

Internationalizing the Curriculum

Faculty Symposium:

Course-Implementation



May 15, 2017
9:00AM—1:30PM
The Student Center Ballroom
Albany State University(East Campus)
Albany, GA



Dr. Arthur Dunning
President of ASU



Dr. Tau Kadhi
Vice President and Provost
of Academic Affairs



Dr. Olufunke Fontenot
Associate Vice President and
Associate Provost
of Academic Affairs



OFFICE OF THE PRESIDENT

May 15, 2017

Greetings:

I extend my warmest regards to all of those attending the Internationalizing the Curriculum Faculty Symposium sponsored by the Albany State University Office of Global Programs. The Symposium is a step in the right direction to expand international learning and knowledge.

There is a larger world beyond our local and national borders. To prepare our students for a global marketplace, we must expose them to other cultures and world business models. The Symposium is evidence that we are making thoughtful and deliberate actions to do just that.

I have had the opportunity to spend a considerable amount of time working abroad in different capacities. As a member of the United States Air Force, I spent two years abroad in Southeast Asia then two years as a Department of Defense civilian in northeast Thailand. I have taught higher education best practices to college and university administrators in Mexico City. Without a doubt, I learned more about America while living abroad. Each experience broadened my cultural, historical, political and educational perspective about the country that I lived in and my native country.

The aggregate of my experiences allow me to think globally about the future of higher education and the future of Albany State University. Integrating international components into our curricula, professional development activities, campus programs and enrollment initiatives advances the success of the university.

In closing, thank you to the dedicated faculty and staff members who are implementing such initiatives to move Albany State University forward.

Best regards,

A handwritten signature in cursive script, appearing to read "Art Dunning".

Arthur N. Dunning
President



OFFICE OF GLOBAL PROGRAMS

Welcome Remarks

On behalf of the Office of Global Programs, Albany State University (ASU), I welcome you all to the 2nd Faculty Symposium on Internationalizing the Curriculum, which focuses on sharing the course implementation outcome of faculty members who participated in the Title III funded project on “Internationalizing Existing ASU Courses.” Let me use this opportunity to express my sincere appreciation to all the faculty members, Vice Presidents and Associate Vice President, Deans, Chairs, Directors of Programs, Study Abroad Coordinators and the Comprehensive Internationalization Committee members for helping to ensure that international education is part and parcel of what we do at Albany State University, Georgia. I thank the President, Dr. Dunning, for making international education his central focus, reiterated via his resounding positive remarks through the media, university forums and publications.

Curriculum/course internationalization is one of the five components of the outlined framework of ASU Comprehensive Internationalization Strategic Plan (CISP) initiated by Global Programs with Academic Affairs in fall 2015 and approved by ASU Comprehensive Internationalization Committee. The CISP framework was to ensure that international and intercultural learning is seamlessly woven into ASU curricular, co-curricular, and programs. The CISP was also adopted and approved by the International Programs’ Operational Working Group (OWG 21) and CIC committee during the consolidation of former Darton College and ASU. The ultimate goal of CISP is to ensure that international education is institutionalized at ASU so that the target quality educational learning embodies global learning competency.

The rationale for curriculum and course internationalization cannot be overstressed as it is part of the quiddity that defines any 21st century higher institution. Course internationalization helps to ensure that students who are not able to study abroad have in-course opportunity to learn about other countries, global issues, global interconnections, and relationships among nations and peoples of the world. The knowledge and skills acquired through course internationalization, study abroad, international service learning, research, and internships help students to be better equipped as global citizens on graduation.

The symposium today brings to focus twenty faculty members, among others, who participated in the course-internationalization training and implemented the project recommendations through teaching their approved internationalized courses. It also features study abroad faculty coordinators who would be speaking on the implementation process and outcome of teaching students abroad. All the faculty participants who make up the two project cohorts are from ASU five colleges. They will share their process of embedding international and intercultural learning into their approved courses, starting with modification of syllabi, objectives, content, and assessment. Seven faculty members of the first project cohort have submitted their project outcome as articles for publication in International Research Review (IRR) Journal. The articles have all been reviewed and accepted for publication, and some of the authors will be sharing briefly the themes of their articles. We are hoping that more faculty members will join in internationalizing their courses by applying to be part of the 3rd Cohort and subsequent ones.

Again, I thank you all for the support of ASU Campus Internationalization.

