if they are in an unknown key: not major and not minor. The students were assigned to compose their own short eight-measure compositions using one of the five Japanese pentatonic scales. Since the students are music majors, writing their own short compositions on staff lines was easy for them. However, singing these in tune was quite challenging because the tunes are different than the tunes in seven note scales with which they are familiar.

National Anthems

National anthems were chosen as materials for this project because their embodiment of distinct styles is characteristic to each country. Considerations in selecting these anthems included the songs' lengths and whether their melodic and rhythmic elements corresponded to topics covered in class.

The Nigerian, Ghanaian, and Japanese national anthems were chosen for this project. In comparing these three countries' national anthems, the melodies of the Nigerian and Ghanaian national anthems are long, memorable, and natural. On the other hand, the Japanese melody is simple and short, because it derives from the Japanese pentatonic scale. First, these three countries' national anthems were dictated correctly by the students on staff lines. Then after practicing these melodies by singing them in Solfège, the students were introduced to the songs' lyrics.

Nigeria's National Anthem: *Arise, O compatriots*[1]

Arise, O compatriots
Nigeria's call obey
To serve our fatherland
With love and strength and faith
The labour of our heroes past
Shall never be in vain
To serve with heart and might

One nation bound in freedom
Peace and unity.

Ghana's National Anthem: *God Bless Our Homeland Ghana*

God bless our homeland Ghana
And make our nation great and strong
Bold to defend forever
The cause of Freedom and of Right
Fill our hearts with true humility
Make us cherish fearless honesty
And help us to resist oppressors' rule
With all our will and might for evermore.

*The Nigerian anthem's second stanza and the Ghanaian anthem's second and third stanzas have been omitted here.

Japanese National Anthem, *Kimi ga yo*

Ki mi gayo wa,	A thousand years of happy life be thine!
Chiyo ni yachiyo nil,	Live on, my Lord, till what are pebbles
Sazareishi no,	now,
Iwao to narite	By age united, to great rocks shall grow,
Koke no musumade.	Whose venerable sides the moss doth line.

English Translation by Basil H. Chamberlain (1850-1935)

From the lyrics of the Nigerian and Ghanaian national anthems, students learned about the historical hardships of these two countries and their determination to advance their nations for future generations. In contrast, the lyrics of the Japanese anthem praise the Emperor through metaphor. To provide context for this reading, the course introduced students to the history of the Japanese Emperor as the national symbol, as well as to the historical circumstances surrounding the Imperial family. The students were assigned to sing these three countries' national anthems and to write a poem that fit the melody of the Japanese national anthem: one syllable per note.

Guest Speakers with International Backgrounds

The best part of this project was that the class had two guest speakers: Dr. Nneka Osakwe (Director of Global Programs) and Dr. Uzoma Okafor (Professor of Forensic Science), who are both from Nigeria.

Nowadays, people can easily use the Internet and other technological tools to shorten the distance between countries. However, it is difficult to know a country's circumstances and culture without hearing from its people. The speakers presented information about the people, cultures, languages, education, school system, and family system of Nigeria. The two guests' presentations caught the students' interest. The students asked several questions, especially regarding Nigeria having so many languages, over 500, and how Nigerian residents coped with communicating with one another. With the guests, the students sang Nigeria's national anthem, which they had learned before the guests came. After class, the guest speakers and all the students enjoyed a traditional Japanese home-cooked meal, curry rice, which I prepared. This forum was an opportunity to introduce one of the Japanese dishes, its ingredients and preparation. While eating the meal, the guest speakers and students enjoyed talking about Nigeria's culture and comparing it with the culture of the U.S. In the long run, the students learned about Nigeria, Ghana, Japan, and they compared these countries with the U.S.

General Class Assessment and Performance

Class performances were conducted over the span of seven class sessions. Students sang Nigerian and Ghanaian national anthems by memory for an in-class exam. Other assignments, as noted above, included writing a poem to the tune of the Japanese national anthem and creating an original short composition using the Japanese pentatonic scales. (Rubric and Assessment for the exam and assignments are attached as Appendix A)

In their comments, students stated that the class was engaging, and they overwhelmingly requested that the same sort of class performance be carried out in MUSC 2022 in the future. Some students also expressed high interest in learning more about Africa, an unsurprising request, as Albany State University is part of Historically Black Colleges and Universities family.

Challenges in Implementing Project

Choosing national anthems to fit in this course was quite challenging. Out of three elements of music, melody and rhythm determine if the music is memorable or not. Some countries' national anthems were too long, the rhythms were complicated, and the melodies were not memorable. In

choosing, I considered national anthems with less complicated rhythms and memorable melodies. Using this criterion, I chose Nigerian and Ghanaian national anthems for this project. These national anthems also have the rhythmic patterns I had taught in ear training courses, which were prerequisites for MUSC 2022. Another criterion considered in the choice of national anthems was musical intervals. The musical interval refers to "the distance between two pitches" (Hollis, 1999). While any combination of notes besides each other in melody are possible, the melody with smaller musical intervals is easier to remember. The Nigerian and Ghanaian national anthems were also fit into this criterion.

A great deal of consideration was given to the creation of the rubric and assessment (Appendix A for details). The primary reason for introducing the music of other countries in this course was to expand the horizons of the students and to help establish in them a greater appreciation for the diversity in this world. Naturally, part of the assessment of a student's performance would be determining if the student showed a sincere willingness to respect and learn about the other cultures from the course. There is, of course, no objective measure by which to tell if a student is accepting of another culture, so it took a considerable amount of time to formulate a rubric that was both fair to the students and mindful of the respective cultures studied. Ultimately, the final rubric was created using a combination of my past teaching experiences and my imagination to try to predict the spectrum of ways in which students would approach these course elements.

Another challenge was maintaining the distinctness of the course in the context of surrounding departmental curricula. When this course is internationalized, it becomes similar to World Music or Ethnic Music because of its activities and events. MUSC 2022 Ear Training and Sight Singing is distinguishable from these two courses in its strong participatory focus; students are required to take active part in the music, beating rhythms, singing, listening, and analyzing. As such, the course syllabus has been modified from its previous description to emphasize the international aspects of the course.

The additional component of "internationalizing" the curriculum gives students an innovative and unique method of developing their ears as tools to use in their musical pursuits. They learn the particular tones of

different countries and are able to compare and contrast the diverse rhythms of another culture from their own.

Conclusion

This course created an opportunity to learn about global situations through music and research, giving students a breadth of knowledge not typically found in a laboratory class. Through the process of participating in this project, I enjoyed learning about other countries much more than I expected. As I am Japanese, this project also gave me a chance to look back at my mother country and think about its history and culture once again.

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About the Author

Dr. Noda has been on the faculty of Albany State University (Albany, GA) since 2006. In addition to being an associate professor of piano, she teaches Japanese language classes for the ASU Foreign Language Institute. Her most recent internationalization effort includes the establishment of a new ASU Study Abroad Program with Ryukoku University, Kyoto, Japan beginning the summer 2017. She holds a Doctor of Music in Piano Performance, Chamber Music and Accompanying from The Florida State University College of Music; and holds a Master of Music degree in Piano Performance, Chamber Music and Accompanying from the University of Georgia. Her Bachelor of Music degree in Piano Solo Performance was awarded by the Kunitachi College of Music in Tokyo, Japan. She has studied with Evgeniy Rivkin and other well-known faculty, received several scholarships and awards including, the Director's Music Excellence Award, and was selected the winner of the annual The University of Georgia concerto competition. She is a member of the National Music Honor Society, Pi Kappa Lambda.

Appendix A

Rubric and Assessment

Anthems	Require ment	% Grade	Excellent	Good	Not Acceptable
National Anthems (100%)	Sing two countries' national anthems (the first stanza) by memory (Exam)	Melody (30 %)	The memorized singing is in tune, with correct beats and with fluency	The memorized singing is in tune with correct beats but not with fluency	The melody is incorrect, not memorized
		Rhythms (30 %)	The memorized singing is with correct rhythms and with fluency	The memorized singing is with correct rhythms but not with fluency	The rhythm is incorrect, not memorized
		Texts (30 %)	The memorized singing is with correct text and with fluency	The memorized singing is with correct text but not with fluency	The text is wrong, not memorized
		Volume & participation in singing (10%)	The memorized singing is done in appropriate volume and manner	The memorized singing is done in appropriate volume but not appropriate manner	The singing is done without confidence and volume
Japanese National Anthem Tune (50%)	Write own poem to fit the tune of the Japanese national anthem (Homework)	Syllable (30%)	Each syllable fits one note in the tune	The syllables sometimes don't fit the tune	The syllables don't fit the tune
		Message (10%)	The poem has a clear message	The poem has a message but not clear	The poem has no message

		Singing (10%)	The singing is smooth	The singing is awkward	The singing sometimes stops
Pentatonic Scales (50%)	Compose your own short composition using one of the four Japanese Pentatonic Scales (Homework)	Length (8 measures) (5%)	The composition has 8 measures and is well composed	The composition has 8 measures but is not well organized	The composition doesn't have 8 measures
		Pentatonic Scale (20%)	Chosen pentatonic scale is used correctly	Chosen pentatonic scale is used correctly, but has some wrong notes in it	Chosen pentatonic scale is not used correctly
		Singing own composition (20%)	The singing is smooth with correct notes and rhythm	The singing is smooth, but sometimes has wrong notes and rhythm	The singing is not smooth, and has wrong notes and rhythms
		Music writing (5%)	The entire composition is written correctly	The entire composition has some mistakes in writing	The entire composition is not written correctly

Appendix B

Syllabus

Albany State University
Albany, Georgia
Department of Music

MUSC 2022L: Ear Training and Sight Singing Lab
Holley Hall 205
Spring 2016
Dr. Mimi Noda

Course Description
This course is designed to develop aural skills through the study of melodies, rhythms, and harmonies. It is to be taken concurrently with corresponding theory courses.

Required Textbook
Ear Training: A Technique for Listening, seventh edition, Benward/Kolosick, Brown and Benchmark Publishers, 2000. ISBN 0 07 293675 4 $80.49

Course Prerequisites
Students must have passed MUSC 1021, 1022, and 2021. This is a majors-only course.

Course Objectives
Throughout this course, students will gain an understanding of and develop the following skills:

1. To identify and write intervals and scales by ear.
2. To analyze harmonies by ear.
3. To hear and write melodies.
4. To hear and write rhythms.
5. To become fluent with sight singing.
6. To become familiar with rhythms from around the world
7. To become familiar with Asian Pentatonic Scales.
8. To be able to sing National Anthems of various countries.
9. To acquire international/intercultural knowledge and skills with regard to objectives 1-8 and incorporate it into one's own performance.

Course Grading Policy

Attendance/Class Participation	30%
Homework	15%
Quizzes	15%
Midterm Examination	20%
Final Examination	20%

Grading Scale

A=90-100, B=80-89, C=70-79, D=60-69, F=0-59

Appendix C

Tentative Semester Schedule

Week	Date	Topic	Others
Week 1	Jan. 11	Class meets / Review of MUSC 1022	Assignment: Melody 9D
Week 2	Jan. 18	Melody 9A, B	Jan. 18 (Mon.) Dr. Martin L. King Jr. Holiday
Week 3	Jan. 25	Harmony 9A / Rhythm 9A, B	
Week 4	Feb. 1	International Study (Brazilian Rhythms)	Assignment (TBA)
Week 5	Feb. 8	Melody 10A, B	Assignment: Melody 10D
Week 6	Feb. 15	Harmony 10A / Rhythm 10A, B	
Week 7	Feb. 22	International Study (National Anthems)	Assignment (TBA)
Week 8	Feb. 29	Melody 11A, B / Review for Midterm	Assignment: Melody 11D
Week 9	Mar. 7	Harmony 11A	**Midterm Exam Mar. 8 (Tue.)**
Week 10	Mar. 14	Spring Break	
Week 11	Mar. 21	Rhythm 11A, B	Assignment (TBA)
Week 12	Mar. 28	International Study / Pentatonic Scales	
Week 13	Apr. 4	Melody 12A, B	Assignment: Melody 12D
Week 14	Apr. 11	Harmony 12A / Rhythm 12A, B	
Week 15	Apr. 18	International Study (Guest Speakers)	Assignment (TBA)
Week 16	Apr. 25	International Study / Review for Final	
Week 16	May 2	Review for Final	**Final Exam May 5 (Tr.)**

[1] Lyrics are written in three languages: English, Hausa, and Yoruba

Integrating Comparative Research on Global Instructional Practices in Pre-Service Early Childhood Education Science Course Instruction

Dorene Medlin, Ed.D.
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Abstract

The purpose of this study was to determine the impact of internationalizing a curricular component of the class on preservice teachers. By realigning course objectives and including a content specific Albany State University internationalization initiative framework, the project evaluated the impact on preservice teacher knowledge of culturally relevant pedagogy. The early childhood education candidates, eligible for degrees in Early Childhood Education, researched educational practices on an international level and applied specific practices to instructional planning and delivery. The research question was: How do early childhood instructional practices in other countries align to early childhood instruction in Albany, Georgia?[i]

Keywords: international, curriculum change, science education, early childhood

The impact of the project was a demonstrated increase in candidate knowledge when designing lessons that were based on culturally relevant pedagogy. While several conclusions were reached, the overarching one was that Albany State University candidates learned from diverse international instructional practices and can now apply them to the diverse needs of our local student body.

Education in the United States is thought to be a societal equalizer (Roberts, 2007), one that promotes tolerance, embraces diversity, and fosters a sense of community. To be effective in the United States public school system, those factors will need to be instilled in the future teachers that we are preparing in our colleges, specifically in teacher preparation programs. To support a strong educational system, there is a need for teachers who understand how to relate to and teach diverse students.

Influenced by the increasing diversity in American public schools (Banks, 2004a; 2004b; Cushner, 2009; Goodwin, 2010), the purpose of Albany State University's (ASU) teacher preparation program is to prepare future teachers who can teach the diverse students who will occupy our classrooms. Given the increasing student diversity in the classrooms where they teach, the candidates in the early childhood education program at ASU need to understand the influences the children bring to the classroom. To create more global minded teachers, we must make candidates aware of the various histories, backgrounds, knowledge, languages and beliefs that diverse students possess (Sharma, et al., 2011) and influence the learning that occurs in the classroom. This process is also characterized as internationalizing the teacher preparatory program to infuse multicultural and international components, thereby helping to prepare future teachers who understand culturally responsive teaching when designing instructional activities. According to Santamaria (2009), cultural responsive teaching "is a collection of best teaching practices to enhance the academic success of students who are culturally different in classroom settings." With the specific goal of laying a foundation for preparing future teachers with an attitude that would be considered culturally responsive, specific internationalization based activities that allow the teacher candidates to gain a richer understanding of culturally responsive teaching have been incorporated into the target class for this study, ECEC 4354, Science for Young Children. In this paper the term "candidate" will refer to those students enrolled in ECEC 4354.

Internationalizing the Curriculum

According to Osakwe (2014), "the idea of internationalizing the curriculum in various academic fields reflects 21st century educational pedagogy." Albany State University (ASU) is located in rural southwest Georgia. It is a Historically Black University (HBCU) with approximately 3500 students. A core value of ASU's strategic plan is "to promote university-wide participation in global programs" (2012-2017 Strategic Plan). To support this goal, there has been a major emphasis on internationalizing the curriculum through faculty based instructional projects. As a result, ASU's faculty members were encouraged to participate in a content specific project that requires infusing international components into existing courses.

The rationale is that our institutional needs should mirror our cultural and regional needs. The specific needs of the region include the ideas that students in classrooms are becoming more diverse, so our teacher preparation programs need to meet the needs of this increasingly diverse student population in schools in Albany, Georgia. According to the most current US Census information (2015), the population of Albany has decreased steadily (-1.5%) over the past ten years and now is about 75,000. The breakdown of that population is approximately 71% African-American, 24% White, 2.5% Hispanic, and 2% Multiracial. The estimated median household income is $28,303; the median household income in Georgia is $47,829. Almost 40% of Albany residents live in poverty. These data demonstrate that Southwest Georgia, specifically Albany, is one of the poorest areas in Georgia (Stubbs, 2016). The student population in elementary schools in Albany (GA) reflect the census data, with 81% classified as economically disadvantaged and 87% self-identified as African-American (www.docoschools.org). While the ASU preservice teacher candidates are attending an HBCU, an informal survey of their backgrounds indicates that 75% are from metropolitan areas, were not classified as economically disadvantaged, and not all attended public school. To be effective in planning future instruction, the candidates need to understand their own cultural backgrounds to enable them to identify the cultural needs of the diverse student population.

Four colleges make up Albany State University, including the College of Education. The College of Education's Conceptual Framework sets the stage for internationalizing the curriculum at Albany State University. The Conceptual Framework reflects the philosophy of the teacher preparation program and consists of four tenets. The tenets address specific ideas that reflect best practices in teacher preparation. The first tenet is Reflective Practice that supports professional knowledge, assessment uses, and communication. Transformative Practice, tenet two, addresses instructional strategies, assessment strategies, and academically challenging environments. Instructional planning, differentiated instruction, positive learning environment, and professionalism are addressed in tenet three, Culturally Responsive Practice. The last tenet, Technologically Competent Practice addresses the integration, usage and application of technology by the candidate. It is the tenet describing the Culturally Responsive Practitioner

that most strongly supports internationalization. The four subareas identified, including instructional planning, differentiated instruction, a positive learning environment, and professionalism, are based on designing classroom instruction that meets the needs of the growing diverse student population. Differentiated instruction (DI) is identified as strategies that recognize differences in student ability and design instructional activities to address those differences and allow the students to master the specific content (Santamaria, 2009). The research in DI has mostly focused on special needs students, with less attention paid to culturally diverse students. In our current society, the candidates we prepare to work in classrooms, even those who never work with special needs children, will encounter a culturally diverse group of children. To support the candidates' ability to work with these diverse students, the ASU project on course internationalization aligns with the existing Conceptual Framework in the College of Education. A major focus is to help the candidates learn and use cultural knowledge to support student achievement and growth in the public-school classrooms in Albany (GA), with a specific emphasis in science.

The nature of science education focuses on a defined body of content knowledge. Georgia has developed its current teaching standards around content separated into characteristics of science, the nature of science and the content co-requisites of life, earth, and physical science (https://www.georgiastandards.org). Each content area is taught in isolation with little attention paid to the connections between each of the areas. However, when one looks at science from an integrated point of view, one sees that the candidates could be provided with opportunities to identify the relationships between the sciences, as well as with social studies, mathematics, and language arts. Using an integrated approach to teaching content would allow the candidates to examine the content. This would allow them to gain a deeper understanding of the connections that exist in our daily lives. The content areas integrated but, in schools they are taught as independent subjects. For example, ecosystems are taught in ecology (life science), but include living (plants, animals) and nonliving (energy, soil formation, water cycle) components.

