



OFFICE OF INTERNATIONAL EDUCATION

Internationalizing the Curriculum Faculty Symposium: Course-Implementation



Friday, February 28, 2020

9:30 a.m. — 3:00 p.m.

Student Center Ballroom, East Campus

Albany State University

**Funded by the U.S. Department of Education Title VI:
Undergraduate International Studies and Foreign Language (UISFL) Grant**

WELCOME TO ALBANY STATE UNIVERSITY



Marion Fedrick

President of Albany State University



Dr. Angela W. Peters

Provost and Vice President of Academic Affairs



Dr. Melanie Hatch

Associate Provost and Associate VP of Academic Affairs

Goal

This program aims at providing awareness about internationalizing the curriculum and highlighting ASU faculty members who have or who are in the process of infusing international components into their courses. The program is an aspect of implementing ASU Comprehensive Internationalization plan for students' global learning and success.

Albany State University Comprehensive Internationalization Strategic Plan (CISP)

**Approved by the Committee
January 20, 2016**

Goal: The main goal of ASU Strategic 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).

The following key areas of objectives were proposed and approved by the committee and recommended to the Provost and VP for Academic Affairs for implementation:

1. **EDUCATION ABROAD:** Increase the number of students who participate in Study Abroad, international internship, service learning; and the number of study abroad collaborations, and faculty led programs.
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) Certificate to impact students' international learning on graduation.
4. **CAMPUS PROGRAMS AND FACILITIES:** Increase international awareness of students, faculty and staff by enhancing international visual outlook of the campus and creating more international co-curricular activities in collaboration with the community.
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.

Symposium Program Schedule

9:30 a.m.	Welcome	Dr. Angela Peters , Provost and Vice President of Academic Affairs
9:40 a.m.	Opening Remarks	Dr. Nneka Nora Osakwe , Director of International Education and Professor of English
9:50 a.m.	Faculty Presentations	• Dr. Erica Decuir, <i>Best Practices in Elementary Education for Culturally and Linguistically Diverse (CALD) Learners in the Caribbean</i> • Dr. Ashok Jain, <i>Breast Cancer: A Global Perspective</i> • Dr. Louise Wrensford, <i>Global Health Has No Borders</i> • Dr. Andrea Dozier, <i>Conceptual Basis of Professional Nursing</i> • Prof. Shani Clark, <i>Cultural Awareness for Effective Public and Ethical Communication in a Culturally Diverse and Global Society</i> • Dr. Anthony Owusu-Ansah, <i>Internationalizing the Curriculum: Challenges and Strategies Associated with Teaching English Learners</i> • Prof. Lisa Jenkins, <i>Internationalizing Nursing Adult Health II</i> • Dr. Annalease Gibson, <i>Diversity and Difference in Social Work: Implications for Practice with Culturally Diverse Populations in America</i> • Dr. Shavecca Snead, <i>Cultural Perspectives: Critique and Commentary on Visual Arts</i>
12:00 p.m.	Lunch	Will be served
12:15 p.m.	Featured Speaker	Dr. Michael Smithee, Director for publications of Phi Beta Delta, Honor Society for International Scholars and editor-in-chief of the journal, <i>International Research and Review</i>. <u>Topic:</u> <i>Internationalizing the Curriculum and the Publication Process</i>
1:00 p.m.	Faculty Presentations	• Dr. Mimi Noda, <i>Learning the Country Through the National Anthem</i> • Dr. Devona Mallory, <i>Internationalizing Caribbean Literature</i> • Dr. Chinenye Ofodile, <i>Internationalizing the Undergraduate Calculus Courses at ASU</i>

		• Prof. Joy Handleman, <i>Internationalizing English Composition II</i> • Dr. Zachariah Oommen, <i>Study Abroad—Gujrat Forensic Science University, India</i> • Prof. Aaron Johnson, <i>Reflections on Country Reports</i> • Prof. Anta’Sha Jones, <i>International Public Health Surveillance</i> <u>Presenting via Video (time permitting):</u> • Dr. Patrick Whitehead, <i>An Internationalized Approach to Human Development</i> • Dr. Kathaleena Monds, <i>Belize, Central America: Exploring International Business and Educational Research Abroad</i> • Dr. Uzoma Okafor, <i>Cultural Perspectives of Crimes and Criminal Investigations in Selected Countries</i>
2:30 p.m.	Closing Remarks	Dr. Osakwe
2:40 p.m.	Questions and Evaluations	Faculty and attendees

Curriculum Internationalization Faculty **Trainers- 2019-2020**

Nneka Nora Osakwe, PhD. Director of International Education & Professor of English Topic: Course Internationalization: Basic Concepts and Process The presentation focuses on basic concepts of curriculum internationalization, the rationale and the process of internationalizing a course: including planning, implementation, assessment/evaluation, and review.	
Erica DeCuir, PhD., Associate Professor of Teacher Education Topic: Developing International Learning Outcomes The presentation draws upon the Backwards Design model to develop student learning outcomes within an internationalized course.	
Dorene Medlin, PhD. Director of Center of Faculty Excellence & Associate Professor, Teacher Education Topic: Internationalizing Teacher Education –ECEC 4354 –Science for Young Children The presentation shares a model course internationalization with Pre-service Early Childhood Education majors. The process engaged students in researching how early childhood instructional practices in other countries align with those in Albany, Georgia	
Ronda Porter, PhD. Chair, Department of Teacher Education & Professor of Mathematics Education, Topic: Preparing Mathematics Teachers Using a Proven International Approach The presentation illustrates a creative internationalized pedagogy for preparing Mathematics Teachers.	