Regards,

Nneka Nora Osakwe

Nneka Nora Osakwe, PhD

Director of Global Programs and Professor of English

Phone: 229-420-1043; Nneka.osakwe@asurams.edu



Dr. Nneka Osakwe

Director of Global Programs

Curriculum Internationalization Fellows

2017 Cohort

Name	Department	Course(s)
Dr. Jan L. Rodd	Nursing	NURS 4131 Research and NURS 4342 Adult Health Nursing II
Dr. Donyale Childs	Nursing	NURS 4131 Research and NURS 4342 Adult Health Nursing II
Dr. Anthony Owusu-Ansah	Teacher Education	MGED 4423- Teaching English Language Arts in the Middle Grades
Dr. Rhonda Porter	Teacher Education	ECEC 3319—Quantitative Reasoning in Young Children_____
Dr. Kwame Dankwa	History and Political Science	POL S 4512: Politics & Institutions in Developing Countries
Dr. Mimi Noda	Fine Arts	MUSC 1005
Dr. Irma Gibson	Social Work	SOWK 4460/6460: International Social Welfare, Policy and Service Learning

GOAL

The goal of this Symposium is for 2016/2017 faculty cohorts who participated in the Title III funded project– *Internationalization of Existing Courses* to share their implementation experiences and outcome. The ultimate goal of the project is to ensure that international and intercultural learning is embedded in all course instruction. We envisage a ripple effect from the shared experiences, as we expect more faculty members to join the course internationalization effort next academic year.

SCHEDULE

9:00AM—9:30AM	Welcome Statement—Dr. Nneka Nora Osakwe Opening Remarks— Dr. Olufunke Fontenot Opening Remarks— Dr. Kimberly Holms Opening Remarks- Dr. Tau Kadhi
9:30AM—10:00AM	Opening Remarks — Dr. Arthur Dunning, ASU President
10:00AM:1:15PM	Faculty Presentations- Professor Jan L. Rodd—Nursing Dr. Donyale Childs— Nursing Dr. Anthony Owusu-Ansah— Teacher Education Dr. Rhonda Porter— Teacher Education Dr. Kwame Dankwa—History and Political Science Dr. Mimi Noda— Fine Arts Dr. Irma Gibson— Social Work 2016 Cohort Dr. James L. Hill— English and Modern Languages Dr. Erica Decuir— Teacher’s Education Dr. Florence A. Lyons— Fine Arts Dr. Mimi Noda— Fine Arts Dr. Dorene Medlin— College of Education Dr. Zephyrinus C. Okonkwo— Mathematics and Computer Science 1:00PM—1:30PM Questions and Evaluation

Presentations



Dr. Donyale Childs

**Darton College of Health Profession
Department of Nursing**



**Darton College of Health Profession
Department of Nursing**

Diabetes—A Global Perspective

Abstract

The world today has made many advances in the healthcare industry from medical care to patient knowledge. However, there are many that are diagnosed and many that go undiagnosed with diabetes each year. Two nursing faculty worked collaboratively in a combined nursing research and practice to help students broaden their perspective on how various cultures from around the world can influence how a person's culture plays an intricate part on their perception and development of diabetes. Students were enrolled in two nursing courses that focused on this issue. The students were assigned a project and received a grade for each component in the courses in which they were enrolled. At the completion of the assignment, students were more aware of the cultural differences in the chosen countries and their impact on development of diabetes. This activity prompted the five undergraduate students to participate in the India study abroad trip scheduled for the summer of 2017.

Presentations



Dr. Anthony Owusu-Ansah

College of Education/ Department of Teacher Education

Internationalizing the Language Arts Curriculum: Challenges and Strategies Associated with Teaching English Language Arts to Non-English Speakers

Abstract

The role of English language around the world for international diplomacy, aviation, health, economics, education and research cannot be overstated. In places where English is not the first or the official language, the task for second language teachers to perfect these language arts becomes daunting for students in elementary schools through college. This Internationalization class project for Middle Grades Education English Language Arts teacher candidates sought to study the challenges and strategies associated with teaching English in countries outside the United States and how teachers in those countries overcame them to ensure their students could express themselves in written language, communicate effectively and appropriately use visual language. Candidates researched current literature for specific teaching language arts strategies that worked for different populations in these countries and how these methods and acquisition of English were likely to influence their thinking on teaching Language Arts in the United States. The initial course outcomes are intended to support further creative instructional programs for teachers and students in four select countries using available technological applications to boost teaching English Arts.

Presentations



Dr. Rhonda C. Porter

College of Education/ Department of Teacher Education

Preparing Mathematics Teachers Using a Proven International Approach

Abstract

Students in Japan have consistently performed better in mathematics on international standardized assessments than students in America. Thus, an effort was made to discover various teaching techniques used by teachers in Japan. A Lesson Study, or jugyo kenkyu, is a common effective method that Japanese teachers use to prepare for teaching a mathematics lesson. The course in this study is a mathematics education course for future elementary education teachers. The pre-service teachers read an article on this method, discussed the method, and then duplicated the method on a lesson plan of their own. The objective was for students to compare, contrast, and use instructional teacher preparation activities/professional development strategies that are used in other countries that would prove beneficial to teaching and learning mathematics in America. Students were assigned a current and relevant reading relating to teacher professional development in Japan. The article entitled Japanese Professional Development sheds light on professional development for teachers of mathematics in Japan. US teachers describe effective professional development that they experienced in Japan and how their teaching has been illuminated through continued collaboration with Japanese colleagues. Students then participated in the complete process in the classroom setting including lesson plan development, teaching presentation, post presentation conference, revised lesson plan development, and revised teaching presentation. Students from the course reported favorably on the global experience, noting the amount of time needed to prepare a successful lesson and the amount of support personnel.