With the intent of improving science education in elementary classrooms, teacher preparation programs should reassess the current instructional strategies and consider teaching science through an

internationalized, integrated curriculum that relates to student experiences. This new strategy would provide students with the opportunity to practice science and develop skills that are essential to future scientists. By internationalizing that same curriculum, students would have an "understanding of the connectedness of the world and the workings of the global economy" (West, 2014). Students need to see the connectedness between content areas, but also need to develop the skills to critically view global issues and identify possible solutions to those issues. With that challenge in mind, Science for Young Children (ECEC 4354) was redesigned to include an international integrated perspective. Science for Young Children, an upper level course, is offered to early childhood education majors during the junior year in their program of study. The course integrates pedagogy, standards-based content, and performance-based activities. Its major focus is pedagogical, with instructional design and content development practiced through peer teaching. The candidates plan standards-based integrated lessons based on knowledge from classroom observations in public school classrooms. This study focused on a specific pedagogical area: integrating global instructional practices into instructional activities to develop critical thinking through culturally responsive integrated instructional lessons.

Rationale for Internationalization of the Course

The idea for the internationalization project at Albany State University grew from candidate experiences while completing classroom observations during practicum. Each candidate was assigned to a specific school to complete classroom observations. During the peer teaching discussions, candidates often cited how classroom teachers addressed students who were culturally diverse. The candidates reflected that culturally diverse students did not always appear comfortable in the classrooms; they wondered if one reason could be the differences in classroom instruction in Albany, Georgia and the students' home country. These observations and discussions laid the foundation for the research question: RQ: How do early childhood instructional practices in other countries align to early childhood instruction in Albany, Georgia?

The class involved in the project was a teacher preparation class in

the early childhood major program that focuses on developing science content knowledge pedagogy. There were twelve young women in the class, all in the same cohort, and all enrolled in the science and mathematics block. The class that was chosen to be internationalized was ECEC 4354: Science for Young Children. The course emphasizes the integration of science content with the other content areas studied throughout the program.

Specific activities were identified to develop candidates' understanding of how to design and teach lessons that integrate content. One activity that was identified as the foundation of integrated instruction is called "Going Bananas." The key focus of the activity was science, namely buoyancy (the ability to float in a liquid), however, there were multiple ways to integrate additional content areas and develop critical thinking skills. Indeed, there was a very specific focus on the candidates developing questions at multiple levels that help strengthen critical thinking skills. Every activity required the candidates to write a set of questions that were based on Bloom's taxonomy and that addressed critical thinking. Candidates were encouraged to design questions that may, or may not, have "correct" answers. The questions served as a springboard for class discussions; the discussions, in turn, led to questions that developed how to identify connections among content areas.

As the candidates performed inquiry-based activities to determine buoyancy, they also explored the relationship of the product (bananas) in a global environment. There were additional activities that included locating the countries that produce bananas, calculating the distance the product travels to arrive at our local markets, finding the percentage of the product that is edible, identifying the nutrients in the product, and, finally, examining how different varieties of bananas are used across global cultures. The candidates evaluated the role of food staples in different cultures and the issue of global hunger. Questions that arose from the lesson included how international problems impact our lives. The candidates analyzed how an event, like the tsunami in Japan, causes ocean pollution, how it impacts crop growth in other countries and how that event impacts the cost of products in Albany, Georgia. These kinds of science questions promote critical thinking and social awareness among students, enabling teachers to encourage the students develop into global citizens. After viewing how to integrate content, the candidates examined additional topics that could provide potential

lessons. They viewed local and regional issues and identified possible topics, including peanuts, cotton, and the Flint River, Michigan problem for future integrated lessons that have international impact. Learning science through integrated activities highlights the relationships between content areas and can help candidates and their students view science from an international perspective.

These activities support learning science content, the integration of curriculum, and the underlying ideas of an internationalized curriculum. For our candidate preparation, the ASU Conceptual Framework supports teaching an integrated instructional model that helps our candidates learn how to "differentiate instruction, plan student-centered lessons based on appropriate content and develop skills which address individual learning differences" (ASU Teacher Education Conceptual Framework). Preparing candidates to use a global perspective when planning lessons is one strategy that will help them provide their future students with opportunities to evaluate global issues, practice critical thinking skills, and synthesize possible solutions to international problems.

Methodology

Understanding "The Cohort Model" in Teacher Education

Early Childhood candidates enter the program as a cohort in either the fall or spring semester. Members of a cohort are enrolled in the same classes during each semester block, and the cohort progresses through the program together. The Early Childhood Education (ECEC) program is organized into specific content blocks, with the last being student teaching. For example, the block that includes one science course includes three mathematics courses, a mathematics pedagogy class, and one practicum course. The underlying premise is that candidates will experience similar content courses (science and mathematics) and have an opportunity to observe those content areas in a public-school classroom (practicum). The cohort model has increased the collegiality of the candidates, which was evidenced throughout the semester from reflective class discussions to out-of-class tutoring sessions. The candidates used "Group Me" to share notes, ideas, and announcements throughout the semester.

While the ECEC program prepares candidates in several content areas, my focus is science. The science class is in the first content block of the program, the science-mathematics block. The block includes one practicum course, which includes 60 hours of classroom observations, allowing candidates to analyze how theory is translated to practice. The experiences the candidates have in the classrooms provide topics for discussion in the pedagogy classes.

During the ECEC program of study, candidates enroll in the one science pedagogy class, but in no science content classes. Given the lack of science classes that develop content knowledge for early childhood candidates, the pedagogy class has evolved to include science content knowledge as well as pedagogical content knowledge. The content is organized according to grade level standards and content areas that candidates discuss and apply through performance-based activities. The pedagogical content knowledge is developed through discussions of best practice and alignment of age appropriate instructional strategies with specific content. One important aspect of the class is linking the content and pedagogy through practice. Pedagogical knowledge is applied as the candidates design lessons and practice teaching mini-lessons during peer teaching activities. Each candidate has the opportunity to complete three peer teaching experiences, during which each candidate designs a lesson, plans the age-appropriate activities that develop the standards-based content, and teaches the lesson to the class. The peers use a pre-discussed rubric to assess the lesson, providing specific feedback on strengths and areas for improvement. The candidates use specific examples from practicum classroom observations when providing feedback.

Applying "The Cohort Model"

The research was conducted in the cohort's first block early childhood education science class. There were twelve candidates in the class, all majoring in early childhood education and all were in the first block of the cohort. Of the twelve, eight were African-American, one was over traditional age, six had outside jobs, eight were from outside the local area, and nine were traditional students living on or near campus. The candidates researched international early childhood education, including content and

pedagogical practices. The researched data were collected and reported qualitatively.

The candidates demonstrated an interest in a variety of countries whose education systems they wanted to know more about. The countries ultimately included in the candidate research were Australia, Brazil, Canada, France, Germany, Japan, Kenya, Nigeria, Spain, and the United Kingdom. Candidates researched content taught in the early childhood programs, as well as how the content was delivered in the classrooms. While the focus included identifying pedagogical practices that were common in the target country's educational system, the candidates were instructed to reflect on the instructional practices they observed in the local schools, and identify similar practices in international settings. The candidates were instructed to highlight specific best practices in science; however, if those could not be identified, the candidates were to focus on general instructional practices that appeared as best practices in early childhood instruction. To research the educational systems the candidates used Internet resources and at least two candidates conducted interviews with international faculty.

After completing the research, each candidate presented her findings to the class. The information served as the foundation for class discussion(s) that compared ASU teacher preparation with preparation in the focus country. Candidates discussed strategies observed in Albany, Georgia classrooms and how the candidate might have revised the instruction to include differentiated instruction and integrated instructional lessons.

The Initial Plan and Its Revisions

Initially, the plan was for the candidates to interact with a visiting scholar. The objective was to demonstrate a commitment to the school's mission by participating in professional growth opportunities and contributing to the profession through the internationalization of the curriculum that reflects the Conceptual Framework, tenet 3: Culturally Responsive Practice.

As the candidates were exploring science and the strategies they were being prepared to use when instructing in the content area, they wondered how other countries train future teachers to teach science to elementary students. A rich opportunity presented itself when ASU was fortunate to host a visiting scholar from Columbia, South America. This added another

dimension to the initial idea of studying integrated instructional planning. The candidates decided we should compare our teacher preparation with the preparation candidates in other countries receive prior to teaching in the elementary classroom.

The initial activities included the ASU candidates conducting research on the educational system of Medellin, Colombia's. After researching the educational system and interacting with the visiting scholar, the candidates were to write a whitepaper to compare and contrast educational systems. The focus of the whitepaper was to identify best practices in early childhood education and highlight at least two practices used in Medellin that could be implemented in Albany, Georgia. The final assessment would be to determine the impact of the instructional strategies on student learning in the Albany classrooms and to compare that with data from the classroom performance in Columbia. Unfortunately, the visiting scholar could not make the trip. This resulted in our initial plan needing revisions.

The objective of the project remained the same: to internationalize the curriculum. The candidates provided input and decided on a revised activity: They identified a focus country of interest to research the instructional practices used in teaching science in early childhood education. The candidates researched the instructional best practices and identified effective practices used in the focus countries of their research and then compared those practices to practices taught in ECEC 4354 (Science for Young Children) at Albany State University. The assessment was an evaluation of the comparative analysis of the instructional practices used in teaching science in the early grades in the focus country and Albany, Georgia. The candidates identified at least one international best practice and used practicum observation hours to identify its use in the local schools. The data included the individual candidate's comparison of the practices identified in early childhood education in the focus country with Albany, Georgia classroom practice.

Candidate Findings

The candidates each researched a focus country, identified instructional classroom practices and compiled a table of those practices. Their individual findings are collectively summarized in Table 1 below.

Table 1

Summary and Findings of International Instructional Practices

Country	Candidate Findings of ECEC Program in Focus Country
Australia	**Candidate 1:** In Australia, they teach the foundation of science. Their teachers ensure that students have the skills to study science. They do not have a strong focus on content, but on how they (the students) can understand science and apply it to everyday life.
Candidate Overall Finding	*International Instructional Practice Identified: Application of science to real life*
Brazil	**Candidate 2:** The teaching of science in secondary schools in Brazil was considered to be "bookish" and included little to no experiments or applications for educators during the late 1900's. This led to science centers being established to develop teaching materials and train professors in the area of science. The teachers in the younger grades still have a very limited education in science, and they feel insecure about teaching scientific subjects, and even less comfortable about conducting experiments or research with children's. The candidate found a bit of information on science for primary students. One author stated that there are many children learning physics in Brazil, beginning much earlier than children in the United States. It is said that much of science and math is "taught" but not much of it is learned.
Candidate Overall Finding	*International Instructional Practice Identified: Use of science centers*
Canada	**Candidate 3:** It seems that the students do more hands on activities in elementary school than they do in the US. This supports the idea that students learn more by doing rather than (by) just reading out of a book.
Candidate Overall Finding	*International Instructional Practice Identified: Use of hands-on activities*
France	**Candidate 4**: The Ministry of National Education regulates education in France. Students start school early (age 3). The curriculum is consistent in the primary schools and focuses on writing and reading skills. They focus more on teaching technology and computer science as opposed to natural sciences. Other content includes French, mathematics, science, and the humanities but these are studied later in the schooling. Classes are small and many exist throughout the country; some are very specialized. Primary school and kindergarten teachers usually have a master's degree and work about 28 hours a week.
Candidate Overall Finding	*Instructional Practice Identified: Integration of literacy across the curriculum*

Germany	**Candidate 5**: Kindergarten is optional but when compulsory education begins each "state" in Germany is in charge of the educational policies. Most children attend from age six to ten. Many early programs are run as Montessori schools, which means all subjects are taught within hands-on activities and students learn on their own while being guided by the teacher. Home schooling is illegal in Germany.
Candidate Overall Finding	*International Instructional Practice Identified: Use of hands-on activities*
Japan	**Candidate 6:** My favorite part about science in elementary schools in Japan is the fact that they have science gardens for each grade where the students have a chance to see firsthand the life cycle of a plant. It is hands on for the students, which is awesome and it is a great experience for each student.
Candidate Overall Finding	*International Instructional Practice Identified: Integration of Science Gardens*
Kenya	**Candidate 7:** Education in Kenya appears to be similar to that in the US. There are eight years of primary education and four years of secondary school. Like in the US, girls tend to perform better in reading, while boys perform better in math. Most of primary education focuses on literacy and mathematics. While there is a clear plan for education, the government has not really committed itself to the system due to shortages of teachers and money.
Candidate Overall Finding	*International Instructional Practice Identified: Integration of literacy and mathematics across the curriculum*
Nigeria	**Candidate 8:** Primary education focuses on mathematics, English language, religion, science, and at least one of the indigenous languages. Literacy rates tend to be higher in southern Nigeria but most of the country does not have high literacy rates. Not all teachers have undergraduate degrees and schools are not well funded.
Candidate Overall Finding	*Instructional Practice Identified: Integration of literacy and mathematics across the curriculum*
Spain	**Candidate 9:** "I liked that in Spain the school day schedule is based on what's best for the students and community so in some cases the students have a long lunch break in the middle of the day."
Candidate Overall Finding	*International Instructional Practice Identified: Application of science to real life*

United Kingdom	**Candidate 10:** Education is compulsory for all children from ages 5 to 16. There is a national curriculum that focuses on reading and mathematics. The core courses are taught in the primary schools. The system is well structured and there is a 99% literacy rate among both men and women. Education occurs in academies, free schools and home schooling.
Candidate Overall Finding	*International Instructional Practice Identified: Integration of literacy and mathematics across the curriculum*

The candidates reviewed their findings from the international instructional practices and compared those practices to the instructional practices each candidate observed in local practice. The candidates found that science is not generally integrated during instruction, even when the opportunities are available. For example, reading instruction is often observed yet the reading selections rarely focus on science. Even when candidates see classroom teachers reading stories like *The Very Hungry Caterpillar*, little mention is made of insects or life cycles. The candidates indicated classroom teachers could integrate reading with science but inferred classroom teachers may not feel comfortable with that instructional strategy. Candidates did not observe classroom teachers applying content to "real life" and few classroom teachers allowed significant use of hands-on activities. The candidates discussed that classroom teachers indicated demonstrations allowed for better classroom control, while using hands-on activities increased management issues. The candidates indicated each felt better prepared to teach science through integrated instructional activities because they practiced the skill during their preparation program. In Table 2, below, the candidates summarized their comparisons between global instruction, local classroom instruction, and ECEC 4354 instruction.

Table 2
Comparison of Global and Local/Classroom ECEC Instructional Practices

Country	***International Instructional Practice Identified***	***Local Practice Observed***	***Practice Taught in ECEC 4354***
Australia	Application of science to real life	Not observed	Small group activities

Brazil	Use of science centers	Not observed	Not taught
Canada	Use of hands-on activities	Teacher demonstrations used on occasion	Laboratory Activities aligned to standards and performed by candidates
France	Integration of literacy across the curriculum	Reading taught as individual content area	Integration of all content areas in lesson planning
Germany	Use of hands-on activities	Teacher demonstrations used on occasion	Laboratory Activities aligned to standards and performed by candidates
Japan	Integration of science gardens	Two schools have science gardens but not used extensively as instructional activity	Not taught
Kenya	Integration of literacy and mathematics across the curriculum	Reading and mathematics taught as individual content areas	Integration of all content areas in lesson planning
Nigeria	Integration of literacy and mathematics across the curriculum	Reading and mathematics taught as individual content areas	Integration of all content areas in lesson planning
Spain	Application of science to real life	Not observed	Small group activities
United Kingdom	Integration of literacy and mathematics across the curriculum	Reading and mathematics taught as individual content areas	Integration of all content areas in lesson planning

To a large extent the focus in the classrooms in the local schools is reading and mathematics; science is almost an afterthought. When the candidates observed science during practicum observation hours, they saw an overwhelming number of teachers having the students read sections of the science book and answer the questions at the end of the section. Few candidates observed science being taught in the early years, specifically

kindergarten through first grade. The candidates were surprised at the lack of attention paid to science instruction in elementary school.

Table 3

Recommended Instructional Changes for Use in Local Classrooms Resulting from Internationalization Research

International Instructional Practice to be Integrated	**Skill Developed**
Integration of literacy and mathematics across the curriculum	Writing and Mathematics
Use of hands-on activities *Application of science to real life* *Use of science centers/Science Gardens*	Problem Solving and Critical Thinking

The candidates have studied early childhood development and developmentally appropriate practice and understand that young children have high levels of curiosity. After comparing the international strategies and the strategies used in local classrooms, we can proceed to Table 3, above, which shows how the candidates identified and ranked the following strategies they would like to implement into science instruction in the local classrooms.

Qualitative Data Collected from Candidates

During class discussions following the country reports, the candidates shared comments such as:

> *Science is universal; it doesn't matter what language they speak; every child can learn science!*

> *In order for students to fully grasp the concept of science, teachers must equip students with experiences that last a lifetime. Teach science to students in a way that makes them wonder, makes them excited and makes them expand their minds. If they know more about the world, they will be more excited!*

Compared to the US, specifically Dougherty County and other surrounding areas in South Georgia, Japan's science educational experience is definitely the better route to take. In Japan, the students get hands on activities and are able to actually experience science rather than just reading out of a book and answering questions.

Through science, students understand how major scientific ideas contribute to technological change, thus impacting on industry, business and medicine and improving quality of life. Students are taught to work scientifically by asking simple questions, performing experiments and tests, making observations, classifying and presenting data, analyzing functions, relationships and interactions, using evidence, reporting findings and drawing conclusions. Children start to develop a deeper understanding of a wide range of scientific ideas. They also begin to explore more abstract theories and recognize how these help them to understand and predict how the world operates. They also begin to recognize that scientific ideas change and develop over time.

What I found most interesting was the fact that they don't teach science in elementary school. There is more focus on teaching technology than on natural science.

I was surprised that schools in Kenya are so similar to those in Albany (GA). I guess that shows how much alike we are even when we are in different countries.

Impact on Curricular Design of Science for Young Children

As a result of the project, the candidates had several conclusions. First, the candidates determined that science in Albany, Georgia, received as little attention as in the international schools they studied. They concluded that the main focus in Albany schools and in the international elementary education sites they researched is on literacy and mathematics. Second, in some cases, hands-on science instruction is emphasized, but it is not a consistent practice. This, again, reflects the Albany (GA) practice. Third, the

candidates were surprised that education is not compulsory in some other countries as it is in the state of Georgia. Fourth, the candidates inferred differences between teacher preparation abroad and teacher preparation at Albany State University.

Since there was no mention of differentiated instruction found during their research, the candidates inferred there is little attention paid to the strategy in the international curricula they researched. Finally, they also inferred that, while literacy and mathematics are integrated during instruction in France, Kenya and Nigeria, the practice of integrating content areas is not a common practice internationally.

The next steps for the project will result in the revision of ECEC 4354: Science for Young Children in several ways. First, in addition to researching countries and the candidates' sharing the research, the class will identify at least one site where we can conduct a classroom exchange. Through an international exchange, our candidates will be able to observe science instruction in the international classroom and compare it to the instruction observed in Albany (GA) classrooms. Second, the candidates will research a local and/or regional science topic. The candidates will identify specific topics of interest and outline an integrated curriculum module. They will work in teams to design integrated curriculum module that includes a topic that has a close relationship to the community, as well as international aspects, including the impact of those issues on the more global level. The central theme of the integrated unit will have a science focus.

Preparing candidates to use a global perspective when planning lessons is one strategy that will help them provide their future students with opportunities to evaluate global issues, practice critical thinking skills, and synthesize possible solutions to international problems. Understanding how different cultures address early childhood education, and using that knowledge to plan instruction for the diverse student population in the local schools, will support learning activities that are more relevant to the students in the Albany (GA) classrooms. An added, and unexpected, result of the activity is that two of the candidates in the class have decided they want to teach in an international school.