Keynote Speaker: Dr. Michael Smithee



Dr. Michael Smithee currently serves as the director for publications of Phi Beta Delta, Honor Society for International Scholars, as well as the editor-in-chief of its journal: *International Research and Review*. In addition, he consults, writes, and presents on issues of international education for SmitheeAssociates. Mike retired from Syracuse University in 2005 and moved to South Florida. He has a master's degree in International Relations from Florida State University, and a doctorate in higher education from Syracuse University. He has written on such topics as international education, intercultural concepts in academic integrity, U.S. classroom culture, and crisis management in a cross-cultural setting. He has extensively developed and conducted workshops on intercultural communication, and intercultural awareness in teaching, and taught and facilitated professional, graduate and undergraduate courses and workshops on intercultural topics. He has spoken about and consulted on the internationalization of higher education. You can find more about Mike his website: <http://smitheeassociates.com>.

Dr. Erica DeCuir



Dr. Erica DeCuir is an associate professor of Teacher Education at Albany State University. Her research centers on culturally-responsive teaching, K-12 teacher preparation, and the professional development of college and university faculty. Dr. DeCuir is the faculty coordinator of TEACH Abroad Belize, a teaching internship that prepares education majors to demonstrate culturally-responsive teaching within a global context.

Presentation: Best Practices in Elementary Education for Culturally and Linguistically Diverse (CALD) Learners in the Caribbean

This research presentation details an intercultural learning component embedded within a core educational curriculum course, MGED 3315 Curriculum Needs for the Middle School Child. The course examines educational programs for students ages 10-15 enrolled in upper elementary and middle school contexts. It explores curriculum development, pedagogy, and assessment practices through scholarly research and writing. The featured intercultural learning component is a comparative analysis of elementary education for culturally and linguistically diverse (CALD) learners in the Caribbean. Students will engage in an exploratory research project to gather, summarize, and evaluate research literature on educational systems in Belize and Jamaica. Based on their research, students should identify best practices for teaching CALD students in these global contexts and include selected practices in a teaching portfolio. Learning objectives include: 1) discuss CALD students in the Caribbean and USA, 2) summarize research literature on the teaching of CALD students in Jamaica and Belize, and 3) identify best practices for teaching CALD students. Activities include interactive lectures, research, discussion, and writing. The key assessment is identifying best practices for teaching CALD students as a component of a teaching portfolio. The rationale for the addition of intercultural content is to learn best practices from our global neighbors who regularly nurture and teach students who are both culturally and linguistically diverse. Understanding that U.S. educators can learn from other school systems is a critical feature of comparative education. It strengthens our ability to teach (and learn) from international students enrolled in U.S. schools nationwide.

Dr. Ashok Jain



Dr. Ashok Jain is a Professor of Biology and has received several grants from the National Institute of Health and Department of Defense. Dr. Jain has developed an innovative *in vitro* screening method using human breast epithelial cells to understand the interaction of dietary carcinogens and phytonutrients (present in fruits, vegetables, and spices). Dr. Jain found that Indian spice turmeric is the most effective in suppressing the carcinogenic effect of food carcinogen (HCA), which are developed when meat is cooked at high temperatures. Dr. Jain has published several research papers in international scientific journals and has presented the work at several international scientific meetings.

Presentation: **Breast Cancer: A Global Perspective**

Cell Molecular Biology (CMB) is a core course that all biology majors are required to take. I chose this course to add an international component in the spring of 2019. Typically, twenty-five students register for the course. I used the CMB course to increase the awareness of the growing issue of breast cancer, which is also prevailing among black women who make up the majority of our school's population. Understanding the factors that cause breast cancer at early age will help young women take precautions that will ultimately reduce the incidence of breast cancer. Furthermore, students will also see how breast cancer is being diagnosed and what alternative methods that might be successful and cost-effective.

The class was divided into six groups, and each group had to focus on one of the continents – Africa, Asia, Australia, Europe, North America, or South America. Last year, the project was focused on the diagnosis and treatment of breast cancer using molecular techniques. This semester (spring 2020), the project has focused on the impact of lifestyle on breast cancer diagnosis. This semester's groups will evaluate dietary aspects, especially the consumption of meat relative to the consumption of fruits and vegetable in the general population. Groups will examine regions (within the continents) that consume more meat and compared to regions that consume less meat and more vegetables. Is there any difference in breast cancer incidence and mortality between these two regions? The project will be evaluated based on rubric based on in-group work and individual presentations. After the presentations, other class members, any guests, and the professor ask questions. The grades received are part of their final grades. The major challenge is making sure students stay on task throughout the research process.

Overall, students learn important information and have appreciated the project as it helps them to connect and raise their awareness of critical health issues. Students are trying to understand the differences in cancer treatment and treatment effectiveness, and that is the global aspect of fighting breast cancer.