Presentations



Dr. Kwame B. Dankwa

College of Art & Humanities/Department: History & Political Science

Politics and Institutions in Developing Countries (PIDC)” as a means of sensitizing the youth of America to the realities of the developing world in the twenty-first century, while underscoring the common problems and aspirations of all mankind

Abstract

Universities worldwide continue their efforts to integrate the youths of the world as a way to buttress our common humanity and dependency, despite the tendency of politicians to balkanize the universe into preconceived, and often irrational categories. To this end, efforts were made to internationalize the syllabus for the course Politics and Institutions in Developing Countries (PIDC) in the fall semester of 2016. While acknowledging the fact that countries of the world are different when compared - using economic, political, cultural, religious and other criteria – there are several other commonalities among them. The starting point of the course was to define concepts like globalization, dependency, global warming, and human trafficking which affect all countries, irrespective of geography, politics or economics. Even on core issues regarding national symbols like anthems, flags, and national heroes, students were researched into the common trends and patterns among nation states. Again, students were tasked to identify the parallels between the independence struggles of the developing world and those of the United States of America, as well as the inevitable teething problems of nationhood like civil strives, racial and ethnic integration. Each of the fourteen (14) participants of the course selected a developing country as a case study to investigate their special circumstances and how they are faring in spite of their common heritage of colonialism, religious bigotry, ethnic and gender chauvinism, disease, and other natural challenges like drought and inclement weather. Students presented their research to the whole class. The interest and enthusiasm levels of students were great, resulting in their quest for either a follow-up class or a Study Abroad program which would afford them the opportunity to observe things for themselves.

Presentations



Dr. Mihoko Noda

ASU Fine Arts / Foreign Language Institute

Learning Ghana: Anthem and History

Abstract

The spring Functional Piano courses took on a global character so that students would expand their awareness of other countries, along with the music and history of those countries through their musical skills and new knowledge of a particular country. In this course I applied the Ghanaian national anthem to use deepen the students' knowledge about the history of Ghana and its cultural heritage in their music. The MUSIC 2015 Functional Piano course is the last course of four essential piano courses which all music students are required to take and only after completing the prerequisite three levels of Functional Piano. Therefore students of this course have the skill to add a simple accompaniment to a simple melody. In this case, the students play the melody of the Ghanaian national anthem with the right hand and attach the accompaniment using chords with the left hand. The student of this course must take a Piano Proficiency exam at the end of the term. Playing Ghanaian national anthem is a part of the examination. Prior to an examination, playing Ghanaian national anthem was assigned to all of the students as a part of homework. Dr. Anthony Owusu, ASU Education Professor, was invited to class to speak on Ghanaian history and discuss present conditions of the music education in Ghana. All of the students participated in this project and enjoyed learning the national anthem of Ghana. Future research and academic goals to internationalize this course includes exploring culture and music education opportunities of other countries as well as the incorporation of other international topics.



Presentations

Dr. Irma Gibson, Coordinator Trinidad and Tobago Study Abroad

College: Arts and Humanities/ Department: Social Work

Utilizing the World as Classroom

Abstract

Producing graduates who possess the ability to compete globally is the vision of all college and university stakeholders. The implications are far reaching as diversity and promotion of the global and international agendas become the trend of the 21st century. The overall objective of this presentation is to share the academic and educational efforts I made to create globally and socially conscious citizens by maximizing universal focused student learning via an internationalized study abroad curriculum. *My* pedagogy and philosophy about student learning include shining as a beacon of light via unique educational avenues, advocacy and effective means to expose the conditions of the world. In part, this presentation reports the execution of a strategically developed extraordinary study abroad program that is purposefully designed to create globally and socially conscious students and to contribute to increased academic/intellectual learning (academic development), increased engagement in intercultural learning (global competence) and increased development in self-understanding, maturity, tolerance of ambiguity, and appreciation of cultural differences (personal/attitudinal development). The overall essence of studying abroad is geared towards internationalizing and broadening the students' knowledge in regards to their future careers and as researchers and world changers in the 21st century. Additional discussion will pertain to assignments that include the bi-weekly journaling of the students' personal reflections, ASU campus blogging of their daily study abroad endeavors, focus groups engagements, completion of research papers, academic service learning, cultural and history lectures attendance, indulgence in a variety of cultural excursions, evaluation of their experiences and the challenges involved in such an endeavor.