Limitations of "The Cohort Model"

While the candidates researched and compared international practices in early childhood science education with those practiced in Albany (GA) schools, there were some limitations that could have impacted their findings and conclusions. First, the candidates in the cohort each had different experiences, values, beliefs, and attitudes about education within and outside the local area. Any information each researched was filtered through that candidate's personal biases. There is also the possibility that each candidate may have filtered the information according to personal experiences in the local schools.

It must be noted that the time limitation of one semester decreased possible discussions regarding how to view data while accounting for personal biases. Time constraints also limited the ability to determine each candidate's pre-and post-attitudes about internationalization of the curriculum. The assignment was a single experience in internationalization for the candidates. A longitudinal study would provide a more comprehensive view of the impact of internationalizing the curriculum.

Third, the initial plan had to be changed and that impacted the sources and resources available to the candidates. While the revision modeled planning flexibility for the candidates, having a visiting scholar would have ensured the candidates had access to a primary source for data collection. Without a clearly identified primary source, the candidates used a variety of sources and resources. Some candidates indicated they interviewed professors from the assigned country (primary source), while other candidates used secondary sources (articles, internet sources). While we discussed the types of sources and available resources, the limitation of faculty oversight into candidate resources is an important aspect of internationalization. Since the sources/resources were not consistent, dated resources or biased sources may have impacted the candidates' conclusions.

Conclusion

Having our candidates research instructional early childhood educational practices in other countries taught them several important lessons. First, they found that schools and students may have different cultures but educational systems have similar goals regarding the education of the country's children. While diverse instructional practices exist in

schools, there seems to be a common goal for educating the youth of the focus country(ies). Second, integrating content has a positive impact on student learning and the lessons are richer when they have an international foundational support. Third, when candidates are aware of and understand different cultures, they have the knowledge and opportunity to become stronger teachers through the use of culturally relevant pedagogical strategies. And, finally, Albany State University candidates can learn from diverse international instructional practices and apply them to the diverse needs of our local student body.

The learning did not stop with the candidates. Using the data collected by the candidates, the faculty member analyzed and evaluated the course content and identified several gaps in the course content. As a result, the course will be revised to include instruction on how to make use science centers and science gardens during instruction. In addition, the internationalization assignment has been revised to incorporate activities the candidates can use during practicum small group instruction. Finally, an additional course is now being used in the internationalization project.

The success of our teacher preparation program depends on our ability in the College of Education to continually improve and change our program to understand not only the cultural diversity of the students, but the diverse instructional needs of the students in the classroom. In order to be more viable world citizens, students must develop multicultural literacy--that is, an ability to understand the multiple sources of, and contributors to, human knowledge (Banks, 2003; 2004a). Our candidates are our future teachers and will be educating an increasingly diverse student body. To address that increasing diversity our candidates will need to, understand not only the cultural diversity of the students, but their diverse instructional needs.

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About the Author

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[i] In this article, all references to Albany are of Albany, Georgia or Albany State University.

A Global Integration: Internationalizing a Public Speaking Course

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Abstract

Institutions of higher education around the world have responded to the challenge of globalization by internationalizing their curricula. Incorporating elements of cross-cultural examination to a freshman Fundamentals of Public Speaking class proved to be an important first step toward globalization for this speech professor. In the class, students were placed in groups of 5 or 6, and each group selected a theme regarding study abroad and places abroad. Each group member examined an aspect of the group's selected theme in a 2-3-minute speech. The act of integrating a global component into the Fundamentals of Public Speaking course broadened the students' knowledge concerning a country and its cultures as well as encouraged them to participate in the university's study abroad program. Through this process, important course goals can be reached while infusing an internationalization component. Both professors and students benefit without an excessive amount of extra work on the part of students or professors.

Keywords: public speaking, internationalizing curriculum, global education

Public Speaking is a Georgia Board of Regents' requirement, which is why every student at Albany State University must pass the course before they graduate. The mandate is perhaps because, ''Extant literature clearly indicates the need for communication training in an undergraduate curriculum'' (Hunt, Ekachai, Garard, & Rust, 2001, p. 1). Scores of college students thus enroll in a Public Speaking course each academic semester, some because it is required and others because they want to. Skills learned in the class, such as how to convey information to listeners, organize ideas, persuade others, and hold listeners' attention, are among the skills most sought after by employers (Karr, 2012). Research indicates that employers rank communication skills as their number one priority when selecting prospective employees (Karr, 2012; Zekeri, 2009).

Surveys of personnel directors and directors of college career service departments, both in the United States and internationally, have confirmed that they consider communication skills the top factor in the success of those students who find employment after graduation (Curtis, Winsor, & Stephens, 1997). We live in an increasingly global society and communication is considered an international concern, yet many communication courses lack a significant global component.

This article describes how international and cultural contributions can be integrated into undergraduate Public Speaking education. In addition to equipping students with communication skills that are valued in the workplace, the course also informs them about other cultures—which will better prepare them for an interdependent world.

Literature Review

For the past twenty years, institutions of higher education throughout the United States and abroad have made significant strides in internationalizing curricula (Yang, 2002; Bartell, 2003; Teichler, 2004; Stensaker, Frolich and Maassen, 2008). Each year, at Thompson Rivers University in British Colombia, Canada, for example, dozens of faculty members participate in a week-long Internationalizing the Curriculum workshop that enables faculty to introduce global learning objectives in their classes (Bourassa & Garson, 2015). Betty Leask is Professor and the Pro Vice-Chancellor (Teaching and Learning) at La Trobe University, Melbourne, Australia. Her work internationalizing the curriculum has been a critical advancement in the field. Leask (2013) suggests that an internationalized curriculum involves "challenging dominant paradigms, exploring emerging paradigms in [academic] disciplines, and imagining new possibilities" (p. 111). The courses that instructors use to tackle global issues run the gamut from political theory courses to business courses, but despite the success of internationalizing classes across the curriculum, there are only a few publications regarding internationalized public speaking courses. One of the few documented Public Speaking courses (Boromisza-Habashia, Hughes and Malkowskib, 2016), addressed the issue by asking students to highlight the cultural gap between Anglo-American and non-Anglo interpretations of public speaking. It is understandable that incorporating a global element into public speaking courses might, initially, appear to be problematic and

challenging; however, when students are asked to incorporate an international component into their speeches, it can easily be achieved.

Prior to Internationalization

In each of the Fundamentals of Public Speaking courses that I have taught to date at Albany State University, enrolled students were asked to deliver three speeches: an experience (descriptive) speech, an informative speech, and a group informative speech. Students chose their own topics for these speeches. For the last speech presented, the group informative speech, students were divided into groups of 5, and each group was tasked with selecting a group theme. Each student in the group then delivered a 2 to 3-minute speech on one aspect of the theme. For instance, if a group chose as a theme protest songs during the Vietnam War, student-1 may have chosen to deliver a speech on "Why People Objected to the Vietnam War"; student-2 may have opted to deliver a speech on the "The Vietnam Draft Policy"; student-3 might have delivered a speech on "How the War was Protested on College and University Campuses"; student-4 might have examined the protest song "What's Going On?" by Marvin Gaye; and student-5 might have delivered a speech on the protest song "War" by Edwin Starr.

Methodology

During the Fall 2016 semester, I incorporated a global component to the Fundamentals of Public Speaking course, which was the only speech class that participated in the globalization pilot. I decided to ask all 16 enrolled students to choose an international topic for their final speech assignment. Each student, as before, was assigned to a group which consisted of 5 or 6 students. Each student in each group was required to design and deliver a 2-3-minute speech. At their own initiative, the members of each group set up a Group Meet App to which students submitted their contact information and group updates. As each group was required to choose an international theme for the group, each student in the group was therefore asked to decide on a speech topic that embraced the selected global theme. Students were given three class periods of one week to conduct lap-top research, and three periods of one week to practice their speeches. During this time, I could observe the students' planning and editing process, which revealed not only the information the students preferred to include in their

speeches but also allowed me to see what they chose not to include, and to listen to them discuss those decisions about inclusions and exclusions. Students were also required to participate in a Research Check, which required students to reveal to me their outlines and accumulated research. While reviewing the outline, I queried each student about their speech. Accordingly, I could ascertain what was learned by the students. During their final in-class Practice Session, I asked each student to deliver a portion of their speech.

To ensure some consistency to the international component, each group was asked to choose a topic regarding either study abroad or a place or culture abroad. Students were required to deliver an extemporaneous speech, which, in Public Speaking terminology, means that preparation is required and note cards are used for recall purposes; it is not an impromptu speech[1]. This assignment required students to deliver a prepared speech using no more than five 3x5 notecards. Students were then graded on their own individual speeches. In preparation for each student's speech, the speaker chose a speech topic to support the theme, researched the topic, designed the speech, created a PowerPoint slide, and practiced the speech. As a group, the students decided upon the order of the speeches for the group presentation.

This global group project ended our speech class with three grouped sets of speeches. Group One chose the theme "Study Abroad at Albany State University." In this group, Student 1 delivered a speech on Dr. Nora Osakwe, the Director of Global Programs at Albany State University. Student 2 delivered a speech that explored the financial aspect of study abroad and examined the scholarships and grants available for ASU students. The social, cultural, and economic benefits of the ASU Study Abroad Program were examined by Student 3. Student 4's speech concerned the study abroad curriculum in China and Ghana, which were study aboard sites for the ASU Study Abroad Program. Student 5 shared the experiences of ASU students who had previously studied abroad in China and Peru.

Group Two's theme was entitled "Cultures around the World." While Student 1 delivered a speech on the history and culture of Trinidad and Tobago, Student 2 delivered a speech on the food, fashion, and music found in South Korea. Student 3 delivered a speech on the Diwali and Holi Festivals in India, and Student 4 delivered a speech on the New Year and

May Day Celebrations in France. Student 5 delivered a speech on food and fashion in Great Britain, and Student 6 delivered a speech on food and lifestyle in Australia.

For Group Three's presentation, students chose the theme "Exotic Locales Abroad." The group decided that each member would explore sightseeing and tourist attractions in a different exotic location: Dubai (Student 1), the Swiss Alps (Student 2), Bora Bora (Student 3), Monaco (Student 4), and Madrid (Student 5).

During each group's presentation, the group members were seated in a horizontal row in front of the audience. For each group presentation, the group's leader began the presentation by approaching the podium and delivering an introduction that consisted of an attention-getter, which was a statistic, rhetorical question, quotation, or anecdote concerning the theme. The group leader followed the attention-getter with a preview that consisted of a brief introduction of the speakers that included each speaker's name and their speech topics. Afterwards, each speaker, including the group leader, delivered a speech and presented one or two PowerPoint slides to accompany their speech. Once the speeches were completed, the group's leader delivered a conclusion: a review, the name of the speakers, their topics, and a closing statement.

Findings and Discussion

It was evident from each student's speech and PowerPoint slides that they acquired knowledge regarding international topics. The speaking-points brought to each speech in each group's presentation can be found in Appendix A. The ASU Study Abroad speeches examined the success of the Study Abroad Program at ASU and the procedures to follow for students interested in participating in the program. A student in Group One who delivered his speech about financial assistance opportunities for students interested in the ASU Study Abroad Program was peppered with questions regarding the Gilman Scholarship after his speech. The fact that the student speaker could expound on the subject beyond the rudimentary information shared in his speech demonstrated that he had accrued an extensive knowledge of the subject in preparing for his speech.

To engage students into evaluating their fellow classmates, I incorporated technology into the assignment. After the speeches and a

discussion of each group's presentation, I asked each student to send a text to the student who he or she felt had delivered the most well-informed speech and explain why. I also asked them to send a text to the student whose speech sparked their interest. I ended class fifteen minutes early so that the students had time to send their text message, and since I asked the students who received a text message to show me the text messages, I had time to view them. Quite a few sent texts to the student speakers in Group Two who examined the theme "Cultures Abroad." One of the students in the group delivered a speech on the history of Paris Fashion Week and received several text messages. These texts explained that the students enjoyed the information regarding the evolution of Paris Fashion Week due to its frequent discussions on television and in other forms of media. There were also numerous texts explaining their fondness of the speech on Australia, which was another speech from Group Two. In the texts, students stated that they had viewed a few movies about Australia, and one had read a book that took place there. Familiarity with the subject seemed to prompt their interest in the subject. While delivering the speech about Australia, the student shared common Australian greetings and sayings and asked the audience to repeat them. While the students were leaving class, they were echoing the greetings to one another.

Group Three examined "Exotic Locales Abroad," and their colorful PowerPoint images seemed appealing to students because, during the discussion session, the students mentioned that they would like to visit the locations. A student enjoyed the speech that explored Dubai because of the luxurious accommodations at the Burj Al Arab Hotel. Another student sent a text stating that the snorkeling that was mentioned in the speech that explored Bora Bora sounded inviting.

Student Reflections

The students' oral comments after group presentations revealed that students who delivered the speeches learned information regarding their own speeches as well as the speeches of their classmates. They also shared that they enjoyed learning about various cultures and places abroad. The clear majority of the class indicated that they were particularly interested in the information concerning study abroad at ASU. When students were asked why that particular group of speeches interested them, they responded that

they had been previously unaware of the many study aboard options and the financial assistance that was available to them. Moreover, the application process was simpler than they had expected, which made the process seem realistically achievable. I was pleased that two students initiated the application process for study abroad almost immediately. Students were also compelled by this assignment to use sources that they had not previously examined, such as blogs, interviews, and websites.

Faculty Reflections

Incorporating a global component in the Fundamentals of Public Speaking initially seemed like it would be a challenge because students resented the fact that they were limited to choosing an informative speech topic with an international focus. They were also frustrated because they thought they would have difficulty doing so. Once I gave the students examples of global topics, however, they seemed to be more amenable to selecting a global topic. As soon as topics were selected, the students definitively committed to their speeches. While most students had to adhere to the general course rules regarding suitable sources, the students who explored the Global Studies Program at ASU had difficulty finding sources, and as a result they were aggravated at first and wanted to change their topic. Convinced that the speeches could inform students about the many advantages of the global problem and encourage them to study abroad, I worked hard to persuade them to stick with the subject. I gave them suggestions for possible sources to use such as blogs, the Global Studies Office brochures, the websites for these campus programs, and interviews with Dr. Osakwe. This effort appeased them, and they were ultimately satisfied with the result. I now realize that less traditional assignments require guidance in in finding resources.

Upon reflection, I realized that it had been relatively easy to add an international component to my Public Speaking course. To do so, I simply asked that students limit their final speech topic to a global one. The only challenge was troubleshooting the students' initial concerns about and ambivalence regarding using a global topic. The fact that students were not limited to global topics early in the semester may have added to their angst. Before the students were required to incorporate a global component in their speeches, they had the freedom to choose from any subject.

To overcome their reservations, I did something that worked quite effectively: I complimented them. Some students, after I provided them with suggestions as to where to locate sources, remained discouraged. In response, I told them that I was proud of their willingness to patiently tackle the assignment (even though they were clearly reluctant), and that I was confident that they could and would succeed. It was amazing how well that strategy worked. Once the students progressed (even a little), I again complimented them and encouraged their efforts. The most surprising aspect of this project was that it taught me, as well as my students, an important lesson in patience.

The students' frustration may have been avoided if I had required them to use global topics for every assigned speech. If the students had to overcome the hurdles of finding and researching global topics for the first assigned speech, I am confident that I would face objections from the students. However, repeating the procedure for the second and third speech would have proven to be less aggravating. Moreover, requiring students to use a global topic for each speech would increase the students' experience of facing research obstacles and overcoming them.

Evaluation

There is a plethora of meanings for the term assessment. While some researchers use 'assessment' interchangeably with 'evaluation' (Hudzik and Stohl 2009), others consider 'assessments' and 'measurements' synonymous (Brandenburg and de Wit, 2010). Ewell (2002, p. 9) defines assessment as "The processes used to determine an individual's mastery of complex abilities, generally observed through performance." In higher education, professors utilize assessment to ascertain the students' ability to learn and understand. It is not uncommon for professors to assess a specific course, a learning opportunity, or a program of study. The evaluation of this adapted course was a necessary element of this study and shows whether gains were made, and the experiment should be repeated. Information gleaned from Appendix A and Appendix B reveals that internationalizing the course increased the students' knowledge regarding other cultures and encouraged them to take part in a learning opportunity, the Study Abroad Program at ASU.

The Fundamentals of Public Speaking course was evaluated using a three-fold assessment process which included, a) an interview during the Research Check Assignment, b) questions asked during the Final Practice Assignment and, c) a distributed survey. During the Research Check Assignment, students were asked to submit a typed outline of their global speech, including at least four sources and two quotations from experts on the speech's topic. While reviewing the outline, I asked each student questions about their speech to ascertain the extent of the students' knowledge of the topic. For example, a student listed common greetings in Australia, so I asked her how to pronounce the greetings and how she could ensure that she was pronouncing them correctly. She explained that she had gone to the online dictionary.cambridge.org website and put in the greetings. After her session, I asked her to pull up the website and pronunciation on the classroom computer to check the pronunciation. In general, the typical questions that I asked the students during the Research Check included the following: a) Why did you choose this topic? b) What was the most interesting aspect of your research? c) What was the most surprising aspect of your research?

During the Final Practice Assignment, I spent three minutes with each student and asked about an aspect of the speech that I found interesting but had not previously asked about. It surprised me that almost all the students were so well informed; I was forced in several instances to interrupt students because they sought to extend their explanations beyond the time limit of our meeting. When I apologized and explained that, due to time constraints, I could not let them continue, they seemed genuinely disappointed. This assignment was the last practice session of the speech that occurred in class. Each group member practiced the speech in its entirety. Once I approached a group, I asked each group member to show me their outline. The student did not know which portion of the speech that I would ask her/him to deliver until I looked at the outline and asked the student to share a portion. It was my favorite assignment because it allowed me to evaluate the scope of the students' knowledge and revel in their desire to flaunt what they had learned about their selected global subject. For the three students who were not well informed at this stage in the process, this assignment really highlighted their lack of knowledge. Not only did they not want to go beyond the time limit, they had difficulty elaborating on the topic

for three minutes. Typical questions included: a) What aspect of the culture you researched reminded you of American culture? b) Was there any custom of the culture that you objected to or that you found offensive? c) What aspect of the culture was most unlike American culture?

Once the students completed the speeches, I evaluated them using the evaluation rubric in Table 1, below.

Table 1.
Rubric for Evaluation of Speeches

Evaluation Criteria	**Maximum Points**
Global Content	25
Obvious Research (Quotations and Statistics)	10
Organization of Content	10
Eye Contact and Use of Notecards	15
Time Limit	05
Volume	05
Rate	05
Fluency	05
PowerPoint Slides	10
Appropriate Attire	05
Physical Presence	05

The criteria for and distribution of grades for the Global Speech is shown in Table 2, below. They are generally like the other Public Speaking classes that I have taught. This was surprising to me. Due to the interesting subject matter, I had predicted that students in the global class would far exceed the measured performance of students in my other Public Speaking classes. This proved true in the case of the Global Speech assignment, but not for the other speeches. However, I believe that if each assigned speech had included a global component, this may have increased the students' interest, motivated them to work hard on the assignment, and hence resulted in improving their grades.