Dr. Louise Wrensford



Dr. Louise Wrensford is a professor of chemistry and the current Executive Director of the Office of Research and Sponsored Programs. Dr. Wrensford has been in higher education for over 20 years, serving as chair of the department of natural sciences at Albany State University from 2009-2014 and the Dean of the graduate school from 2014-2018. She teaches various chemistry courses including general chemistry and biochemistry

Presentation: **Global Health Has No Borders**

This project focused on integrating an international component into the one-semester biochemistry course, a required course for biology, chemistry, and forensic science majors at the institution. A driving question was how to integrate the international component into the course while showing direct relevance to the course and to students' lives. Therefore, a focus on global health was utilized. Students were required to analyze current or historic events or issues of global significance with direct or indirect impacts on health. In addition, a specific component required students to make connections to the course content and relevance to biochemistry and to their career interest. Students learning outcomes for the project are that students will be able to 1) demonstrate knowledge of course concepts and how they apply to global health, 2) evaluate and compare the forces shaping global issues both now and in the past, and 3) compare and contrast global events/issues and impacts internationally and domestically. The process of course revision and implementation to date is described in this presentation.

Dr. Andrea Dozier



Dr. Dozier is presently employed at Albany State University where she is an Assistant Professor of Nursing and Undergraduate Clinical Coordinator. She is also a graduate faculty member, graduate student mentor, faculty senate member, and a nursing student organization advisor. Dr. Dozier is a published researcher and is currently participating the writing of an open educational resource textbook for the University System of Georgia. She is a member of the Georgia Association of Nursing Educators, and Sigma Theta Tau International Honor Society of Nursing.

Presentation: Conceptual Basis of Professional Nursing

The purpose of this project is to internationalize the NURS 3630 Conceptual Basis of Professional Nursing course. The Conceptual Basis of Professional Nursing course was chosen because of its significance to the RN-BSN post-licensure program. The course is offered during the first semester of our RN-BSN program and is required of all students. Approximately 20 students enroll in this eight-week course offered twice each semester. According to the course description, this course examines the dynamic transformation in nursing through exploration and investigation of major nursing issues. These issues are examined within the context of nursing history, nursing theories, nursing philosophy, legal issues, political activism, health care delivery systems, and the delivery of culturally competent patient care. This course includes five course learning outcomes: professionalism, nursing process, therapeutic communication and advocacy, and evidence-based practice. Through careful selection of unit objectives, all five course learning outcomes will be encompassed in the internationalization process. Learner-centered instruction and assignments will be provided to help meet course objectives, and enhance students' global knowledge and cultural competency. Instructions for selected assignments will require students to incorporate various aspects of nursing education, healthcare, culture, ethics, and religion from world regions outside of the United States. Evaluation of assignments will be done using the RN-BSN discussion rubric and the RN-BSN assignment rubric.

Prof. Shani T. Clark



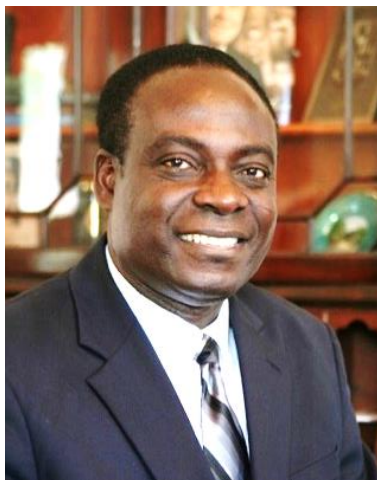
Shani T. Clark is an Assistant Professor of Communication at Albany State University. She joined the faculty at Darton State College in fall 2006 before it merged with Albany State University. Shani teaches communication courses such as Public Speaking, Cultural Diversity, Human Communication, and Philosophy and Ethics of Communication. She also has experience as the former Darton Honors Program Coordinator, Darton Communication Department Coordinator, Communication Consultant, Online Lead/Designer, as well as other nonacademic positions. She earned her Bachelor of Arts in Public Relations from Grand Valley State University and her Master of Arts in Organizational Communication from Western Michigan University.

Presentation: Cultural Awareness for Effective Public and Ethical Communication in a Culturally Diverse and Global Society

Clear, confident, and competent communication is a skill highly sought after by employers. However, miscommunication, particularly between people from differing cultures, is a major issue that impacts the productivity of many organizations. In this presentation, we will discuss how to prepare students to communicate professionally in a culturally diverse and global society. While we will explore the development of cross-cultural communication skills in the Public Speaking and Philosophy and Ethics of Communication courses, we will focus on the expansion of cultural awareness at the personal, intercultural, and global levels in the Cultural Diversity in Communication course.

In order to prepare and encourage students to willingly communicate with culturally diverse audiences, assignments were created to uncover growth-resistant mindsets that potentially block student learning. As these assignments were implemented, additional activities including values identification, audience analysis, cross-cultural interviews, international guest speakers, and global issues research, were introduced to build interest and cultural awareness. A variety of assessments such as presentation grade sheets and peer project feedback were used to evaluate student learning outcomes and discover if the courses were truly internationalized. Finally, we will discuss the challenges that came with the new curriculum and share ideas on future actions for course improvement.

Dr. Anthony Owusu-Ansah



Dr. Anthony Owusu-Ansah is an Associate Professor of Teacher Education in the College of Professional Studies at Albany State University. He did his doctoral work at the Ohio University's Patton School of Education and graduated with a Ph D. in Curriculum and Instruction in 2003. His teaching assignments and research interests include early literacy, language arts and reading in middle schools, and clinical and supervision courses. He is currently the Study Abroad Coordinator for Ghana.