Table 2
Grades for the Global Speech

Quantity	Grade	Scores
5	A	98, 95, 93, 92, 92

6	B	88, 88, 87, 83, 82, 80
3	C	78, 75, 74
2	D	63, 60

A Survey Sheet, distributed the last day of class (Appendix B), was used to evaluate the global assignment. All the students completed the survey, and it was useful in helping me to gain an understanding of the students' assessment of the course.

Conclusion

When students graduate from Albany State University, they will be facing a world more interconnected than ever. A Public Speaking course is easily and naturally suited to integrating a global component. Students can easily be asked to give their speeches a global focus. Because of doing so, in my course during the Spring 2016 semester students learned new directions and were motivated to work hard to explore options for the design and delivery of speeches. An additional bonus is that, because students are mostly from the local area that the assignment gives them encouragement and flexibility to see the world outside their borders; it allows them to focus on any culture or place abroad. For me, the pilot course was a worthy learning experience which expanded my pedagogical toolset. Thus, they are encouraged to learn and better understand the people and places that exist both in the U.S. and beyond U.S. borders.

Limitations and Future Research Directions

Although only the last four weeks of the Fundamentals of Public Speaking class were devoted to the internationalization of the course in the pilot I conducted, it is now apparent that more time and assignments should have been devoted to its global focus. I recommend that future global Public Speaking classes devote the entire semester to internationally themed speeches and assignments. In addition to requiring all speeches to have a global focus, it would be beneficial to meet over Skype with an undergraduate, English-speaking Public Speaking class from another country so that both groups of students would be allowed to discuss similar and contrasting speech practices and challenges with their global counterparts. Documentaries and on-line advertisement films distributed by tourist bureaus, will helpfully provide visual images and the milieu of various worldwide locations.

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Appendix A

Group One: *Each student discussed study abroad at ASU*

Student-1 **Director at ASU**	**Student-2** **Financial Assistance**	**Student-3** **Benefits**	**Student-4** **Ghana & China**	**Student-5** **Peru**
Dr. Osakwe has been the Director of Global Programs since 2010. Published 38 book chapters and edited 8 books. Professor of English at ASU. Received a fellowship from the Rockefeller Foundation and a Fulbright Fellowship. Study Abroad Program has flourished. France, England, China, Peru, Tobago, and Trinidad. Posted blogs and ASU Study Abroad Facebook.	Gilman scholarship opportunities. Fulbright scholarship opportunities. Federal Pell Grants. Educational Opportunity Grant.	Learn about various cultures--including language, the food and religion. Meet new friends and network Experience noted in resume—makes the student more marketable in a competitive job market. Graduate schools attracted to applicants who have studied abroad.	In Ghana, students can take English 2111 or African Diaspora 4990. Visit Ghana slave trade sites, explore the active music scene and receive 6 credit hours. In China, students take Photojournalism class or an International Journalism class. Both classes, in China, allow the students to explore Beijing and Shanghai. In China, students attend classes at Xiamen University.	In Peru, students view tourist sites. Intern at local hospitals and lab facilities. Tour historical landmarks.

Appendix A - continued

Group Two: *Each student discussed Cultures Around the Word*

Student-1 Trinidad & Tobago	Student-2 South Korea	Student-3 Diwali and Holi Festivals	Student-4 Paris Fashion Week	Student-5 Great Britain	Student-6 Australia
How each was founded and gaining its independence.	Food (Bibimbap, Bulgogi, Hanjeongsik, etc.).	The Diwali otherwise known as the "festival of lights" is an ancient Hindu festival.	Paris Fashion Week is held biannually.	Influences on Britain culture (Greek influences).	Common Greetings- Ga day or G'day Toodle-oo Cheers Ta.
Culture of the country including celebrations, popular food and fashions.	Fashion- Hanbok vibrant traditional dresses.	During the Diwali Festival, Hindus dress up in new clothes or their best attire.	Paris Fashion Week was first held in 1973.	Fashion in Britain (Modeled after the royal family).	History of Australia. Establishment of British colonies.
	Music- Trot and K-Pop.	The Diwali Festival requires participants to light up lamps and candles. The Holi Festival begins with a Holika bonfire.	The event was initially held as a fund raiser to restore the Palace of Versailles, and it was held there.	Food in Britain (Beef, Lamb, and Pork). Laws in Britain (Like American Laws).	Establishment of additional colonies. Convicts and colonial society. Free colonies in South Australia.
		Rangwali Holi is carnival of colors.	The event's evolution.	Celebrations in Britain (New Years, Burns Day, and Chinese New Year).	

Appendix A - continued

Group Three: *Each Student discussed Exotic Locals Abroad*

Student-1 Dubai	**Student-2 Swiss Alps**	**Student-3 Bora Bora**	**Student-4 Monaco**	**Student-5 Madrid**
One of most expensive cities in the world. The most expensive city in the Middle East.	Has a network of well-maintained trails.	Over the past decade, countless resorts have been built on motu—Tahitian islands.	The Musée Oceanographique-one of the oldest aquarium in the world.	Bronze sculptures of Don Quixote and Sancho Panza at the Plaza de España (Madrid).
A luxury hotel, the Burj Al Arab is commonly described as "the world's only 7-star hotel." Burj Khalifa is the tallest skyscraper in the world.	It is also a major destination for skiing and other various winter sports.	Water sports, such as Scuba diving and snorkeling, are popular activities in and around the lagoon of Bora Bora.	Saint Nicholas Cathedral is beautiful and the resting place of past princes and Princess Grace. Casino of Monte Carlo is one of the most popular casinos in Europe.	Fountain of Neptune. Monument to Alfonso XII.

Appendix B

Survey for the Internationalized Fundamentals of Public Speaking Course

1. So far, what is the most important thing you have learned in this internationalized Fundamentals of Public Speaking course?
2. Suggest one or two specific, practical changes that could help improve your learning in this internationalized course.
3. In terms of helping you learn—what's working in this internationalized Public Speaking course?
4. List three aspects of the global group speeches that most effectively enhanced your learning regarding global study or global cultures.
5. List three aspects of the global group speeches that are the least effective or need improvement.
6. Based on the speeches you witnessed, were there any that made you want to visit the speech subject?
7. Did the speeches regarding ASU Study Aboard encourage you to participate? If so, which ones?
8. If you were not encouraged to study abroad, what information could have been included to encourage you to participate?
6. Which speeches were your favorites? Why? (Shared in the Text Exercise)
7. Which speeches were your least favorite? Why?

About the Author

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University. Among the activities she has found most rewarding have been being a scholar-in-residence at New York University; authoring articles published by the Georgia Communication Association Journal, in addition her article “Restructuring Blackface” was published in the African American Studies Journal. She has traveled to and presented at conferences, notably at the Centre for Modernist Studies in England.

[1] Public speaking textbooks clearly state that extemporaneous speeches are speeches that require preparation and the use of notecards for recall. There are four types of speeches: manuscript (a speech that is read word for word; memorized (a speech that is recalled word for word; extemporaneous (the most preferred by speech professors and gives students the opportunity to prepare and use notecards for recall during speeches); and impromptu (a speech that is delivered at the spur-of-the-moment).

Internationalizing the Mathematical Finance Course

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Abstract

About the year 2000, the Department of Mathematics and Computer Science, Albany State University (ASU), Albany, Georgia, USA envisioned the need to have a comprehensive curriculum revision based on recommendations of the Conference Boards of The Mathematical Sciences, the American Mathematical Society, the Mathematical Association of American, and based on the need to create attractive career pathways for our students in emerging fields and professions. Many Mathematics graduates were progressing to graduate schools in the fields of Applied Mathematics and Statistics. In subsequent years, our graduates started seeking jobs in the financial sector to become portfolio managers, Wall Street traders, bankers, insurers, and wealth fund managers. MATH 4330 Mathematics of Compound Interest course was created to give our students the opportunity to garner strong background to become confident future wealth managers. This course is inherently an attractive course to internationalize as economic growth is in the national interest of every nation, and the deep understanding of national and international financial institutions' functions is most essential. In this paper, I present the internationalization of Math 4330 Mathematics of Compound Interest, the associated outcomes, and the broader impact on students.

Keywords: internationalization, internationalizing curriculum; mathematics

Faculty members who enrolled to participate in internationalization of the curriculum were required to internationalize at least one course by developing the course syllabus, integrating course learning outcomes and course objectives reflecting anticipated deep and broad content knowledge of learners as well as incorporating international and intercultural dimensions in learning. Two courses which were internalized were MATH 1211-Calculus I and MATH 4330- Mathematics of Compounds Interest. In this paper, I will focus on the internationalization of MATH 4330-Mathematics of Compound Interest course. The case of MATH 1211 could be discussed analogously. The need to develop and teach MATH 4330- Mathematics of Compound

Interest course arose from students' interest in careers in the financial sector, as well as the financial sector's interest in recruiting and retaining young professionals with strong quantitative abilities. This course could be internationalized since every nation or society is endowed with continuous economic activities. A deeper understanding of global economic interactions and of economic relationships between countries is very important to students, and infusing international perspectives in this course has a wider impact on students enrolled in the course. Their career paths are widened, their skills and their competences enhanced, and their understanding of the world we live in deepened. It is essential to state here that a college-level course in economics was not a prerequisite for students to enroll in MATH 4330. Some of the economic concepts needed were covered in mathematical application problems in the College Algebra course and in Calculus I and Calculus II courses. Furthermore, the students who took this course were mostly Mathematics senior majors and therefore had the maturity and strong foundations to understand complex concepts.

Some students who took this course in the past had expressed interest in pursuing ***Actuarial Science*** and becoming actuaries. And this course, together with Mathematical Statistics (including probability theory) and Statistical Methods, gave them the content knowledge needed to prepare and successfully pass the foundational examinations of the Society of Actuaries (SOA) and the Casualty Actuarial Society (CAS). Membership in the above two named societies requires that a candidate pass a set of rigorous examinations, including Theory of Interest and Life Contingencies and Applied Mathematical Finance. Hence deep content knowledge and context were essential in this course.

Literature Review

Curricula and programs are usually influenced to a substantial extent by instructional faculty, as faculty reflect and revise program curricula depending on certain criteria, including student interest, job market, and the societal interest. The Mathematical Association of America (MAA) and the American Mathematical Society (AMS) have been advocating the infusion of the history of mathematics and ethno-mathematics in the mathematics undergraduate and graduate program curricula for more than fifty years. Many instructors teaching mathematics courses have in-depth knowledge of the history of mathematics and of its importance in the training of teachers

and future global leaders; they therefore integrate it in the courses they teach. As a matter of fact, The History of Mathematics course is a very popular course in our department.

During the civilizations of ancient Egypt, Mesopotamia, and Greece, these societies and cultures developed methods of doing trade and commerce. For example, in ancient Egypt, grain banks were developed, whereby farmers and traders stored their grains in such banks and paid a certain fee for such services. Some workers were paid for their work with bread and wine. There was trade by barter, too. However, about 500 BC, metal coins were developed and used as money. The people of ancient Greece developed even more sophisticated methods and tools for trade and commerce, creating measures and measuring instruments for olive oils and other products. They traded with the people of the Mediterranean world, developed ports and markets, and moved goods back and forth from the Greek City States to these trading partners (Katz 2004). For more than four thousand years, mathematics has played an immense role in strengthening societies, and even today, the economic and military capabilities of nations are directly proportional to their investments in education and the quality of the mathematics done in such countries. Many examples abound on the role of applications of mathematics in wealth creation of individuals and nations. To illustrate, Thales was a great philosopher and mathematician who lived in Miletus in ancient Greece (624-547 BC). He was the teacher of Euclid.

> *According to the story, he knew by his skill in the stars while it was yet winter that there would be a great harvest of olives in the coming year; so, having little money, he gave deposits for the use of all olive-presses in Chios and Miletus, which he hired at a low price. When the harvest-time came, and many wanted all at once and of sudden, he let them out at any rate he pleased. Thus, he showed the world that philosophers can easily be rich if they like, but their ambition is another sort, (Akyidirim and Soner, 2014).*

Goetzmann and Rouwenhorst (2005) present the following problem posed by Leornardo de Pisa (Fibonnaci) in his book ***Liber Abaci*** in 1202 A.D.:

> *A soldier is granted an annuity by the king of 300 bezants per year, paid in quarterly instalment of 75 bezarts. The king alters the payment schedule to an annual year-end payment of 300. The soldier can earn 2 bezarts on 100 per month (over each quarter) on his investment. How much is his effective compensation after the terms of the annuity changed*?

Similar examples from different cultures can be cited.

The advantages of internationalization of the curriculum are immeasurable. Colleges and universities have included in their university missions an intention to graduate global citizens who are aware and tolerant of other cultures, and at the same time marketable outside their geographical regions (Osakwe 2014). In recognition of the centrality of the importance of the global environment to the economic prosperity of the United States, in 2010 the Obama administration implemented a new initiative to support 100,000 US students to study and visit China within five years. Knight delineated four rationales for internationalizing the curriculum: economic, political, socio-cultural, and academic (2003). The American Council on Education (ACE) supports internationalization of the curriculum and highlights the fact that increasing understanding of other cultures, politics, economic growth, tolerance, acceptance, and peaceful coexistence with others, is essential for the modern global citizen (Olson, Green, and Hill, 2008).

There are certain concerns which should be handled with care due to obvious sensitivities, pedagogical concerns, time management issues, and quality and depth of content discussions. Some of these seemed to be in competition, yet the instructor must find a way to optimize course outcomes. In her paper. S. Staats (2015) discussed the Dilemma of Stereotypes, the Dilemma of Time Allocation, and the Dilemma of Assessments. According to her,

> *...teaching dilemma posed by internationalized college algebra is that studying data on economic and health inequalities can convey stereotypes of powerlessness and hopelessness among low-income people in other countries. This is particularly so among African countries, which*

predominate the extreme ranges of data sets on poverty and poor health outcomes for children and mothers.

On the dilemma of time allocation, S. Staats discussed the need to distribute course time carefully to cover as much course content as possible. She determined that in creating models with epidemiology data, social science issues and concepts arose, and that attracted student interest more than the mathematical content. This also led to the issue of assessment, thereby test questions about social ideas were included. The addition of this MATH course to the set of internationalized courses at Albany State University has contributed to the enrichment of the curriculum and has availed more students of the opportunity to garner course internationalization experience.

The rest of this paper is organized as follows: Section 3 of this paper focuses on methodology and learning activities, including the global attributes of the course. In Section 4, I focus on the course learning outcomes, and in Section 5, I present a typical problem viewed from international perspectives, and I provide a complete solution to the problem. In Section 6, I enumerate challenges encountered in the course. The conclusion and recommendations are discussed in Section 7. Following the References Page, I provide in the appendix some problems which could be of interest to the reader.

Methodology and Learning Activities

The instructional and learning activities reflected measurable outcomes and deliverables which were implicitly or explicitly inherent for this course.

Definitions and Examples

Students defined and discussed the following terms with examples: simple interest, compound interest, stock, bond, Coupon Bonds, Zero-Coupon Bonds, IRA, financial securities, US T-Bills, US T-Bonds, Mutual Funds, FDIC, annuities, future value of an annuity, present value of annuity, perpetuity, and IRA. Included in this discussion is the list of stock markets of the world and their net worth. There was an active class engagement. Financial topics, including currency exchange rates, were discussed.

Students did research on major currencies of the world and how currencies were traded in currency markets. Moreover, students discussed financial institutions in Europe, Asia, Africa, and the Americas, and they could observe that these institutions played common roles in various countries. The class also discussed the concept of Wealth. In general, people think of cash as wealth. But wealth is any object that has monetary value. Examples are land, houses, hotels, savings bonds, economic trees, equipment, farm products, and farms. Some of these are *Fixed Income Investments*.

Growth of Money

Using their mathematical foundations in calculus, students showed with many and varied examples why Compound Interest was preferred by banks and investors than Simple Interest. Nominal and effective rates of interest were discussed.

Solving Financial Mathematics Problems and Critical Thinking

Students learned how to formulate and solve many and varied common financial mathematics problems encountered everyday by a portfolio manager or wealth fund manager, whether they were sitting in New York, Tokyo, Beijing, Cairo, London, Buenos Aires, Paris, or Abuja.

Global Markets

The role of import and export markets and money exchanges were discussed. Export products (including commodities) of various countries and their valuations were discussed. Transportation, distances, geographical location, people and society, GDP, and other attributes were discussed as well.

Class Discussions and Group Presentations

Students were placed in groups of three to research about economic and financial activities (such as monetary policies, financial institutions, import and export products, and the GDP, rate, culture, religion, etc. of four countries such as Nigeria, Spain, China, and the US. Each group sought authentic information about the countries, including their geographical locations, people and culture, and they made class presentation thereafter.

The teacher summarized such discussions, explaining more formally the most essential economic activities that drove economic and wealth growth.

Learning Outcomes

The following topics in the course were discussed in the context of global issues: Simple interest, discount interest, compound interest, ordinary annuities, annuities certain, debt retirement methods, investing in stocks and bonds, depreciation and capital budgeting, future and present values of continuous streams, variable payment annuities, variable block of payments, stochastic payments, risk of default, and stochastic interest annuities, and topics in modeling and hedging. Prerequisites: MATH 2212-Calculus II with Analytic Geometry and MATH 211-Linear Algebra. Needed: Technology: TI 84-Plus Graphing Calculator, Microsoft Excel Solver, or any adequate Courseware.

Goal of the Course

Students to acquire deeper understanding of mathematics of finance and its global manifestations and they would be able to apply their knowledge as teachers, finance professionals and portfolio managers in the nation and the larger global environment.

Learning Outcomes

- Understood the applications of mathematics to the national and international financial markets.
- Discussed topics such as compound interest, annuities, stocks and bonds, and depreciation methods from the international perspectives.
- Created interest yielding investments using the concepts of Net Present Value, and Internal Rate of Return.
- Identified and explained the national and international financial instruments, economic activities, and productivity that create stability in the financial markets.
- Exemplified deep knowledge to become invaluable workers in the financial market where advanced mathematics is applied.
- Communicated understanding of concepts of mathematical of finance in oral and written forms.
- Applied technology to solve mathematical finance problems and interpreted results.

Specific Objectives

Upon completion of the course, students demonstrated with 80% mastery or higher the following knowledge-based competencies, and the professional skills and dispositions associated with each. Specifically, students:

1. Distinguished between simple interest and compound interest with examples.
2. Defined and discussed with international examples topics such as future value, present value, discount, nominal and effective rates, and compound rates.
3. Defined ordinary annuities, periodic payments, annuities certain, deferred annuities, forborne annuities, and perpetuities with varied examples.
4. Computed future and present values of annuities and interpreted the results.
5. Solved problems involving amortization, discount points owners' equity, sinking funds, and national and international real estate appreciation.
6. Created amortization tables, and design depreciation tables.
7. Delineated strategies for solving problems involving investing in national and international stocks and bonds, yield rates, and valuation of international stocks and bonds.
8. Performed capital flow analysis, and compute internal rate of return
9. Solved problems involving future and present values of continuous streams, inflation, and risk of default.
10. Summarized the role of international perspectives in the currency markets.
11. Discussed stock and bond markets in selected countries such as China, Nigeria, Ghana, Uganda, Tanzania, South Africa, India, Britain, France, and Spain.
12. Used global issues to discuss the mathematics of hedging and currency markets.
13. Solved simple problems involving basic stochastic calculus.
14. Developed and presented a project paper involving fixed income investments encountered in various countries of the world.

Solution to a class problem

We subsequently solved a typical mathematical problem with international dimensions through class discussion. This problem exemplifies internationalization of the course. Students could learn and discuss many attributes of international education using the problem stated in the sequel as a background. They could discuss that one could have an account in US Dollars in some Egyptian bank. Due to the durability and stability of the US Dollar, many rich people keep accounts in US Dollars. Moreover, US Dollars were accepted as the primary currency of international transactions. Students in this class also connected Egypt with History of Mathematics, religion, geography, the Arab World, Middle East, Africa, and Asia. Stability and lack of stability of several Middle East countries were also discussed. Here is a problem of significance.

> ***Mousa was an Egyptian businessman. On February 11, 2001, his daughter Aisha gave birth to a baby boy. His name is Ahmed. Aisha also has five other children, two boys and three girls. She opened special bank accounts for each of her six children two months after their birth. On the day Ahmed was born, his grandfather, Mousa, opened a ten-thousand-Dollar bank account for him at a bank in Cairo. This account attracted quarterly compound interest. All accounts at this bank are in US Dollars. Mousa would like Ahmed to use this money to pay dowry on his wife at the age of 26. Furthermore, he would like the amount on this account to be $25,000 when Ahmed is 26 years.***

(a) What is the annual interest rate if this account will have at least $25000 when Ahmed is 26 years old?
(b) What is the effective interest rate on this account?
(c) If Ahmed decides not to withdraw this money at 26, how much will he have in this account when he is 51 years old?

Solution:

(a) $P = \$10,000.00$ is the initial bank deposit the day Ahmed was born.

Suppose S is the future value of this account, the number of compounding periods is

$n = mt$ where m =4 is the number of compouding

periods in a year and $t = 26$ is the number of years; $n = (4)(26) = 104.$

$$S = S_n = S_{104} = P(1 + \tfrac{i(m)}{m})^n = \$25000 = \$10000(1 + \tfrac{i(4)}{4})^{104}.$$

$$\$25000 = \$10000(1 + \tfrac{i(4)}{4})^{104}$$

$$(1 + \tfrac{i(4)}{4})^{104} = \frac{\$25000}{\$10000} = 2.5. \text{ Hence we get that}$$

$$1 + \tfrac{i(4)}{4} = \sqrt[104]{2.5} = 1.008849414 \Rightarrow \tfrac{i(4)}{4} = 0.008849414.$$

$$i(4) = 0.0353976576 \approx 3.54\%.$$

Hence the nominal interest rate is 3.54%.

(b) The effective rate on this account is

$$i_e = (1 + \tfrac{i\%(m)}{m})^m - 1 = (1 + \tfrac{3.54\%(4)}{4})^4 - 1 = (1.00885^4) - 1 = .035872714 \approx 3.59\%$$

(c) If Ahmed decides not to withdraw from this account until he is 51 years old, then the amount in that account will be

$$S_n = S_{204} = \$10000(1.00885^{204}) = \$60,342.88.$$

Other discussion topics such as, 'Dowry', followed.

The students and the instructor discussed the role of savings in paying dowry. This topic aroused many students' interest immensely.

Challenges

Several challenges were encountered in the course. The first challenge was how to optimally integrate attributes of internationalization in pedagogy. This challenge was reinforced by the fact that most of the students in the class were challenged by geographical knowledge, historical information, as well as lack of understanding of other cultures and traditions. Managing the time allocated to these courses to avail the students of the knowledge they need to understand the content was a challenge. The second

challenge emanated from the fact that some knowledge of economic terms was needed. Again, many students were not familiar with such knowledge. Those students must be accommodated in class activities. The third challenge was the depth and breadth of the content. The content was dense, hence more time was needed to cover all the topics. Despite the changes enumerated above, innovative pedagogical methods were used to enhance course outcomes: group assignments and presentations were allocated, and students who needed help were given individualized help by the instructor. Additional reading materials were distributed in class, and I made sure students could obtain credible information and resources on the internet. With my guidance, students developed research topics and presented their findings at an undergraduate research symposium in Atlanta.

Conclusions and recommendations

MATH 4330-Mathematics of Compound Interest could easily be internationalized because of its inherent global nature. Students who are trained to become portfolio managers, hedge fund managers, and wealth managers must have in-depth understanding of global economic activities, international monetary activities, international trade, geography, culture, and tradition. Understanding of currency markets for example required that the student knew who owned the currency, currency value fluctuations, devaluations, and currency conversions. The student should be deeply knowledgeable about international banks, brokerage firms, insurance companies, import and export trade organizations, transportation, and governmental and private institutions which dealt with wealth and growth of wealth. Furthermore, some of our students could secure jobs at the World Bank, International Monetary Fund (IMF), or with the US Foreign Service all over the world. The students who took this course understood global perspectives, and therefore have competitive advantage and greater opportunities to use their quantitative skills and abilities to work at many and varied international financial institutions and agencies. I recommend that more courses in Mathematics be internationalized as those courses would give students opportunities to learn both content and the global environment. The instructor must be prepared to carefully prepare a pedagogical path for his or her course to optimize outcome: a seamless integration of content and context is essential for the success of the course. Integrating research,

project, collaborative assignments, and class presentations is recommended. More importantly, the instructor should attend the workshops organized by the Office of Global Programs. I learned a lot by attending the workshops, and I continued to consult the director of the center and our external consultant for additional help when needed.

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Appendix

Here is a list of some typical problems encountered in this course. The names of the banks and investments are made up by the instructor as they have no real impact on the problems and their solutions.

1. Mr. Mark takes $4,750 loan from Capitol Bank of Georgia, USA, for 10 months that charges $330.42 interest. What is the interest rate for the loan?

2. Compute the maturity value of $42,571 note dated 9/24/15 with interest at 8.57% and a due date of 2/17/16. Use (i) Exact time and date, (ii) Banker's Rule.
3. What should you pay to buy a security that matures at $45,000 in 8 months if you wish to earn 11.5% on the investment?

4. On February 10, 2008, Mindi took a $25,000 loan which matures August 17, 2016 at 8.5% (4). Find the future value of the loan. (Draw a Time Line Diagram).

5. Larry invests $11,500 for five years at 7.25% interest. Find the amount if

   (a) Twice a year.
   (b) The money is compounded quarterly.
   (c) The money is compounded monthly.
   (d) The money is compounded daily (use 360 days/year).

6. If Carnegie Corporation of New York invested in an endowment of $135 million in 1911 at 4.52 %(1),
   (i) How much would have been in the funds in 1956, assuming that none of the interest was used during that time?
   (ii) If $42 million dollars is withdrawn every year after 1956, will this organization run out of money? If so, how long will it take for the organization to run out of money?

7. In 1956, Albany Investment Company (AIC) opened a savings account with $K earning a simple interest at an annual rate of 4.5%. Five years later, AIC closed the account and invested the accumulated amount in a savings account that yields 5.25% compound interest. Determine the number of years (since 1956) for the balance to reach $3K.

8. Mousa was an Egyptian business man. On February 11, 2001, his daughter Aisha gave birth to a baby boy. His name is Ahmed. Aisha also has five other children, two boys and three girls. She opened special bank accounts for each of her six children two months after their birth. On the day Ahmed was born, his grandfather Mousa opened a ten-thousand-Dollar bank account for him at a bank in Cairo. This account attracted quarterly compound interest. All accounts at this bank are in US Dollars. Mousa would like Ahmed to use this money to pay dowry on his wife at the age of 26. Furthermore, he would like the amount on this account to be $25,000 when Ahmed is 26 years.

   (i) What is the annual interest rate if this account will have at least $25000 when Ahmed is 26 years old?
   (ii) What is the effective interest rate on this account?
   (iii) If Ahmed decides not to withdraw this money at 26, how much will he have in this account when he is 51 years old?
   (iv) Perform a comparative analysis of interest rates and rate of returns in investments in Egypt, USA, China, and Nigeria.

9. A 273-day $2,000,000 Treasury Bill is bought with a bid of 93.12% Find the rate of return (ROR).
10. Ms. Thompson took a 30-year $265,000 mortgage loan from Albany Southwest Bank at 6.5% (12).

(a) Determine the minimum monthly payment for this loan.
(b) Find the future value of this annuity.
(c) Complete the first five rows of the amortization schedule below.

Payment No.	Payment	Interest paid	Principal Paid	Balance

0				$265,000
1				
2				
3				
4				
5				
6				

11. Amuzi Investment Bank (AIB) issues $126,000 loan to Dike Construction Company (DCC) at a nominal rate of 6.75 % (12). The terms of the loan are as follows: $60,000 will be paid back to AIB in 8 months, $50,000 will be paid back in 17 months, and $65,000 will be paid back in 24 months.
    (i) Find the Net Present Value (NPV).
    (ii) If AIB and DCC have an agreement that DCC will pay a nominal interest of 7.75% (12) if the loan is paid back in 3 years, how much will MCC pay back?
    (iii) What is the total interest of the loan if (ii) holds true?

12. At the age of 40 years, Mr. Rogers opened an IRA at Her Majesty's International Bank, London. He pays in $600 every month into an annuity account that yields a nominal interest rate of 9.5%. At the age of 50 years, he opens another IRA in which he pays in $750 per month at an annual nominal rate of 7.25%. At the age of 55 Mr. Rogers opens another account in which he pays in $625 every month, with this account having a nominal rate of 10.25%. All these accounts are maintained according to the terms until Mr. Rogers is 65 years.

    (a) How much will the future value of Mr. Rogers's retirement portfolio be when he is 62.5 years old?
    (b) Mr. Rogers plans to retire at 65 years. Suppose his IRA manager has promised him he would receive 6 % (12) interest on his retirement

portfolio. How much will Mr. Rogers have in this total annuity account when he turns 65 years old?

(c) Mr. Rogers plans to draw retirement amount one month after his 65th birthday. If he plans to receive $3410 per month after retirement, how long will his annuity last?

(d) Mr. Rogers is a sick man and would likely die when he is 80 years old. How much will he leave for his widow and children?

Internationalizing the Curriculum: Re-thinking Pedagogical Approaches to World Literature and English Composition

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Abstract

This study explores the pedagogical approaches to internationalizing World Literature and English Composition courses at Albany State University, a small HBCU in Albany, Georgia. This attempt to internationalize the World Literature curriculum introduces, adds, and (re)positions strategically multimedia texts, such as "My Mother the Crazy African," "The Tale of Sinuhe," "Egyptian Love Poems," and Black Orpheus that simultaneously highlight and counter the Eurocentrism of the original design of the syllabus that structurally represented Europe as the genesis of civilization. A Eurocentric curriculum and pedagogy are discordant to a school in which a majority of students are of color. Therefore, this internationalized World Literature curriculum attempts to help students see themselves reflected in the assigned readings as well as to examine objectively the contributions countries and cultures of the world made and continue to make to the body of literature and to its study worldwide. English Composition II internationalized curriculum also ensures that students engage prevalent and relatable trends in international and cross-cultural discourses, based on the essays they write that require engagement with peoples and cultures of different countries in the world. The methodology deployed helps situate these students relationally in globally oriented discourses, to reveal that, as human beings, our lives are interconnected, despite our geographical and geopolitical locations, to ensure the socioemotional and intellectual uplift of all students, and to develop and fortify the teacher's global awareness and competence.

Keywords: internationalization, internationalized curriculum, English composition, world literature, literature, international students, intercultural, cross-cultural, HBCU

As a professor at Albany State University, a small Historical Black College and University (HBCU) in Albany, Georgia, I have embarked on a

mission to internationalize my curriculum and to study the implications and benefits of using multimedia texts to create global awareness in my courses, using both my World Literature I and English Composition courses as starting points. The internationalized curriculum of both courses concentrates on course content and on teaching and learning approaches, which incorporate an intercultural and international perspective. This study of my courses proposes that, in attempts to internationalize the curriculum at a university such as ASU, curricular and pedagogical practices need to expand and evolve with global trends and discourses; and needs to account for other teaching and learning approaches (such as using multimedia texts) that will make them relatable to students who hail mostly from Albany, Georgia and its surrounding areas, and students who attend a small Southern HBCU.

Literature Review

Colleges and universities within the United States have recognized increasingly the need to internationalize their curriculum. According to Bremer and van der Wende (1995), in Internationalizing the Curriculum in Higher Education, internationalization of the curriculum can refer to such varied internationalization activities as study abroad programs, foreign language courses, interdisciplinary or area programs, or the provision of programs or courses with an international, intercultural, or comparative focus. Schuerholz-Lehr, Caws, Van Gyn and Preece (2007) define curricular internationalization as "a process by which international elements are infused into course content, international resources are used in course readings and assignments, and instructional methodologies appropriate to a culturally diverse student population are implemented" (p.70). I am extending my course content, readings and assignments, and instructional methodologies to facilitate international learning approaches and discourses in my courses.

Regarding multimedia texts, this study joins the research of scholars and educators, such as Audeliz Matias, Sheila M. Aird, David F. Wolf II, Laura A. Wankel, and Patrick Blessinger, that examines the ways in which multimedia texts have the potential to foster a more interesting and engaging learning environment. In "Innovative Teaching Methods for Using Multimedia Maps to Engage Students at a Distance" (2013), Matias, Aird, and Wolf maintain that multimedia texts offer educational opportunities for students to link geographic and cultural understanding within the context of a

variety of disciplines. In their introduction, "Inventive Approaches in Higher Education: An Introduction to Using Multimedia Technologies" (2013), Wankel and Blessinger examine the ways multimedia texts create more coherent and integrated instructional messages and thus more fully engaged learners (p. 15). My research adds to these discourses by revealing the ways multimedia texts create effective means to internationalize the curriculum.

Administrators and faculty members at Albany State University acknowledge that it is not enough to recruit international students to study at an institution in the USA solely as an attempt to internationalize that institution's programs. Indeed, recruiting international students is only one component of internationalization. The institution's curricula and pedagogical approaches need to expand and evolve with global trends and discourses and need to account for other teaching and learning approaches that will make them relatable to both local and international students. As a professor at ASU, I am internationalizing my curriculum and studying the implications of and benefits of using multimedia texts to develop global awareness in my courses. I have decided to use both my World Literature I and English Composition 1102 courses as starting points. The internationalized curriculum of both courses concentrates on course content and on teaching and learning approaches that incorporate an intercultural and international perspective.

Objective

A goal of internationalizing the curriculum is to expose students to a world outside of the one in which they live and with which they are familiar. According to a recent American Council on Education report, "internationalizing the curriculum is the most important strategy institutions can use to ensure that all students acquire the knowledge, skills, and attitudes they will need as citizens and workers in a rapidly changing and globalized world" (Green & Shoenberg 2006, p. iii). According to the ASU Fact Book for 2016-2017, of the approximately 3,041 students enrolled at ASU, a little over one-third of them (1,204) come from Albany and surrounding regions (p. 49). Of the latter number, three-fourths of them have not traveled within the USA, and even fewer have traveled outside the USA.[1] The challenge, then, is to find relatable means through which students can address and discuss global issues. Undoubtedly, multimedia texts in English and

Literature courses are one of the means that effectively and directly expose students to other people's cultures, societies, and histories. Both World Literature I and English Composition 1102 can make effective use of these printed and multimedia texts.

World Literature I: From an International Perspective

The constitutive components of World Literature lend themselves easily for an attempt to internationalize the curriculum. By definition, the course is already internationalized, as it exposes students to a broad background for understanding and evaluating globally and culturally diverse literary works. However, my approach to World Literature, as indicated in the units below, exposed students to some traditional texts selected by the English department, but also, and importantly, to more texts that are in accordance with their realities and that would address their socioemotional needs. These works allow students to better grasp and understand cross-cultural discourses, offer certain parallels between the past and present and assert the intrinsic value of the study of literature as a means of understanding the human experience, and gesture towards the contributions that certain countries make to World Literature.

The reading list for World literature I covered three units, which introduced students to different authors, historical periods, countries, and continents. Texts marked with an asterisk are those I added or relocated and placed earlier in the course to lessen the emphasis on a Eurocentric viewpoint. Also, students were only assigned selections from extensive texts as shown in Table 1 below, such as the Qu'ran, the Hebrew Bible, the Odyssey, the Divine Comedy, and the Canterbury Tales.

Table 1
Units of study in World Literature

Unit I	**Unit II**	**Unit III**
*Chimamanda Adichie's "My Mother the Crazy African"	*The Qu'ran*	Tao Qian, *Li Bo*
*"The Tale of Sinuhe"	Ovid, *Metamorphoses*	"Sunjata: A West African Epic of the Mande Peoples"

*Egyptian Love Poems	*Beowulf*	Machiavelli, *The Prince*
The Epic of Gilgamesh	Dante, *The Divine Comedy*	Marguerite de Navarre, *The Heptameron*
The Hebrew Bible	Chaucer, *The Canterbury Tales*	*Popul Vuh*
Homer, *The Odyssey*	Christine de Pizan, *The Book of The City of Ladies*	*The Huarochiri Manuscript*
Sophocles, *Antigone*	Visnusrman, *Pancatantra*	*Florentine Codex*
Euripedes, *Medea*	Somadeva, *Kathasaritsagara*	Cervantes, *Don Quixote*
Aristophanes, Lysistrata [2]*Movie, Black Orpheus	Movie, *The Lion in Winter*	Shakespeare, *Hamlet*

After each of the first two units, the students view a movie: Black Orpheus and The Lion in Winter, respectively. The purpose of the movies is to provide an opportunity for students to identify thematic connections between the texts they read and the films they view. As part of the work of the course, they write original oral presentations on several of the texts, write short analyses of the films, and submit an essay after each of the units. These are activities designed to allow students to demonstrate how well they are grasping the international elements of the curriculum and how well they are interpreting and analyzing the material, as I explain in the Results section.

Importantly, all the assignments, but especially the final longer essay that asks for a comparative analysis of two different authors and texts, allow students to see how authors and their texts may be both different and similar. Also, by engaging and examining literatures from different countries, cultures, and historical periods, students can evaluate how past events continue to influence contemporary societies, and how peoples and places are interconnected despite their differences. Students can then discern how the socio-cultural and political issues they face personally and the society in which they live immediately factor in these discourses.

Rationale

The initial problem I had with the original design of the curriculum is its concentration on European texts and its predominant Eurocentric approach to understanding World Literature. Not only is this Eurocentric approach monolithic, but it also limits students' understanding of the contributions other countries and their peoples and cultures have made to World Literature and continue to make to global discourses. Moreover, the original design of this course is at variance with the realities of many of these students at a small Southern HBCU. For at least 75% of the students at ASU, World Literature is their first college course that forces them to do in-depth study and analysis of literature, and it is also a course that teaches them more about European cultures than about their own. To deconstruct the notion that World Literature begins with Europe, I decided to begin the course with three Afrocentric texts, "My Mother the Crazy African," "The Tale of Sinuhe," and "Egyptian Love Poems."