Presentation: Internationalizing the Curriculum: Challenges and Strategies Associated with Teaching English Learners

This presentation seeks to introduce our students to international and intercultural competence, which remain as one of the main challenges of the 21st century. Our teacher candidates do not only need effective strategies for teaching English Language arts for English learners, but they should be introduced to extensive knowledge of literature and teaching strategies from other lands and cultures to live as global citizens. Teachers in classrooms in the United States of America and their counterparts across the globe continue to teach basic English Language skills on a daily basis, but many do not acknowledge the different cross-cultural communication styles that have a huge impact on the way English Language is taught and used around the world. Participants in this study interviewed professors, researched their countries of origin, and travelled abroad for a month to interact with students, teachers, and other stakeholders. The initial course outcomes on campus were intended to support further creative instructional programs for teachers and students in select countries using available technological applications to boost the teaching of Reading and English Arts. Data collection and analyses from courses taught on campus and in-country activities clearly show the challenges confronting teachers, the need for global understanding of the essential role of English Language Arts, as well as the different methods of teaching it to diverse populations in schools worldwide.

Prof. Lisa Jenkins

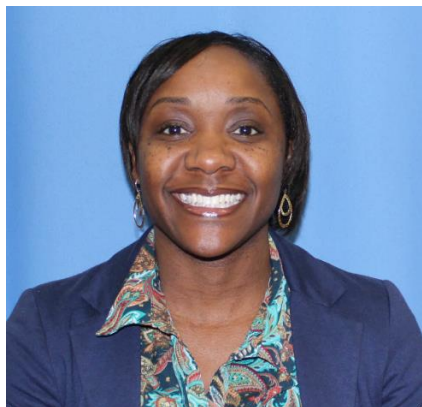


Lisa is a nursing instructor in the Darton College of Health Professions. Currently she provides instruction for the Healthcare Sciences Bridge Program. Lisa is employed part-time by Phoebe Putney Memorial Hospital as a staff Registered Nurse. Lisa is a 1998 graduate of Albany State University and a 2018 graduate of Georgia Southwestern University. She is a member of Sigma Theta Tau honor society.

Presentation: **Internationalizing Nursing Adult Health II**

There is limited research on internationalization of nursing curricula. Students who are in their home country should be able to explore other cultures in order to develop and enhance cultural competency. Living in a world that is globalized, nursing students must be citizens as well as professionals. Nursing students must learn to provide quality healthcare to all patients and be aware of any cultural differences they may have. Internationalization of nursing curricula could lead to positive practice outcomes for the future nurses and their patients. The objective will be to describe the process undertaken by internationalizing Adult Health II nursing in respect to cultural competency through curriculum design. A descriptive qualitative research design will be used. The setting is a nursing higher education institution in Albany, Georgia. Participants will be 50-55 members of Adult Health II Nursing class. The students' age range from 23-62 years old. Semi-structured interviews and questioning are used to assess the students' knowledge of culture differences of natives of Caribbean descent. After data collection, the remaining course content will cover disorders like Diabetes, Hypertension, Respiratory etc. Students will be given questions that will demonstrate their process in becoming more culturally competent. Activities will include mock interviews, scenarios, and gaming.

Dr. Annalease Gibson



Dr. Annalease Gibson is a tenured associate professor of social work. She has 11-year teaching experience at ASU starting as an adjunct at an off-campus site for two years and full-time for 9 years. She currently teaches across the curriculum for both undergraduate (BSW) and graduate (MSW) social work programs. She is the BSW Program Director, Faculty Advisor for the Student Social Work Association at ASU, 2020 faculty fellow, CUR faculty mentor, program coordinator for Jamaica study abroad, the coordinator of the first ASU study abroad for faculty participants, and is a member in numerous committees and faculty learning communities across the campus.

Presentation: Diversity and Difference in Social Work: Implications for Practice with Culturally Diverse Populations in America

The presentation will highlight how intercultural content was infused to further explain/understand the concept of interculturalism and how it affects practice with diverse populations through two social work courses: SOWK 2310 Self-Awareness and SOWK 3443 Interviewing and Recording. The Self-Awareness course is designed for students to examine their identity, interpersonal relationship skills, problem solving skills, styles of communication, and value system. SOWK 3443, Interviewing and Recording, is a course organized as an experiential laboratory to building competent verbal and written communication skills. Both courses are critically analyzed for their appropriate application to diverse populations. The intercultural learning content for SOWK 2310 is for students to analyze the similarities and differences of their personal values, beliefs, attitudes, and views versus that of a population that is culturally different from their own.

Learning objectives for SOWK 2310 activities included reading literature, attending a social event, participating in a cultural activity, and interviewing. Assessment included writing a five-page paper analysis on the similarities and differences in individuals and groups, and writing on how they could be effective in providing services to culturally different clients in the US. The intercultural learning content for SOWK 3443 is for students to demonstrate the ability of using empathy, reflection, and interpersonal skills to effectively engage diverse clients. Activities included interviewing, recording, summarizing, discussion, and writing. Assessment for SOWK 3443 included completing a culturagram. The rationale for incorporating intercultural components for both courses is to understand the process of engaging with clients, on integrating the broader circumstances of their lives outside of service settings, and on transforming service delivery systems. Cultural background significantly influences encounters with social services. It shapes help-seeking behaviors, service use, satisfaction with services, and treatment outcomes.

Dr. Shavecca M. Snead



Shavecca M. Snead is an Assistant Professor of Visual and Performing Arts at Albany State University. She has worked at Albany State University since 2004 as a faculty member teaching courses such as Drawing, Art Appreciation, and Introduction to Visual and Performing Arts. She has also served the University, in the Division of Institutional Effectiveness as the Institutional Assessment Coordinator in addition to advising student organizations. She earned a BA in Studio Art from Spelman College, a MFA in Drawing from the University of Florida, and a PHD in Higher Education and Public Policy from The Florida State University.

Presentation: Cultural Perspectives: Critique and Commentary on Visual Arts

The crux of Visual Arts is an amalgamation of culture, creativity, and communication. Creating drawings, paintings, architecture, and sculpture involves balancing the three through conception to product. Consequently, the study and appreciation of Visual Arts requires a base understanding of the various cultures and peoples that produce the artwork being studied. With this in mind, this presentation will document the process of internationalizing Art Appreciation by taking into account the effect on the process and resulting visual products artists from various cultures create. Specifically, I will describe the assignments and assessment involved in the internationalized version of ARTS 1100: Art Appreciation course.

My presentation will begin with a description of the Art Appreciation course chosen for internationalization. This will include a description of the assignments used to highlight visual art representations from other countries and cultures. I will detail several smaller assignments used to expose students to various cultures and art forms. These assignments include classroom discussions, classroom presentations and autobiographical videos of the artists. The culminating assignment for the course will be an Art Critique (written paper). Next, I will review the rubrics, peer feedback, and examinations that will be used to assess student learning. I will conclude the presentation with a discussion of successes and challenges that ensued during the internationalization of the course along with suggestions for future improvements.

Dr. Mimi Noda



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 (Program: 2017 and 2019). She holds a Doctor of Music from The Florida State University College of Music, and holds a Master of Music degree from The University of Georgia. Her Bachelor of Music degree was awarded by the Kunitachi College of Music in Tokyo, Japan. She has studied with Evgeny Rivkin and other well known faculty, received several scholarships and awards. She often serves as a JET (Japan Exchange and Teaching) Program judge at the Consulate General of Japan in Atlanta.

Presentation: Learning the Country Through the National Anthem

Music 1100 Music Appreciation is a sixteen week course with an international dimension that was offered during the fall semester of 2019. The benefits of internationalizing the course are that the students will learn to appreciate the history and culture of other nations through the music of various countries. The national anthems of Nigeria, Cameroon, Ghana, and Japan were chosen to illustrate the history as well as music style for these diverse cultures. The reason to choose these countries is that ASU has an international professor from each of these countries including myself. A professor from each country was invited to class to introduce the history and culture of his country in a thirty to forty-minute presentation. Students heard some of the history of each country as well as the interrelationships with music in art, religion, politics, education and intellectual thought. After hearing all of the presentations by professors from the four countries, students formed groups to extend their research and broaden their understanding of the text in the national anthem. Students conducted much of their research through online sources. At the end of the project, each country group gave a presentation to explain what they learned about each country. The students enjoyed learning the national anthems and getting to know the other ASU professors through the lecture about each one's country of origin.

Dr. Devona Mallory



Hailing from Illinois, Dr. Devona Mallory has taught at Albany State University for over 11 years. Currently, she is a full Professor of English. Her scholarship primarily analyzes the links between Women's Literature/Gender Studies, Magical Realism, and Multiethnic Literature. Since Dr. Mallory teaches Caribbean Literature, she hopes the Faculty/Staff Professional Development Jamaica trip will be a great classroom learning experience for her students. Her latest publication is "The Fruit is on the Ground: The Impact of 'Strange Fruit' on Black Lives Matter" in *Billie Holiday: Essays on the Artistry and Legacy*.

Presentation: **Internationalizing Caribbean Literature**

For my presentation, I will be discussing how to incorporate what I will discover on my professional development trip to Jamaica into my ENGL 3825, Caribbean Literature class. I will be incorporating the book *Wide Sargasso Sea*, a novel set in Jamaica, by Jean Rhys. I will also be discussing the movie as well. Rhys wrote the novel as a prequel to *Jane Eyre* by Charlotte Bronte. Rhys' novel focuses on Rochester's first wife that was driven insane and forced to live in the attic. This novel focuses on colonialism, slavery culture, insanity, and revolution. I will assign my students a paper and a presentation on colonialism in the Caribbean. The students will pick a specific Caribbean work and discuss the effects of colonialism and slavery that the country and literature is based upon.

Dr. Chinenye Ofodile



Dr. Ofodile is an Associate Professor at Albany State University in the department of Math and Computer Science. In addition, he has served as the Faculty Athletic Representative (FAR) since 2017. He acquired his Bachelor's Degree in the field of Mathematics from Morehouse College, where he was also a student athlete. He attained his Doctoral degree from Howard University, where he also received his Master's Degree, also in Mathematics. His research, "The Enumeration of Dumont Permutations with Few Occurrences of Three and Four-Letter Patterns," is in the area of Combinatorics. As a Gates Millennium Scholar, and a Sloan Scholar, he worked with various fields of studies, where he and a Computer Scientist colleague published a paper automating the Assignment of the Library of Congress Number in 2009. Furthermore, he, along with professors from various institutions published "Immuno-kinetics of immunotherapy: dosing with DCs."

Presentation: **Internationalizing the Undergraduate Calculus Courses at ASU**

Recently, Albany State University (ASU) has embarked on an initiative to incorporate various effective teaching strategies throughout all disciplines. One discipline, Mathematics, was analyzed. Based on the success rate in the service courses (or gate-keeping courses), a recommendation was made to revise the curriculum. In this talk, I will discuss effective ways students were able to learn various mathematical concepts, while engaging in research. This technique was used in Calculus II course, MATH 2212, here at ASU. As a result of this revised approach to teaching mathematics, students performed exceptionally well in the course based on the evidence collected.