Methodology

"My Mother the Crazy African" (2009) is an apt text with which to begin the course, since it allows students to understand the concept and structure of the class (through work with a text to which they can relate). The story is about a Nigerian family living in the USA, and a young girl, Ralindu or Lin, who must negotiate two different geopolitical spaces and a myriad of cultural spaces in defining her identity, finding love, and understanding her situations in a global context. Students attempt to better understand the text by addressing the following questions:

a. What do Lin's and her mother's characterizations suggest about the immigrant experience in the USA?
b. How must Lin negotiate the space between being Nigerian and American?
c. With whom does the text ask us to identify and empathize?
d. What else does the text say about or add to cross-cultural discourses?

These questions allow students to think more critically about the concerns the text articulates. Importantly, students can examine how the text engages dominant traditions and perspectives on internationalization and cross-cultural narratives.

Throughout the course of the semester, students encounter other texts with similar narrations and characterization, such as the Egyptian Love poems and Sophocles' Antigone, and they can see that a girl like Lin has many similarities with even the unnamed characters in the Egyptian Love poems that were written circa 3000 B.C.E.

As a way of transitioning from textual discussions to discourses on films, I deliberately assigned Black Orpheus (1959) after students had read The Odyssey and Gilgamesh. The latter two texts are European and Mesopotamian in origin respectively; meanwhile, Black Orpheus draws on the European tradition but reproduces it using African and Afro-Latina traditions of South America. For their assignment, students researched and read the Greek legend of Orpheus and Eurydice. After viewing the film adaptation, they did an in-class comparative analysis. Some of the questions that guided this analysis were as follows:

a. What are some of the differences between the Greek legend of Orpheus and Eurydice and the 1959 movie adaptation?
b. What aspects of the Brazilian culture does the film emphasize, address, and reveal?
c. Does your approach to the text differ when the characters represent people of color and when you receive a visual of the milieu?

Of the 18 students in the course last semester, 14 students stated that the visual representation of the Brazilian culture, of carnival, and what they referred to as "the exotic people," captivated them and exposed them to the vitality of the Brazilian society that was hitherto unknown to them. They asked questions about the different spiritual practices in the film. Students agreed that the characters and setting made the storyline more relatable and less distant than the Greek texts. Importantly, they expressed appreciation for the film's ability to situate people of color within narratives of heroism,

bravery, tragedy, and romance, especially since the European texts they read prior excluded people of color, let alone situate them in any position of power and influence.

Writing Component

Although World Literature is a reading-intensive course, students also formulate a series of in-class presentations, two short essays, and a final paper. For each of these assignments, students must provide the historical, social, and cultural context for the piece of literature they intend to analyze. In their class presentations, students chose a text and introduced the class to the people, culture, society, and history from which the text emerges. They provided visual aids and references to make the text more accessible and easier to understand. Their final paper required them to use one text as a lens with which to read another text from a different country. For instance, they could read selections from Niccolo Machiavelli's The Prince and analyze Shakespeare's prince Hamlet according to the criteria Machiavelli advances to measure a prince.

Results

For her essay, one student began by outlining the qualities and characteristics Machiavelli suggests the prince must possess. She then analyzed which of the aforementioned characteristics and qualities Hamlet possesses and lacks and explained the qualities and characteristics he should develop or obtain to be a more effective prince/king. This approach enabled her, and other students, to examine the socio-cultural and historical contexts that give shape to an understanding of manhood and leadership in both England and Italy. Not only did students become aware of different countries' expectations of gender and leadership, but they also saw how the literatures of these countries represented and reflected these expectations.

Discussion

One of the difficulties I encountered was ensuring that students committed to the ambitious reading load. The course demands that students read intensive texts, such as Gilgamesh, The Odyssey, Beowulf, Sunjata, Antigone, and so forth, within very short time frames. Some of these texts

are well over four hundred pages in length. Not only is the reading load extensive, but the prose of these texts is usually opaque and complicated. Some students even remarked that the storyline, say in Beowulf, was unfamiliar to them. I therefore had to utilize innovative ways to make the literature germane and accessible to every student. I observed, however, that students' presentations on these texts helped the class tremendously in making the texts engaging and relatable. Students became agents in their own learning by incorporating in their presentations learning aids, such as links, images, and videos. For instance, after analyzing The Odyssey, one student showed clips from the 1997 movie adaptation of the text. These movie clips helped to clarify parts of the text that were not so clear to a first-time reader. While the presenter deconstructed the text for the audience, the class offered constructive criticism during question segments. Other concerns the students had were outlined in the essays they submitted, which were graded according to the rubric included in Appendix A of this article. Importantly, these essays gave me the opportunity to offer further instructions and textual criticism to students.

English Composition 1102: From an International Perspective

Rationale

English 1102 course is a writing intensive course, designed to expose students further to the conventions of academic writing than they covered in College English 1101. The course helps students develop critical thinking, improve their writing and analytical skills, and use rhetorical devices and well-constructed arguments to communicate ideas on paper. The emphasis in English 1102, however, has always been on the improvement of writing skills and less on thematic concerns or on the promotion of international and cross-cultural discourses. Even when students addressed, explicated, or wrote on socio-cultural and political issues, these issues were mostly pertinent to the USA.

For this reason, I have decided to internationalize the English 1102 curriculum by ensuring that students engage global perspectives and trends through the multimedia texts they cover and discuss. Invariably, the assignments require students to research peoples and ideas from different regions of the world. Some sites from which and mediums through which

they gather information included websites, journals, news outlets, published literature, and mass media. Students in this course completed a total of eight assignments: five short papers, a research proposal, an annotated bibliography, and a research paper. The types of short essays they wrote included Cause/Effect, Definition, Classification, Argumentation, and Analysis. The guidelines for the respective assignments were specific and urged students to approach their analyses from internationalized, cross-cultural perspectives.

Methodology

Essays, such as definition, classification, and research, encourage students to exercise critical thinking and develop their cultural competencies by exploring ideas and issues that are currently informing global discourses. For their definition essay, for instance, students had the topic of terrorism. The prompt required students to do the following:

Write a two-page paper that provides an extended definition of terrorism. Begin by providing the denotative meaning (or dictionary definition) of the term. Then, state how the paper (your paper) will extend the definition. What major points should the definition include? Are there different categories of terrorism? What are some examples? These are questions that should help students organize and present their ideas clearly. They then need to provide evidence to support their claims.

In defining terrorism, students in this past semester's course used global examples. After I prompted them to watch the news, students discussed the abduction of the Nigerian school girls by Boko Haram. They discussed the threats of ISIS in places such as England, Belgium, and France. Importantly, students also addressed the issues of internal terrorism in the USA. They discussed the USA's "War on Terror" following the attacks on the Twin Towers on September 11, 2001, the effects of the Boston Marathon bombing, and even the effects of what they termed smaller-scale acts of terror by law enforcement officers against civilians.

For their classification essay, students classified influential people. At least half of the twenty students in the class chose to classify people according to their journey to success, their philanthropic engagements, and the effects they have on the lives of others. Based on the categories, some students discussed Nelson Mandela, Oprah Winfrey, and Bob Marley as

influential people. This assignment allowed them to better understand other people's background, their respective world views, and their contributions to humanity.

The research essay built on all their other essays conceptually. Since it was an eight-page paper, students had to engage and analyze several primary and secondary sources. Their primary sources were Haunani Kay-Trask's "Tourist, Stay Home!" and an excerpt from Jamaica Kincaid's A Small Place. The assignment asked students to choose two to three travel agencies' representation of Antigua and Hawaii and compare their representations of these countries to Kincaid's representation of Antigua in A Small Place and Trask's representation of Hawaii in "Tourist, Stay Home!" To accomplish this, they had to narrow their inquiry to a particular historical period. For example, they might consider travel agencies from the 1980s to 1990s; in any event, their reason for choosing a time frame needed to be clear. They had to determine to what degree Kincaid and Trask support or make problematic the travel agencies' representation of their respective country; what Kincaid and Trask highlight that the travel agencies ignore; and what the implications of such revelations are. Ultimately, students had to show how their analysis extended, complicated, or challenged primary and secondary readings on their subject.

Results

As do the other assignments, this assignment requires students to research the history and the cultural and social developments of both Hawaii and Antigua. Students learned that Hawaii was ruled by a monarchy before it was overthrown by the United States of America. They learned to what extent the local government and tourist agencies exploit the culture and resources of Hawaii for tourism. They also acknowledged that a country like Antigua faces similar issues with tourism, and even though it only recently became an independent country in 1982, Antigua now must combat various forms of neocolonialism. Tourism, as Kincaid points out, creates as many cultural and political problems as it does economic rewards.

In her essay, one student argued that "Trask and Kincaid respectively reveal that in Hawaii and Antigua, the government is corrupt, and because of tourism, the land, resources, and culture have been exploited and the cultural traditions of the natives have been altered, while tourist videos only display

the scenic beauty, modern growth, and the benefits of tourism." Although the statement could be reworded for clarity, the student indicated the ways in which she was planning to juxtapose Trask's and Kincaid's texts with "adfomercials" from tourist agencies and her purpose for doing so.

Discussion

Students expressed how overwhelmed they were by the writing requirements in this class. Students found writing eight assignments during the semester too challenging. Two-thirds of them were particularly resistant to the research process, which included the research proposal, annotated bibliography, and then the research paper. They even explained that they were taken aback by some of the texts they read. For instance, students found Trask's and Kincaid's critiques of their country and government revealing. Approximately one-third of the students even said that they had never thought Hawaii and Antigua had such issues and that they would not have known about it if they had not analyzed these readings. While some students claimed that they would never travel to Hawaii (which I reiterated was not the objective of the assignment!), the overwhelming majority asserted that they now think about traveling differently, and they understand why people must be responsible travelers.

The primary challenge I faced was to keep students engaged and focused on writing. However, I realized early in the semester that choosing relatable topics would allow them to concentrate more on the type and structure of the essay and the writing conventions. For instance, writing about influential people for their classification essay allowed students to discuss personalities that fascinated them, while their exercise remained centered on the expectations of a classification essay. While students still had to function within certain parameters for the research paper, they had more liberty with respect to the visual texts they incorporated. They had to include Trask's and Kincaid's texts in their list of primary texts; however, they could choose to read these texts alongside adformercials, brochures, or YouTube videos. Again, this flexibility enabled students to make their research a little more fun, even as they remained vigilant about and committed to the tenets of research and focused on the analysis of global discourses.

Importantly, the essays students produced exposed their weaknesses and vulnerabilities and enabled me to offer more detailed instructions on

how to improve their writing. I graded students' essays in this class based on the rubric included in Appendix B of this article. Since this is a writing intensive course, I based the final assessment of a student's performance and assignment of grades on the following: Drafts of papers accounted for 30% of their grade and compositions including the research paper accounted for 70%.

Demonstrated writing skills determine seventy percent (70%) of a student's grade. The composition evaluation included writing skills, such as grammar and mechanics, style, and content. Importantly, the latter had to follow my rubrics and guidelines for the respective assignments closely and produced clearly constructed arguments that articulate students' perspectives on global and cross-cultural discourses.

Conclusion

The objective of internationalizing the curriculum was to allow the students to gain an understanding that they do not dwell in a box. The assignments in these two courses exposed students to the world outside of Albany. The texts they read and the topics they addressed took students to various parts of Africa, Europe, Asia, and the Americas. Students learned to understand that some of the issues they face and the ideas with which they grapple are not unique to them, but have baffled others too in societies across the globe way before the Christian Era. Importantly, the international perspective in these courses helped students understand their position in the world in relation to other people. This helps them conceive of how the thoughts they have and the decisions they make may affect others in much the same way that decisions made historically continue to affect our present world.

This effort to internationalize the curriculum has helped my own pedagogy by forcing me to think critically and creatively about the development of students and about creating engaging and suitable learning environments for them. My first accomplishment was acknowledging the needs of these students and the source of these needs; an overwhelming number of students lack a global perspective. Several of the students had no idea where to locate Antigua on the map. Some of them did not know the history of Hawaii, even though it is one of the states of the USA. Two-thirds of them knew nothing about countries such as Antigua and Brazil. Through

the reading materials I provided in English 1102, however, students learned that Hawaii, a state within their own country, faces many postcolonial, socio-cultural, and political issues much like countries such as Antigua. The readings also enabled me to show students how to produce more informed response to what they represent as the "effects" of tourism, traveling, and even the struggle for social justice.

Ultimately, my students and I encountered diverse cultures from various countries around the world and discussed them in meaningful, informative, and dignified ways. I witnessed how students became agents in their own learning and became more insightful about their own cultures. As the courses expanded and evolved with international trends and discourses, they allowed me to reflect on the development of my own pedagogical approaches.

My research for both World Literature and English 1102 has led me surely to other resources and teaching aids which I can incorporate in my curriculum. For instance, I discovered the movie Rabbit Proof Fence (2002), which is an Australian- based movie that addresses socio-cultural and political issues that parallel those Kincaid and Trask address, and which I can now allow my English 1102 students to examine. I can also use this source in my World Literature course and introduce students to Australia, one of the continents not accounted for by the original curriculum. I imagine that my global awareness will expand even more as I continue to teach these courses and internationalize my curriculum.

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About the Author

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Appendix A

World Literature Essay Rubric:

Criteria	Exemplary (9-10 pts)	Proficient (6-8 pts)	Developing (3-5 pts)	Deficient (O-2 pts)	Total
Assignment's Requirements	Student effectively fulfills requirements -Type of writing: arg. -2 pages of double spaced, typed content. Format Correct: margins, headers, etc. - Refs/Works Cited incl.	Student adequately fulfills assignment requirements.	Student partially fulfills assignment requirements.	Student does not fulfill requirements.	__10pts
Thesis	Student's thesis is effective: a clear, arguable, well developed, and definitive statement of position.	Student's thesis is adequate and meets the requirements.	Student's thesis just barely meets requirements.	Student's thesis is not an arguable position, or no thesis is present.	__10pts
Development and Organization	Student's paper has a logical and thorough development of points that support the thesis; effective transitions; a clear argumentati	Student's paper Somewhat supports the thesis: effective transitions: clear argumentative strategy and organization.	Student's paper barely supports the development of the thesis; lacks effective transition and clear argument and organization.	Student's paper presents superficial development; offers little support to the thesis; lacks effective transition and clear argument and organization	__20pts

	ve strategy of organization is followed				
Evidence: Analysis Synthesis:	Student effectively presents relevant and analyzed textual evidence to support the thesis following the evidence formula; student applies/synthesizes textual evidence to his/her position and points back to thesis Statement.	Student adequately presents relevant and analyzed textual evidence to support the thesis following the evidence formula; student applies/synthesizes textual evidence to his/her position and points back to thesis statement.	Student barely presents relevant and analyzed textual evidence to support the thesis following the evidence formula; student barely applies /synthesizes textual evidence to his/her position and points back to thesis statement.	Student's textual evidence is irrelevant and is not analyzed; student shows no attempt at synthesis	__20pts
Opposition/ Refutation:	Student clearly and fully explains opposition and persuasively refutes it.	Student explains opposition and gives refutation .	Student explains opposition and gives refutation.	Student does not include opposition and refutation in paper.	__10pts
Citations:	Student follows citation format with meticulous care. Incl: proper in-text and referencing citations using either MLA or APA style	Student follows citation format with care, with some errors	Student barely follows citation format; displays many errors.	Student does not follow citation format. Does not include proper or any references.	__10pts

Grammar, Structure, Usage	Student has little or no grammatical mistakes, etc.	Student includes few grammatical and syntactical errors, which do not interfere with an understanding of the essay.	Student makes many grammatical and syntactical errors, which affect the clarity of the essay.	Student has too many grammatical, structural and word use mistakes, which interfere with flow, meaning, etc	__/20pts

TOTAL: 100 points divided by 10 = 10 % _/100 ps

Appendix B

Research Paper Rubric:

Criteria	Strong Paper	Average Paper	Weak Paper	Other Comments
Introduction 10%	-Presents a lead in or opening that introduces the essay topic and grabs the reader's attention -Started the thesis in clear, specific terms -Contains effective essay map	-Presents a lead-in or opening, but it does not introduce the topic, or the topic is not particularly enticing -States the thesis but in a somewhat vague manner and has an essay map that is fairly effective	-Fails to present a lead-in, or presents one that is not enticing or that doesn't clearly indicate the essay topic -States the thesis but in very vague terms, or the thesis and essay map are missing altogether	
Content The body of the Essay 50%	-Presents at least three main points, and each point is fully supported by relevant details that fully convince the reader -Cites at least three relevant, credible sources per paragraph, and source materials are blended into the essay in a smooth and effective manner	-Presents at least two or three main points, but these points aren't fully supported or are not the most relevant and convincing -Cites at least three relevant sources, and the information is blended in somewhat smoothly	-Presents only one or two points, or points that are very weak and unconvincing -Cites no source or only one or two irrelevant sources, and the information is mostly dropped in	

Organization 10% earned	-Organizes ideas into well-structured paragraphs that move the reader smoothly through the essay -Presents ideas that are logically sequenced, and uses effective transitions between and within paragraphs	-Organizes ideas into paragraphs that move the reader somewhat smoothly through the essay	-Fails to organize ideas into well-defined paragraphs that move the reader smoothly through the essay -Often presents ideas out of sequence
Language Formatting Proofreading Overall Presentation 30%	-Has clear sentences that are easy to follow -Contains very few or no grammar or mechanical errors and demonstrates careful proofreading -Follows MLA rules very closely -Contains all required components	-Presents ideas that are generally sequenced in a logical manner, but not always -Uses some transitions between and within paragraphs -Has clear, well-structured sentences in most cases -Contains relatively few grammar or mechanical errors -Follows MLA conventions in most cases	Has many confusing or poorly structured sentences -Contains many grammar, spelling and mechanical errors and -Uses only a few transitions or none at all -follows MLA conventions only minimally or none at all

[1] We gathered this number through the University President's initiative to ensure that all ASU students obtain and use their passports. When the President asked the over 1000 students present at his meeting how many of them owned a passport and how many traveled outside of the state of Georgia, only over 200 of them raised their hands.

[2] *Texts marked with an asterisk are those I added or relocated and placed earlier in the course to lessen the emphasis on a Eurocentric viewpoint.

The Internationalization of Curriculum at ASU: Personal Reflections on a Disparate Evolution

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This article is a revision of a presentation made to participants attending Faculty Symposia on Internationalizing Courses at Albany State University (ASU) in 2016. It traces the evolution of efforts and dynamics of the faculty and administration since the 1980's to infuse internationalization into the academic disciplines at the campus. The Department of English spearheaded this effort through some University System of Georgia support, federal and state grants, the Association of Colleges and Universities, and through collaboration of faculty in ASU academic disciplines. The results include ASU sending and receiving faculty Fulbright grantees, and the establishment of a full-fledged Bachelor of Arts degree in International Studies; and while there is a realization that much has been accomplished, much more needs to be done.

Keywords: internationalization, curriculum, international studies

While there is no specific date designating the origin of the internationalization of curriculum in higher education, there is ample documentation that the pioneering works of scholars in the 1980s and 1990s, including M. Harari, B.B. Burn, S. Groennings, and others laid the foundation for the internationalization of curriculum in higher education as it is known today. Although the internationalization of curriculum in higher education was in its infancy in the 1980s and 1990s, evolving with diverse approaches amidst uncertainties, many of the leading scholars reached consensus about the need for internationalization of the undergraduate curriculum in colleges and universities. Harari (1989) declared that the rationale for the internationalization of the undergraduate curriculum is consistent with the liberal arts tradition. Groennings (1990) focused on the importance of the academic disciplines, especially the role of faculty, as the impetus for internationalization. Burn (1995), on the other

hand, issued a clarion call for the need for research to guide the development of internationalization in higher education. While the faculty and administrators at Albany State College in the late 1980s and early 1990s were certainly aware of internationalization at other universities, neither the institution's mission nor its academic activities were focused on internationalization or globalism. Most of the college's efforts during this time were devoted to its curricula and physical expansion.