Prof. Joy S. Handelman



After growing up in Georgia, Joy Handelman graduated from Brown University, later earning an M.Ed. in English at Georgia Southwestern. After a year in Switzerland, she started law school graduating in 1989 from the University of Georgia School of Law and married. Following a short legal career, she changed professions to raise her two sons, Daniel and Joseph. In 2012, she started teaching English at Darton State College and joined Albany State University in 2017. Teaching English combines two loves—students and stories and sometimes a happy third—Shakespeare. She is engaged to Marc Swift whom she met at Brown.

Presentation: Internationalizing English Composition II

Internationalizing English 1102 created a learning experience for students that integrated intercultural and international issues into the composition course objectives. Students reviewed five texts from a variety of countries and cultures. They worked in groups that focused on a particular text, researching a variety of issues for each reading, including the political, social, economic, religious, and geographic setting for each story. Author backgrounds and biography provided additional context for understanding their assigned story (or essay) and the culture which helped to create it. Research sessions in the library allowed for groups to work together with guidance as they improved their research skills and knowledge of cultures that they found new and challenging. Evaluation at this level included posting of research findings as well as conferences with the instructor. Each group presentation included photographs, maps, interviews, and discussion of the culture and country represented by their author and text. Presentations were evaluated holistically with immediate feedback and through a reflective writing assignment submitted by the students. After the group project students chose a text from the same group of five and created an individual research project including a topic proposal, annotated bibliography, and research paper. Instructions guided students to demonstrate their knowledge and understanding of the cultural context of their chosen reading as well as the needed composition and research skills for English Composition II. The research project was evaluated by a rubric included with assignment instructions. Challenges include clarification of research goals and engagement of all group members.

Dr. Zachariah Oommen



Dr. Oommen is the Director and Professor of the Forensic Science Program, and a Fellow of the American Academy of Forensic Sciences. Dr. Oommen has published many scientific papers in reputable journals including the Journal of Forensic Sciences and has presented technical papers at the American Academy of Forensic Sciences. Currently, Dr. Oommen is working with a funded grant in the area of forensic identification. Dr. Oommen served three times as the chair of the on-site evaluation team of Forensic Science Education Program Accreditation Commission. He is instrumental in getting the national accreditation to the ASU Forensic Science program in 2007. Dr. Oommen served as the coordinator of the first time study abroad program of Forensic Science in India.

Presentation: **Study Abroad—Gujrat Forensic Science University, India**

Albany State University (ASU) Forensic Science majors achieved successfully the first Study Abroad program by visiting Gujrat Forensic Science University (GFSU), the world's first and foremost University dedicated to the Forensic Sciences. Six students and two faculty participated in the program. Forensic Chemistry and Crime Scene Investigation were the two courses taught. The program followed a pre-scheduled itinerary set by both coordinators of ASU and GFSU. The core focus of the study abroad was on having a comparative study of the Crime Scene Managements and Forensic Evaluations prevailing in India and that in USA, together with two courses. Students were required to participate in Academic Sessions, Forensic Laboratory visits, and Cultural and Historic Site Visits. Interactions with the Director General of Police, courtroom Judges and the Indian Forest Service officer really added more insight about forensic investigations in India. Lectures and discussions on a fire and arson case study, sexual assault investigation, and death investigation of lions in wildlife sanctuaries of Gujrat were highly informative. Students not only gained forensic information but also were able to enhance their Indian cultural knowledge. Visiting temples, Mahatma Gandhi Ashram and heritage walk through villages provided time to reflect upon the impact of religion and spirituality in the cultural development. Class visits and discussions with forensic science majors of GFSU were other experiences. Final report of the program, quizzes, exams, assignments and participation of field trips were used to evaluate the student performances. The program was a success in terms of providing students with forensic practices in India to align their knowledge with the State and National forensic standards in USA.

Prof. Aaron Johnson



Professor Aaron Johnson is currently serving in his 13th year as Assistant Professor of Economics at Albany State University. In addition to his academic experience, he has seven years of professional experience in banking and finance where he has worked at the Office of Comptroller of Currency, AT&T (formerly Southwestern Bell) and Edward Jones. Professor Johnson is a servant leader, who was elected to the Faculty Senate in 2019, along with serving as President of the Monroe High School Local School Governance Team and Commissioner for the Albany/Dougherty Planning Commission.

Presentation: **Reflections on Country Reports**

This presentation will evaluate the effectiveness of internationalizing the Principles of Macroeconomics course utilizing a signature project. Over the last couple of decades, the U.S. economy has undergone a dramatic shift where access to global markets has never been higher. This creates many opportunities for entrepreneurs, companies and employees as they leverage their strengths to gain an edge in the global marketplace. This is where cultural intelligence combined with an understanding of basic macroeconomic principles can set apart the diligent student. In order to assess this skill, a signature project was developed that allowed students to explore their knowledge of a foreign country by applying key concepts learned from the introductory class. Each student was placed within a group where they were assigned a region that covered one or two continents. While regions were assigned to each group, each were able to choose their own individual country. Once countries were assigned, they conducted research on macroeconomic trends and collaborated together in evaluating data. Through these collaborations, they gained context on abstract monetary and other quantitative values to draw conclusions on their country. The jigsaw puzzle method was used to assist in writing the final draft of their country report where there were a series of mini-reports completed that covered areas such as international trade, economic growth, unemployment and inflation. Their final report was essentially an alternative method to assessing their understanding of macroeconomic principles.

Prof. Anta'Sha Jones



Anta'Sha Jones is currently an assistant professor of Biology at Albany State University, where she has served at the institution for a total of 12 years and has over 15 years of educational experience inspiring young people to consider Science, Technology, Engineering, and Mathematics (STEM) careers and opportunities. Anta'Sha has had the opportunity to inspire students by actively participating in not only academic and professional activities, but also involved in mentoring underrepresented students. Anta'Sha is also a Biology Professor with the Move on When Ready (MOWR) Program at Commodore Conyers College and Career (4C) Academy for Albany State University.

Presentation: International Public Health Surveillance

The investigation of international public health surveillance occurring in the Anatomy and Physiology II courses for the spring 2020 semester. The purpose of implementing this opportunity into the class is to globalize the curriculum and expose students to an intercultural dimension of the world, which will create an experience that can respond to changes in a broader world regarding public health issues. As a result, students' awareness of internationalization will propel them to transition into the 21st century as prepared students ready to live and work in a globalized institution and world.

Students will achieve an understanding of internationalization by becoming public health investigators who will investigate international public health issues that have adverse effects on the human body throughout Africa. Investigators will also become familiar with African cultures and rituals that could also contribute to current public health issues that affect the human body in Africa. Activities will include written assignments, individual presentations, self-reflective cultural writing activities, and a final public health surveillance poster. Activities are graded on accurate reporting on the current country's public health issue.

Some challenges faced through the implementation of the internationalization are students understanding and respecting of "otherness" and becoming more self-aware of their relationship between "self" and "other" lifeworlds (Simm & Marvell, 2017).

Dr. Patrick Whitehead



Patrick Whitehead is associate professor of psychology and author of five books including *Existential Health Psychology: The Blind-spot in Healthcare* (Palgrave, 2019). His work has been published in journals of philosophy, psychology, higher education, and theoretical biology.

Presentation: **An Internationalized Approach to Human Development**

Emerging out of Western Europe and the United States, the psychology of human development has been predominantly individualistic. Rooted in the early 20th century ethnocentric theory of recapitulation, development emphasizes the growth and achievements of individual persons. Among others, individuation, autonomy, industry, coming of age, marriage, and retirement focus on the individual to the neglect of social, cultural, and environmental milieux. This lopsided approach has received criticism of late, owing in large part to increasing globalization and diversity found in Western Europe and the United States. The international approach implemented by the presenter has aimed at introducing a collectivism to balance out the individualism found in developmental psychology textbooks. This has been accomplished through five modules: 1) an introduction to internationalization in developmental psychology, 2) an introduction to individualism and collectivism, 3) collectivist practices around childbirth and maternal care, 4) collectivistic coming of age rituals, and 5) collectivistic death and mourning rituals. Within each module, students actively compare and contrast mainstream models of development with traditional collectivist practices by recognizing their similarities and differences. The primary learning objective is for students to understand that the concepts in developmental psychology are not always easily generalizable to all people, and that the range of these concepts must grow in order to accommodate international diversity.

Dr. Kathaleena Monds



Dr. Monds is Professor of Management Information Systems and Founding Director of the Center for Educational Opportunity (CEO) at Albany State University. The CEO provides support for K-12 research on educational innovations, opportunities, access, and models germane to students living in fragile communities. She served as Co-Director of the Center for Economic Education from 2007-2018 to improve economic and entrepreneurship education to underserved communities. A native of Detroit, Michigan, Kathaleena holds a Ph.D. in Instructional Technology from Wayne State University, a M.A. in Economics and Entrepreneurship for Educators from University of Delaware, a M.S. in Computer Science from Wayne State University, and a B.S. in Computer Science from Spelman College.

Presentation: Belize, Central America: Exploring International Business and Educational Research Abroad

This year marks the 6th Anniversary of the Belize Study Abroad program. This program is the premiere study abroad effort launched by College of Business faculty at Albany State University. The success of the program is in part due to a) assisting students with funding opportunities, b) strengthening the institutional footprint via COBEC, and c) connecting theory to practice via classroom activities.

Belize is a country on the northeastern coast of Central America that is the only country in the area that has English as its official language. Belize is considered a Central American and Caribbean nation with strong ties to the entire Latin American and Caribbean region. The initial four years of the study abroad program focused on entrepreneurship, economics, service learning and internship. All participants were placed on non-paid, four-week internships abroad. Students were allowed to gain institutional credit for courses such as BUSA3100-Internship for Business; BUSA4105-International Business; ECON2106-Microeconomics; and MIST4220-Special Topics/Research. Learning outcomes included – blogs, essays, and internship presentations. Since 2019-present, the focus has pivoted to K-12 educational research abroad and is now held for two weeks. The most important benefits that a student gains from taking this course abroad is the opportunity to investigate an educational research challenge and apply the scientific method to understanding barriers to high-quality education. Such research opportunities help Business students understand the marketplace for education, both domestic and abroad. Learning outcomes include the generation of a research study and/or a children's book that focuses on barriers (i.e. poverty, access, etc.) to K-12 education in developing countries.