When I arrived at Albany State College (now University) as Chair of the Department of English, I had served as English Department Chair at my previous institution; and I came with several major goals for my ASC department, including internationalization. Among my major academic goals were developing a strong and diverse faculty and department, implementing a Writing across the Curriculum (WAC) program, and of course, pursuing the internationalization of the ASC curriculum and the campus. Despite my uncertainty about the paths necessary to achieve internationalization at ASC, I was certain about the goal: expanding the international dimensions of the ASC curriculum to give students access to a more global education. Since Albany State College had not yet established an institutional approach to internationalization, I was certain, too, that my department could seize the opportunity to begin to fill the void.

Building on the ASC Foundation

Like many Historically Black Colleges and Universities (HBCUs), Albany State University has long been international and diverse, almost since its founding; for as the institution progressed, ASU, (then Albany State College), developed a diverse and international faculty and curriculum. In addition to the traditional courses in Western history, literature and foreign languages, there were, too, internationally focused courses in a few disciplines across the curriculum. The Department of History and Political Science, for example, had developed courses in the History of Latin America and International Relations; and in Sociology, faculty members had added such courses as the Culture of Africa and Comparative Ethnology. Subsequently, as the history of ASC unfolded, international courses in these and other disciplines across the campus increased incrementally. Such was the status of the internationalization of the curriculum when I arrived at ASC; however, my primary focus here is the activities in which I have been

involved since 1977, not a comprehensive review of ASU's internationalization.

As Chair of the Albany State College Department of English, I remained committed to my goal of the internationalization of the curriculum and the campus. Subsequently, therefore, I have worked to actualize this goal, both individually and collaboratively, with faculty in my department and in other disciplines. My efforts to effect more internationalization of the ASC curriculum began, of course, in the Department of English, now English, Modern Languages and Mass Communication. Understanding that external funding might be the most immediate, convenient and direct way to achieve real change in internationalization at ASC and that institutional funds for internationalization were limited, my department faculty and I began our search for external funding to achieve and support the internationalization of our department's curriculum

Securing Resources to Build ASC's International Capacity

Georgia Humanities Council (GHC) Grant - 1986

The first internationally focused grant that the Department received was from the Georgia Humanities Council (GHC). In 1985, Dr. Alsylvia Smith, Coordinator of Foreign Languages, and I co-wrote and submitted a proposal to the Georgia Humanities Council; and in 1986, our Department received a $26,000 grant from the GHC to conduct a Summer Institute for Foreign Language Teachers in Southwest Georgia school system. Directed by Dr. Alsylvia Smith, the institute involved 15 teachers in a successful four-week language enhancement program. The objectives of the summer institute were to: (1) provide intensive training for public school foreign language teachers, (2) improve resources for teaching and learning foreign languages in public schools and at ASC and (3) provide opportunities for the professional development of foreign language teachers. Participants' evaluations at the end of the institute were very positive, some recommending a repeat institute the following summer.

Study Abroad

While the recent additions of the Study Abroad programs at ASU, i.e., China, Portugal, Costa Rica, Jamaica, Belize and others, are welcomed

components of the current internalization of ASU, they are not, in fact, the university's first Study Abroad programs. In 1986, the Department of English and Modern Languages (now combined) received a small grant of $4,300 from the Georgia Board of Regents, which was a part of the University System of Georgia's International Intercultural Studies Initiative; and with this small grant and other departmental and university funding, Dr. Alsylvia Smith and Dr. Arnold Odio, both departmental faculty, conducted the first ASC Study Abroad program, taking a group of students to Ivory Coast, Africa to study French. Fortuitously, the foreign language faculty in the department had envisioned conducting future Study Abroad programs and had, in fact, developed a series of Study Abroad courses. Thus, the students who participated in the first Study Abroad program took courses for academic credit and their experiences were evaluated by Drs. Smith and Odio.

First Southwest Georgia (SOWEGA) International Studies Program - 1989

Subsequently in 1989, three years after the summer institute on foreign language and ASC's first Study Abroad program, the Department of English and Modern Languages received a $110, 000 two-year grant from the U.S. Department of Education to conduct its first Southwest Georgia (SOWEGA) International Studies Program, the focus of which was strengthening the department's foreign language instruction and curriculum. Funded by the Undergraduate International Studies and Foreign Language (UISFL) program of the U.S. Department of Education, the grant had several objectives: (1) strengthening the teaching and learning of foreign languages at ASC, (2) further internationalizing some current foreign language courses and developing new courses, (3) providing resources to improve the teaching of foreign languages in the department and adding library resources, and (4) providing professional development for ASC foreign language faculty. In the two-year grant period, faculty revised several courses in the major, purchased instructional resources to improve foreign language teaching and library resources and attended professional conferences, each faculty member attending at least one national foreign language conference. The evaluative data for the project was included in the final report for the grant.

Broadening the Department's Approach to Funding for Internationalization

During this same period, the department adopted an additional strategy to facilitate and support the internationalization of the ASC curriculum; that is, pursuing a different avenue to secure external funding. One of the most direct and successful strategies was the department's exploration and securing of grants for Fulbright Scholars to visit ASC. Such grants the department concluded could readily assist with the internationalization of the ASC curriculum and the campus in a more immediate and strategic ways. From 1990-2001, therefore, the Department of English and Modern Languages at Albany State University hosted three Fulbright Scholars:

First CIES Grant for a Fulbright Scholar in Residence - 1989

The same year in 1989, the department developed and submitted a Fulbright Scholar application, and in 1990, received a $42,000 grant from the Council on the International Exchange of Scholars (CIES) to bring an African Fulbright Scholar in Residence to Albany State College. From Nigeria, Dr. Niji Oladeji was a language and literature scholar who spent two years (1990-1992) at ASC teaching and lecturing; and during his Fulbright residency, he also helped the department improve its curriculum, specifically developing the current sequence of Yoruba courses offered at the university and the African Literature course the department now offers. Following his return to Nigeria for the mandatory CIES two-year hiatus required of foreign Fulbright Scholars who have served residences in the United States, ASC subsequently hired Dr. Oladeji as a full-time faculty member in the department, where he served effectively until his death.

Second CIES Grant for a Caribbean Fulbright Scholars in Residence - 1992

The department's success in securing its first CIES Fulbright Scholar grant proved so beneficial that the department submitted a second grant application and received a $43,000 CIES grant (1992-1993) to bring a Caribbean Fulbright Scholar in Residence to ASC. Professor Wayne Brown, a Caribbean poet and short story writer at the University of the West Indies, spent a year at ASC; and he, too, assisted the department in expanding its

curriculum by developing the Caribbean Literature course the department now offers.

Third CIES Grant for a Fulbright Scholar in Residence - 2000

The department continued to pursue the Fulbright funding pathway and in 2000 secured a third Fulbright Scholar in Residence grant for $46,000 to bring another African scholar to the institution (now renamed Albany State University). From Swaziland, South Africa Dr. Nester Dalamini was scheduled to spend a full year (Fall, 2000 - Fall, 2001) at ASU; however, the illness of her mother necessitated her leaving in early July 2001. While here, however, she taught courses in the department, lectured at ASU and at other local sites and was also instrumental in developing several international courses, i.e., South African Literature and a Zulu language sequence which, unfortunately, the department has not yet been able to add to the curriculum. Table 1 lists the Fulbright Scholars' countries, years at ASU and disciplines.

Table 1
Fulbright Scholars in Residence at Albany State University, 1990-2001

Name and Country	Duration of Residence	Scholar's Discipline
Dr. Niyi Oladeji Nigeria	1990-1992	Language and Literature
Dr. Wayne Brown Jamaica	1992-1993	Poetry and Fiction
Dr. Nester Dhlamini Switzerland	2000-2001	Language and Literature

There is ample evidence that Fulbright Scholars significantly enhanced the internationalization of the ASU campus, including generating additional interest in internationalization across the campus. In 2002, for example, the Dean of the College of Business, Dr. Abiodun Ojemakinde, was successful in securing a Fulbright Scholar in Residence from Tanzania, who spent the

academic year 2002-2003 teaching and lecturing in the ASU College of Business.

ASU Faculty as Fulbright Scholars

Further, ASU's internationalization of curriculum and Fulbright Scholar activities on the campus concurrently increased the interest of faculty in the Department of English and Modern Languages in becoming Fulbright Scholars. From 1993-1994, Dr. Marva O. Banks, Professor of English, served as a Fulbright Scholar at Fourah Bay College, University of Sierra Leone, West Africa. Subsequently, after the turn of the century, two additional English faculty members received appointments as Fulbright scholars. Dr. Benjamin Lawson, Professor of English, served two stints as a Fulbright Scholar, one at the University of Helsinki in Finland during the Fall Semester, 1991 and a second at the University of Utrecht in the Netherlands during the Fall Semester, 2000; and Dr. Sandy Cohen, also a Professor of English, spent a year in China from 1992-1993. Several ASU faculty members listed in Table 2 had also previously received appointments as Fulbright-Hays Scholars.

Table 2
Albany State University Fulbright-Hays Scholars, 1980's -1990's

Name	Department	Country Visited
Dr. Alsylvia Smith	English & Modern Languages	Egypt
Dr. Arnold Odio	English & Modern Languages	Sierra Leone & Senegal
Dr. Veula Rhodes	History & Political Science	India

Dr. Alsylvia Smith in 1984 and Dr. Arnold Odio in 1987 participated in Fulbright-Hays Seminars in Cairo, Egypt and in Sierra Leone and Senegal, Africa respectively; and several years later, Dr. Veula Rhodes, Professor of History in the Department of History and Political Science, participated in a Fulbright-Hays Seminar in India.

While the primary rationale and focus of faculty participation in Fulbright and Fulbright-Hays Scholar activities was the development of individual faculty members, the Department of English and Modern Languages benefited significantly from the experiences of faculty When they returned to campus from abroad, Fulbright and Fulbright-Hays faculty members shared their experiences with students and faculty in the department and in other disciplines; and they enhanced the department's curriculum by infusing their experiences into courses they taught, including adding international works of literature from countries they visited. Further, Dr. Banks and Dr. Odio were also regularly assigned and alternated teaching the courses in Caribbean Literature and African Literature.

Faculty Development for Internationalization of Curriculum across ASU Disciplines

By the turn of the twenty-first century, the internationalization of curriculum in higher education had evolved significantly in concept and in meaning. As J. Knight (2004) observed, internationalization had evolved to mean a variety of activities, including, academic programs, study abroad, partnerships and research; it had come to mean delivery of education to other countries by face-to-face or technological methods and it had also come to mean international, intercultural or global curriculum in the teaching and learning processes (p. 6). In effect, as Knight (2004) concluded, internationalization had become "more important, complex and confusing" (p. 5), necessitating the need to reach some consensus on a definition of internationalization. At the beginning of the twenty-first century, therefore, Knight (2004) proposed the following working definition for internationalization: "the process of integrating an international, intercultural or global dimension into purpose, function or delivery of post-secondary education" (Knight, 2004, p.11).

Other Campus Internationalization Activities and the USG International Studies Consortium, 1996-1998

Concurrently, the ASU internationalization activities also spawned a variety of other activities. From 1985-1991 the Department of English and Modern Languages sponsored foreign language competitions with the four local high schools. Internationalization activities at ASU also motivated faculty to attend meetings and workshops on internationalization over the

years, and the University System of Georgia (USG) provided opportunities for faculty members to participate in its International Studies Consortium. Dr. Arnold Odio, Professor of English, served as the ASU's Coordinator for the USG Nine University International Studies Consortium, which offered conferences throughout Georgia from 1996 to 1998; and as a part of the Consortium, ASU hosted Dr. Jinghuan Shi from Beijing Normal University in 1996. Later in 2002, the Department of History and Political Science worked toward the development of a minor in International Studies, a program designed to capitalize on the advantages of the Ronald H. Brown International Trade Center, which was built to facilitate internationalization through support of local communities; however, the objectives of the International Trade Center have never been realized. Additionally, ASU students have also been afforded opportunities to travel, study and work abroad since the 1990s through the Camp Adventure Program coordinated by the ASU College of Education.

Through its internationalization activities on the ASU campus, the Department of English and Modern Languages, without adequate resources and institutional resolve, dedicated its efforts to addressing the spirit of the prevailing definition of internationalization. While internationalization activities in the department before 2000 had primarily focused on strengthening curriculum, the department's activities were not, however, intended as a model for internationalization of curricula at ASU; nor was there was an implied grand scheme or message to the university. The department's activities were simply an effort to keep abreast of the internationalization movement to ensure that its curriculum was current; nonetheless, the success of the department's internationalization activities and grants did serve to expand its focus beyond the department to faculty and curricula across the disciplines.

National Endowment for the Humanities (NEH) Internationalization Grant, 2000

In 2000, continuing its pursuit of the internationalization of the curriculum, the department received a $25,927 grant from the National Endowment for the Humanities (NEH) to advance the internationalization of ASU's curriculum. The department's second Southwest Georgia (SOWEGA) International Studies Program grant, entitled "Junctures:

African and Caribbean Cultures in the New World," was a two-year grant (2000-2002) that focused on Africa and the Caribbean as targeted areas of study for the department's future Bachelor of Arts degree in International Studies. The NEH grant had the following objectives:

- To improve the internationalization of the university curriculum through incorporation of African-Caribbean emphases in existing courses and development of new courses focusing on Africa or the Caribbean.
- To conduct a three-day faculty and curriculum development retreat to provide an opportunity for faculty to explore the possibilities for revising courses or creating new courses.
- To provide consultants with expertise in African and Caribbean cultures to assist faculty in initiating and completing curricula changes.
- To strengthen the university's library resources through acquisition of print and non-print resources on African and Caribbean cultures.

Primarily a faculty and curriculum development grant, this project focused on acquainting faculty across the disciplines with academic and pedagogical issues in teaching African and Caribbean cultures and in exploring approaches to revising existing courses. To participate in the NEH project, faculty members completed a Participation/Commitment Form indicating the courses to be revised or developed and committing to report the results. Additionally, during the grant period, faculty members from across the disciplines participated in a two-day workshop with Dr. Carole Boyce Davies from Northwestern University as the lead scholar. In the final project meeting of the cohort, participating faculty members made oral reports on their efforts to revise curriculum in their disciplines, and each faculty member received a stipend for participation.

American Association of Colleges and Universities Internationalization Grant, 2001

In 2001, the department developed and submitted a grant application for Albany State University to participate in a $609,494 American Association of Colleges and Universities (AACU) project on

internationalization of the curriculum; and in 2002, the university received two-year funding to support the ASU team's participation in the AACU project, the department's third SOWEGA International Studies Program. Albany State University was one of eleven institutions and the only Historically Black College and University (HBCU) selected nationally and internationally for the AACU project. Our faculty team listed in Appendix A consisted of Dr. Adansi Amankwaa, Dr. Peter Ngwafu, Mr. Leonard R. Minter, Dr. Stephanie Hankerson and Dr. James L. Hill. During the two-year grant period, the ASU team participated with the other ten teams in three AACU conferences held in Washington, D.C. Additionally, AACU identified a nationally recognized consultant with internationalization expertise for each team and charged the teams with developing and implementing internationalization projects at their universities which focused on upper level courses in the curriculum. The ASU faculty team collaborated to develop courses in the various faculty members' departments, and through the university's curriculum approval process, added several new international courses to the curriculum, which are currently being taught in the various departments' curriculum cycles. Dr. Hill and Professor Minter (Humanities) developed the course Explorations in History and Culture; Dr. Hankerson (Humanities) developed the Introduction to Humanities course; Dr. Ngwafu (History and Political Science) organized the course Race and Politics in the United States and the Caribbean; and Dr. Adansi Amankwaa developed the Sociology course, Culture and Global Citizenship. Appendix A provides a summary of the AACU project.

Fourth Southwest Georgia (SOWEGA) Internationalization Grant, 2009

In 2009, the department submitted a proposal and received a $162,000 two-year grant in from the U.S. Department of Education for a fourth Southwest Georgia (SOWEGA) International Studies Program. Designed to involve faculty across the disciplines in the internationalization of curriculum, the grant had four broad objectives: (a) to develop and approve elementary, intermediate and advanced language sequences in Yoruba, Arabic, French and Applied Spanish, (b) to develop new courses for a B.A. degree in International Studies, (c) to conduct two faculty retreats to assist faculty in developing, pilot teaching, revising and refining new or revised courses and (d) to establish an International Studies Lecture Series.

Designed specifically to achieve measurable objectives, this grant was written and funded with the intention of culminating the department's internationalization efforts with the implementation of a Bachelor of Arts degree in International Studies.

During the first year of the grant, the Department recruited faculty participants from disciplines across the university, eventually identifying twenty-five who committed to participate in the project and revise existing courses or develop new ones. Also, the department's current foreign language faculty agreed to develop the elementary, intermediate and advanced language sequences in Yoruba, Arabic, French, and Applied Spanish. Subsequently, early in the grant period, the project developed and completed plans for an off-campus faculty retreat. Conducted on December 18-19, 2009 in Atlanta, Georgia, the retreat had a full agenda on the internationalization of curriculum and four distinguished scholars who led the retreat sessions: Dr. Neal McCrillis, Columbus State University; Dr. Kathleen Phillips Lewis, Spelman College, Dr. Jacqueline Pollard, Formerly Spelman College; and Dr. Carole Boyce Davies, Florida Atlantic University. Appendix B provides the agenda for the retreat. Following the retreat, the twenty-five participating faculty members (Appendix C) devoted their efforts to revising courses with international emphases or developing new courses in their disciplines, which would be pilot taught and refined the following year.

In the second year of the grant on December 12, 2010, the project held an on-campus retreat for faculty to report on their course development and the pilot teaching of their courses. Curriculum development during the two-year period of the grant resulted in the completion of twenty-four new courses, twelve of which were new foreign language courses. The participating faculty members reviewed and approved the proposed new degree in International Studies shown in Appendices D and E. Further, as now required by the U.S. Department of Education, Dr. J. Barron Boyd, Le Moyne College, served as the external evaluator for the project, and he submitted a very favorable review of the project.

Central to the 2009-2011 International Studies grant project was the conduct of a two-year International Studies Lecture Series; and during this period and an extended grant year, the Department hosted nationally acclaimed scholars who engaged ASU faculty and students in exploration, discussion and reflection on international ideas and issues. Table 3 gives a

list of the distinguished scholars the department presented in its 2010-2012 International Lecture Series.

Table 3
Fourth Southwest Georgia (SOWEGA) International Studies Grant International Lecture Series Scholars, 2010 - 2012

2010-2011	2011-2012
Dr. Brenda F. Berrian Professor of African Studies, English and Women's Studies University of Pittsburgh	Dr. Carole Boyce Davies Professor of African Studies Cornell University
Dr. Selwyn Cudjoe Professor of Comparative Literature Wellesley College	Dr. Diane Marie Stewart Diakite Professor of Religion & African American Studies Emory University
Dr. Ganrav Desai Professor of English Tulane University	Dr. Catherine White Ingold National Foreign Language Center University of Maryland
Dr. Christopher Wise Professor of English And Comparative Literature Western Washington University	Dr. Imani Perry Professor of African American Studies Princeton University

Achievement of an Internationalization Milestone

During the two-year grant period of the Fourth Southwest Georgia (SOWEGA) International Studies grant, the Department of English and Modern Languages -- renamed again in 2016 -- achieved a milestone. A group of 25 Albany State University faculty members from across the curriculum developed 24 new International Studies courses and worked collaboratively to develop a proposal for a Bachelor of Arts degree program in International Studies. The proposal for the new B.A. degree in International Studies was vetted through the university's curriculum review

process in 2012 and submitted to the University System Board of Regents for approval in 2013 culminating the five-year process and the department goal of developing a degree in International Studies. The program was to be housed in the Department of English and Modern Languages, another recent change after Mass Communication became a separate department, however, this program never began and has not been approved.

Additional Concurrent Internationalization Projects at Albany State University

From 2004-2007, there was, too, another internationalization of the curriculum project at ASU, spearheaded by Dr. Claude Perkins, Dean of the Graduate School, Dr. David Adewuyi, curriculum internationalization coordinator and Dr. Nora Osakwe, a train-the-trainer and writing consultant for the project. Funded by Title III, this project involved 42 faculty members from ten departments who developed new courses or modified existing courses, infusing international and intercultural content; and the results of the project are published in *Internationalization of the Curriculum across Disciplines*: *a Model from Albany State University,* which is a handbook for internationalization at ASU. Faculty members who participated in the project are still using the handbook, and the Office of Global Studies uses the handbook to conduct internationalization workshops with other faculty. Further, as recent as 2010, Dr. Leroy Bynum, Dean of the College of Arts and Humanities, and I developed a proposal to offer an eight-week summer institute for intensive college level training in French, Spanish and Arabic, including a week-long excursion to a country abroad where the target languages are spoken; however, the proposal was not funded.

Concluding Remarks

Despite the progress the university has made in the past, the internationalization of the Albany State University curriculum and campus is far from complete; and to achieve the desired level of internationalization, there must be total university resolve, commitment and effort. Recently, an important next step in that direction has been the establishment of the ASU Comprehensive Internationalization Committee, which I chair; and through the committee, Albany State University has, as Childress (2009) suggests is necessary, created an opportunity to address its institutional complexities and

develop an internationalization plan -- many institutions have not developed one – which is necessary for the university's achievement of its internationalization goals. Confirmation of the university's new perspective on internationalization may have been voiced in the university's 2017 State of the University address when President Arthur Dunning said, "Students must be involved in real-world experiences to develop collaborative skills and a global mindset. There is a larger world beyond our local and national borders – a world made up of different views, products, ideas and cultures." Currently, there is much promise as Albany State University's internationalization journey continues to unfold; and the work of the institution's Comprehensive Internationalization Committee will, I believe, provide significant strides toward the university's desired level of internationalization.

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About the Author

A former Dean of Arts and Sciences and Assistant Vice President for Academic Affairs at Albany State University (ASU), Dr. James L. Hill is currently ASU Professor of English and Chair of the Department of English and Modern Languages. He previously served as Chair of the Conference on College Composition and Communication, College Section of the National Council of Teachers of English and the Georgia Humanities Council; and his publications have appeared in numerous journals, including the O*xford Companion to African American Literature*, *African American Review*, *Journal of Negro History, Forum on Public Policy, Contemporary American Women Fiction Writers* and *Resources for American Literary Study*. He also edited of *A Sourcebook for Teachers of Georgia History*. In addition to his numerous honors, he was selected four years ago as one of five members of the 2012 Distinguished Alumni Class of the University of Iowa's College of Liberal Arts and Sciences.

Appendix A

Third Nationally Funded Project
Association of American Colleges and Universities

Sponsored by the Association of American Colleges and Universities under the auspices of its Shared Futures: Global Learning and Social Responsibility initiative, this project was a collaborative faculty development program which involved faculty teams from eleven universities who developed international courses for their institutions.

Initiative:	**Shared Futures: Global Learning and Social Responsibility**
Project Institutions:	**Liberal Education and Global Citizenship** Institutions: Ten whose participation was made possible by FIPSE: Albany State University (Albany, Georgia); Beloit College (Beloit, Wisconsin); City University of New York-Brooklyn College (Brooklyn, New York); Heritage University (Toppenish, Washington); John Carroll University (University Heights, Ohio); Pacific Lutheran University (Tacoma, Washington); Rochester Institute of Technology (Rochester, New York); University of Alaska, Fairbanks (Fairbanks, Alaska); University of Delaware (Newark, Delaware); and University of Wisconsin-Milwaukee (Milwaukee, Wisconsin). The participation of an eleventh institution, the American University of Paris (Paris, France), was made possible through support from the Andrew W. Mellon Foundation.
Albany State University Project:	**Creating a More Global Curriculum: Focus on Africa and the Caribbean**

Goal:	To develop junior and senior level courses focusing on the African Diaspora in a world context.
Albany State University Courses Developed:	Explorations in History and Culture; Introduction to Humanities; Race and Politics in the United States and the Caribbean; Culture and Global Citizenship.

Appendix B

SOWEGA Undergraduate International Studies and Foreign Language (UISFL) Faculty Retreat

Faculty development was central to the objectives of the fourth Southwest Georgia (SOWEGA) International Studies grant, and the first faculty development activity was an off-campus retreat.

Theme: ***Internationalizing Curricula: Issues, Problems and Prospects***

DECEMBER 18-20, 2009

AGENDA

Friday, December 18, 2009

Lunch 11:30 a.m.-12:30 p.m.

Retreat Session I 1:00 p.m.-5:00 p.m.

"Faculty Retreat Overview"
Dr. James L. Hill, Project Director

~~~~Consultant~~~~
Dr. Neal McCrillis, Director
Center for International Education
Columbus State University

Topics:
Introductions and Overviews
What is a Campus Internationalization?
Current Developments in International Studies Program
USG Institutional "Feeders" and "Competitors" (Needs Assessment)
Albany State University (Current Situation)
Developing International Studies Goals and Timeline

Dinner 5:30 p.m.-7:00 p.m.

Retreat Session II 7:00 p.m.-9:00 p.m.

~~~Consultant~~~
Dr. Kathleen Phillips Lewis
Professor of History
Spelman College

Dr. Jacqueline Pollard
Formerly Spelman College

Saturday, December 19, 2009

Breakfast 7:30 a.m.-8:45 a.m.

Retreat Session III 9:00 a.m.-12:00 p.m.

~~Consultant~~~
Dr. Carole Boyce Davies
Cornell University

Lunch 12:00 p.m.-1:30 p.m.

Retreat Session IV 2:00 p.m.-4:30 p.m.

Dr. Carole Boyce Davies

Group Dinner 7:00 p.m.-9:00 p.m.

December 20, 2009

Breakfast 7:00 a.m.-8:30 a.m.

Departure for Albany 9:00 a.m.

Appendix C

Faculty Retreat Participants and Departments
Southwest Georgia (SOWEGA) Undergraduate International Studies and Foreign Language (UISFL) Faculty Retreat
December 18-20, 2009

College of Business
Dr. Jonathan Jefferson
Dr. Kathaleena Monds

College of Education
Dr. Audrey Beard
Dr. Kimberly Fields
Dr. Patricia Jenkins
Dr. Richard Williams

Criminal Justice
Dr. Charles Ochie
Dr. Patrick Ibe
Dr. Oluseyi Vanderpuye
Dr. Patricia Ryan-Ikegwuonu

English Modern Languages and Mass Communication
Dr. Doris Davenport
Mrs. Leticia Alvira-Watson
Mr. Abraham Adeleke
Mr. Toioufik Coumadin
Mrs. Rosemarie Mundy-Shephard
Dr. Nneka Osakwe

Fine Arts
Dr. Wendy Coleman

History and Political Science
Dr. Hyacinth Zamia

CETLA
Mrs. Flo J. Hill
Ms. Yolanda Penn

Natural Sciences
Dr. Ravindra Malik

Behavioral Sciences
Dr. Jacqueline Robinson

Appendix D

Core Curriculum Area F for B.A. Degree in International Studies

The Core Curriculum of the University System of Georgia is common to all colleges and universities, and the system's Core Curriculum consists of Areas A-F, accounting for 60 hours of the 120-degree hours required. Listed below is Area F for the new degree in International Studies. Specific to the major, Area F for the B.A. in International Studies offers curricula options in five languages.

AREA F	**Required Modern Language Courses (18 Hours)**	
ARAB 1001-02	Elementary Arabic	6 Hrs
FREN 1001-02	Elementary French	6 Hrs
SPAN 1001-02	Elementary Spanish	6 Hrs
PORT 1001-02	Elementary Portuguese	6 Hrs New
YORB 1001-02	Elementary Yoruba	6 Hrs
ARAB 2001, 2002	Intermediate Arabic	6 Hrs New
FREN 2001, 2002	Intermediate French	6 Hrs
SPAN 2001, 2002	Intermediate Spanish	6 Hrs
PORT 2001, 2002	Intermediate Portuguese	6 Hrs New
YORB 2001, 2002	Intermediate Yoruba	6 Hrs New
ARAB 3001, 3002	Advanced Arabic	6 Hrs New
FREN 3001, 3002	Advanced French	6 Hrs New
SPAN 3001, 3002	Advanced Spanish	6 Hrs New
PORT 3001, 3002	Advanced Portuguese	6 Hrs New
YORB 3001, 3002	Advanced Yoruba	6 Hrs New

Appendix E

Program of Study for the B.A. Degree in International Studies

Areas G and H represent the academic program of study for the B.A. degree, listing core courses, required electives and cognate courses. **AREA H,** Required Cognate Courses (6 Hours); INTL 4995 Study Abroad (3 Hrs); Elective (Any 3-hour course 2000, 3000, 4000 level course).

Required Core Courses (24 Hours)

AREA G		
INTL 3000	Intercultural Communication	3 Hrs New
HIST 3408	Dir. Reading in Non-Western History	3 Hrs
HUMA 3401	Intro to Humanities	3 Hrs
POLS 3511	Comparative Government	3 Hrs
POLS 4514	International Relations	3 Hrs
POLS 4820	Area Studies of Africa, Caribbean, Eastern Europe & Latin America	3 Hrs
SOCI 3001	Culture/Global Citizenship	3 Hrs
SOCI 3318	Comparative Ethnology	3 Hrs

Required Electives (30 Hours)
Select 10 Courses from the following
All courses are Regular 3 Hours per Week

AREA H		
CCT 4108	International Accounting	
BIOL 1117	Environ Sci in Non- Western Culture	New
BISE 3820	International Business	
BUSA 3000	Practicum in International Business	
BUSA 4105	International Business	
CRIU 4530	Comparative Criminology	
CRIU xxxx	Juvenile Delinq in Non-Western Cult	
CRIU xxxx	Org Crime: World Hist. & Global Persp.	New
CRIU xxxx	Intern'l Compara Criminal Punish	New
CRIU 4640	ComparaCorrections & Legal Proc.	New
ECON 3145	Money, Banking & Foreign Exch.	
ECON 4405	International Trade & Finance	
EDUC 2228	Survey of World Literacy	
ENGL 3081	South African Literature	New
ENGL 3301	Multicultural Language and Lit	
ENGL 3426	Studies in African & Caribbean Fiction	New
ENGL 3825	Caribbean Literature	
ENGL 3830	Caribbean Women's Narratives	New
ENGL 3845	African Literature	
ENGL 4991	Compar Lit.: Explorations in Hist Cult	
FOSC1095	Forensic Sci. issues in Tech & Society	
FOSC 3100	International Forensic DNA Typing	
FOSC 3200	Bioterrorism & Biotechnology	
HIST 3205	History of Islam	
HIST 3206	Slavery in Ancient & Modern Worlds	
HIST 3510	Classical History	

HIST 3516	Soc. & Intellectual Hist. of Mod. Eur.	
HIST 3631	History of Latin Amer.	
HIST 3632	History of Russia	
HIST 4611	Studies in African Hist.	
HIST 4612	Studies in African Diaspora	
HIST 4613	East Asian History	
HIST 4614	Race/Polit. In U.S. & Caribbean	
MACO 3331	Intern'l Journalism	
MACO 3405	Intern'l Business Law	
MKTG 4180	Market. Info. Systems	New
PEDH xxxx	Cultural Aspects of Sports	New
POLS 3609	American Foreign Policy	
POLS xxxx	Int'l Comp. Pub. Fin. & Bud.	New
POLS 4512	Pol. & Inst. in Dev. Countries	
POLS 4513	Issues in Global Politics	
POLS 4515	International Organization	
POLS 4821	Int'l Internship/Seminar	
POLS 4822	Politics & Cult. of Dev. World	
POLS 4823	Int'l Rel. of Sub Saharan Africa	
POLS 4824	Pol. Eco. of African & the Caribbean	
PSYC 3372	Psy & the Black Perspective	
PSYC 3403	Cross-Cult. Psychology	
PSYC 4000	World Psy & Global Issues	
PSYC 4002	Mental Health/Global Perspectives	
SOCI 3317	The Culture of African	
SOCI 3329	Sem. in Afro-Amer. Anthrop.	
SOCI 3399	Slave Health Deficit	
SOWK 3391	Issues in Int'l SOWK	
SOWK 4460	Int'l Social Welfare Policy	

International Research and Review:
Journal of Phi Beta Delta
Honor Society for International Scholars

Guest Editor
Dr. Nneka Nora Osakwe

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Journal Description

International Research and Review is the official journal of the Phi Beta Delta Honor Society for International Scholars. It is a multidisciplinary journal whose primary objectives are to: (1) recognize, disseminate and share the scholarship of our members with the global academic community; (2) provide a forum for the advancement of academic inquiry and dialogue among all members and stakeholders; and (3) cultivate support for international education among campus leadership by working with university administrators to expand the support for international education among campus leaders.

IRR is a peer-reviewed electronic journal providing a forum for scholars and educators to engage in a multi-disciplinary exchange of ideas, to address topics of mutual concern, and to advocate for policies that enhance the international dimension of higher education. Articles should focus on studies and systematic analyses that employ qualitative, quantitative, a mixture of both methods, and theoretical methodologies from an international scope. Both pedagogical and andragogical perspectives in teaching and learning are welcome.

The Journal reaches out to an audience involved in matters touching all areas of international education, including theoretical, empirical, and normative concerns and concepts as well as practices. It includes stakeholders, practitioners, advocates, as well as faculty, independent researchers, staff, and administrators of programs and institutions engaged in the field. The editors welcome manuscripts that address the following concerns:

International studies and perspectives
Review of current literature pertaining to international studies
Initiatives and impacts in international education exchange
International program development at American colleges and universities
Internationalizing of curricula: policies, programs, practices, and impacts
International business education
Comparative international education issues
Curriculum development in area studies
Legal issues in the development of international programming
Other related topics

Peer – Review Process
All manuscripts will be forwarded to the Editor for initial review of its relevance of theme, significance, and over-all quality. Manuscripts which fit the aim and scope of the Journal, and are of sufficient quality, will then be forwarded to two anonymous reviewers. At the end of the review process, authors will be notified of any comments that the reviewers have made. They will also make a recommendation regarding whether to accept, revise and resubmit, or reject the paper.

Publication Frequency
The IRR is intended to be published once per year, but will be published more often as additional articles are received. The Proceedings of Phi Beta Delta will be a separate publication of Phi Beta Delta. It will include conference papers, speeches, commentary, and other information about the society.

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Indexing
Articles published in the IRR will be disseminated by the EBSCOHost Databases to libraries, ERIC Clearinghouse, and other of the clients.

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International Research and Review is the official journal of the Phi Beta Delta Honor Society for International Scholars. It is a multidisciplinary journal that (1) welcomes submission of manuscripts reflecting research representing *all areas of study* that promote the international and global dimensions of institutions programs (including both policy, practice, and debates) and individual experience of engaging in international education; (2) welcomes articles on current issues of the day regarding international education: the practice, curriculum, institutional issues, faculty and administration management, and cultural aspects and; (3) welcomes book reviews, and reviews or critiques of current literature.

The increasing interest in international opportunities and promotion of scholarship in this shrinking world create new challenges. This purpose of such a publication is to contribute and engage in the conversation related to the broad frames of international education, internationalization, and international scholars. It is hoped that the Phi Beta Delta annual conference and will provide an environment where students, staff, faculty and interested groups can highlight their scholarship in these areas. The conference also serves as a forum for acquiring new ideas, conceptualizations, best practices, as well as discussion on these and other issues of international education.

Research articles may employ qualitative, quantitative, plural (mixed-methods), and theoretical methodologies from an international scope. Both pedagogical and andragogical perspectives on the international experience of teaching, learning, and cross-cultural interchange are welcome. It is recommended that manuscripts be submitted with less than 10,000 words

Authors whose articles are accepted for publication are required to ensure that their data are fully accessible. Authors of quantitative empirical articles must make their data available for replication purposes. A statement of how that is done must appear in the first footnote of the article. Required material would include all data, specialized computer programs, program recodes, and an explanatory file describing what is included and how to reproduce the published results. **Please send your submissions to the Director of Publications at: IRR@phibetadelta.org**

Submission Preparation Checklist

As part of the submission process, authors are required to check off their submission's compliance with all the following items, and submissions may be returned to authors that do not adhere to these requirements.

1. The submission has not been previously published, nor is it before another journal for consideration.
2. The submission file is in Microsoft Word document file format.
3. All URL addresses in the text are activated and ready to click.
4. The text is double-spaced; uses a 12-point font; *employs italics*, rather than underlining (except with URL addresses); and all illustrations, figures, and tables are placed within the text at the appropriate points, rather than at the end.

5. The text adheres to the stylistic and bibliographic requirements of the APA, 6th edition. **(Publication Manual of the American Psychological Association, 6th edition).**

Your submission should contain the following:

- ***Name, institute affiliation, mailing address, and email address for all authors***
- Paper title
- Abstract
- Keywords
- Introduction
- Body of paper
- Tables, figures, etc. (if applicable)
- Conclusion
- Acknowledgements
- Brief bio of each author (one paragraph, no more than 100 words)
- References

Nota bene: Below are some issues authors should attend to:

1. Use quotation " " marks for all direct citations of material from your sources.
2. Citations in text from a book should include the page number as (author, date, p. #).
3. Citations from an on-line source must cite the paragraph: (author, date, para. #).
4. Use *italics* when you want to emphasize concepts or words.
5. Use the *automatic* hyphenation function to keep the character and word spacing at a minimum. In Microsoft Word, users can automatically hyphenate documents by altering the options within the program. The location of the automatic hyphenation option varies depending on the version of Word you are using. In Microsoft Word versions 2007 and 2010, it is found by clicking on Page Layout, Page Setup box, hyphenation. In Microsoft Word 2003, it is located in the "Tools" menu under "Language." Automatic hyphenation is also available in earlier versions of Microsoft Word. Reference the Help menu in the program you're using if you need help with either automatic or manual hyphenation.

Phi（philomatheia）-love of knowledge

Beta (biotremmonia)-valuing of human life

Delta (diapheren)-achieving excellence