Dr. Uzoma Okafor



Dr. Okafor is an assistant professor of Chemistry and Forensic Science at the prestigious Albany State University. Dr Okafor's research experience involved various collaborations with university researchers in Nigeria and the U.S., through various research collaborations. His research work, which includes both experimentation and concept on various topics in proteins, drugs metabolism and toxicology, has appeared in over 50 peer-reviewed publications and references. His keen interest in research collaboration resulted in his most recent National institute of Justice grant award for a research project entitled, "*Surveying the Total Microbiome as Trace Evidence for Forensic Identification.*" Dr. Okafor takes special pride in mentoring many graduate and undergraduate students in both research and academics.

Presentation: Cultural Perspectives of Crimes and Criminal Investigations in Selected Countries

Internationalization of curriculum focuses on student learning by defining two key characteristics. First, it rests on the premises and the context of creating awareness about the different cultures and practices as related to curriculum or disciplines. Second, it serves as an avenue to showcase the interdependency of cultures and creeds among individuals and academics.

The present research will provide much needed exposure to different cultural perspectives of crimes and criminal investigation in some selected countries. Crime is a universal phenomenon, with no clear reason as to why crimes are committed. There are several dynamics attributed to high crime rates in most countries and it is apparent that high crime rates are attributed to countries or areas where the poverty levels and unemployment are high. Students will watch various "sights and sounds" videos of selected countries to investigate the way of life and possible types of crimes that prevail as compared to present data available on reputable websites. The outcome of the project will create more information on the cultural perspectives of crimes as related to the selected countries. The project will also enlighten and change the students' perspective and create cultural knowledge of the selected countries. This activity will generate the much needed active engagement of students in the learning process of global issues and through this, the logical development of international and intercultural learning outcomes will be gained.

Special Thanks to the ASU Comprehensive Internationalization Committee

Dr. Nneka Nora Osakwe, Director of International Education (**Chair**)
Dr. Angela Peters, VP & Provost, Academic Affairs
Dr. Melanie Hatch, Associate VP & Provost, Academic Affairs
Dr. Dorene Medlin, Director of Faculty Excellence
Kenyatta Johnson, VP Enrollment and Student Success
Dean's Designee for College of Arts and Science (or Dr. Zephyrinus Okonkwo)
Dean's Designee for College of Professional Studies (or Dr. Alicia Jackson)
Dean's Designee for Darton College of Health Profession (or Dr. Sarah Brinson)
Dr. Robert Owor, Chair, Department of Mathematics & Computer Science
Dr. Wendy Wilson, VP University Relations, Chief of Staff, and Interim VP of Student Affairs
Dr. Charles Ochie, Director Graduate Programs
Dr. Rhonda Porter, Chair Department of Education
Mark Hankerson, Study Abroad Coordinator and Advisor
Ronald Cetoute, International Student and Scholar Coordinator/Advisor
Dr. Annalease Gibson, Assistant Professor Social Work
Jeremiah Pitts, Director of Academic Support Services
Frank Malinowski, Faculty Senate President
Dr. Louise Wrensford, Executive Director Research and Sponsored Program
Carolyn Brown, Director of Academic Advising and Retention
Dr. Shavecca Snead, Assistant Professor, Department of Visual and Performing Arts
Dr. Florence Lyons, Director of Honor's Program
Domonique Hines, Director of Distance Learning and Online Programs
Dr. LaVerne McLaughlin, Director of Library Services
Dr. Devi Akella, Professor, College of Professional Studies
Dr. Cathy Williams, Chair, Nursing
Dr. Seong Seo, Chair, Chemistry and Forensic Science
Dr. Zachariah Oommen, Professor Chemistry and Forensic Science
Dr. Adriana Primo McKinley, Associate Professor Spanish, Modern Languages & Mass Communication
Sherrell Byrd, Community Member Representative
Albany Mayor or Mayor Representative
Dr. McKenne Brown, American Council on Education (ACE) Campus Adviser & Member at Large

Committee charged as follows: Review ASU Internationalization Status, Revise/ Develop ASU Comprehensive Internationalization Strategic Plan to align with American Council on Education (ACE) recommendations in the six focus areas:

1. Articulated Institutional Commitment;
2. Administrative Leadership, Structure, and Staffing;
3. Curriculum, Co-curriculum and Learning Outcomes;
4. Faculty Policies and Practices;
5. Student Mobility;
6. Collaboration and Partnerships

Acknowledgement and Appreciation

Marion Fedrick, ASU President

Dr. Angela Peters, Provost and Vice President of Academic Affairs

Dr. Melanie Hatch, Associate Provost and Associate Vice President of Academic Affairs

A.L. Fleming, Vice President of Institutional Advancement

Kenyatta Johnson, Vice President for Enrollment Management and Student Success

Shawn McGee, Vice President of Administration and Fiscal Affairs

Dr. Kelly McMurray, Vice President for Institutional Planning and Accreditation

William Moore, Vice President of Information Technology and Chief Information Officer

Dr. Wendy Wilson, Vice President of University Relations, Chief of Staff, and Interim VP of Student Affairs

Connie Williams, Director of ASU Telecommunications and Assistant Professor of Mass Communication

Anthony Morman, Greek Life and Diversity Engagement Coordinator

Special Thanks to the ASU Foundation for providing financial awards to students who studied abroad in China, Ghana, India, Belize, and Trinidad and Tobago.

And to all the staff in the Office of International Education:

Dr. Nneka Nora Osakwe, Director of OIE and Professor of English

Mark Hankerson, Study Abroad Coordinator and Advisor

Ronald Cetoute, International Student Coordinator and Advisor

Miranda Mathis, Student Assistant

Sydney Bell, Graduate Student Assistant

Morgan Butts, Work Study Student