**Internationalization of Existing Courses:
A Faculty Development Process at Albany State University, Georgia.**

Nneka Nora Osakwe, PhD.

Albany State University

Abstract:

Institutions that plan to fully internationalize their campuses are expected to train their faculty to be cognizant of global competency as part of academic requirement and to intentionally integrate international and intercultural learning into their courses. A vast literature and research in international education show that a core strategy for campus internationalization lies with well-trained faculty who can integrate international and intercultural learning into their courses. The need to internationalize courses is even greater now since only 10% of US students travel abroad (Green, 2012). In Georgia the percentage is smaller- only 2 % study abroad (OIE-USG, 2016). Internationalizing course instruction directly impacts more students and many institutions deploy various strategies to encourage as many faculty members as possible to internationalize both the “academic self” and their courses. This article describes the basic professional development process employed at Albany State University in training faculty members to internationalize their existing courses. The process includes, among others, five main phases: the pre-training phase and workshop section phases: understanding historical perspectives, basic concepts-meaning and rationale for internationalization and faculty’s role, pedagogy for internationalization, assessment and learning outcome as regards internationalization. After the training faculty participants used their internationalized syllabi to teach approved courses. They report their implementation experiences in an end semester symposium. The project outcome culminates in the publication of articles by some of the faculty members who fully implemented the course internationalization project funded by Title III.

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

James L. Hill, Ph.D.

Albany State University

Abstract

This article was prepared from addresses 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 faculty and administration since the 1980's to infuse internationalization into the academic arena on the campus. The Department of English spearheaded this effort through Federal and State grants, the Association of Colleges and Universities, and through collaboration of ASU academic departments. Results include ASU sending and receiving faculty Fulbright grantees, and developing a Bachelor's Degree in International Studies, and a realization that much has been accomplished, and much more needs to be done.

Key words: internationalization, curriculum, international studies

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.

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

A Global Integration: Internationalizing a Public Speaking Course

Florence A. Lyons, PhD.
Albany State University

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 a particular 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

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

Mimi Noda, D.M.
Albany State University

Abstract

This paper reports the internationalization process for the 16-week, one semester course, MUSC 2022: Ear Training and Sight Singing. 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. The students learned, sang, and played the various countries national anthems.

Key Words: Intercultural Curriculum; Cross-cultural Studies; Internationalized Education

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

Dorene Medlin, Ed.D.
Albany State University

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?

Key words: international, curriculum change, science education, early childhood

Internationalizing the Mathematical Finance Course

Zephyrinus C. Okonkwo, Ph.D.
Albany State University

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 also 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 in order 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.

Key words: internationalization, internationalizing the curriculum; mathematics

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

Candice A. Pitts, Ph.D.
Albany State University

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 with a majority of students of color, and 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.

Key words: Internationalization, internationalized curriculum, English composition, world literature, literature, international students, intercultural, cross-cultural, HBCU

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.

Curriculum Internationalization Fellows

2016 Cohort

Name	Department	Course(s)
Dr. Erica Decuir	Teacher Education	SSCI 5581: Social Studies for Global Understanding 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 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 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 ENGL 1102: English Composition
Dr. Tiffany Pogue	Teacher Education	EDUC 2120: Exploring Socio-cultural Perspectives on Diversity in Educational Contexts
Dr. Timothy Sweet-Holp	History and Political Science	SSCI 2101: Introduction to Social Science
Dr. John E. Williams	History and Political Science	HIST 3631: History of Latin America GEOG 2101: Principles of Geography
Dr. Sandra Washington	Healthcare Management	MGHC 4035: Healthcare Marketing MGHC 4421: Insurance for Healthcare Professionals
Dr. Liqui Zheng	Natural and Forensic Sciences	ISCI 3002: Integrated Earth and Space Science

ALBANY STATE UNIVERSITY OFFICE OF GLOBAL PROGRAMS

Acknowledgements

Dr. Nneka Nora Osakwe

Director of Global Programs

Ms. Sue Ann Balch

International Student and Scholar Advisor and Coordinator

Ms. Patricia Moore

Temporary Administrative Assistant

Gerryson Engelhardt

Student Assistant and President of Global Ambassadors

Aishat Motolani

Student Assistant and Student Editor of ASU Global Issues

Alecia Kenney

Student Assistant





OFFICE OF GLOBAL PROGRAMS

FACULTY SYMPOSIUM



February 2016 Internationalizing the Curriculum Training



May 2016 Internationalizing the Curriculum Faculty Sympo-

**For more information, contact: Office of Global Programs
Wiley Hall 212, 230, & 231**

Phone: 229-420-1043 or 229-430-1662

Email: globalprograms@asurams.edu

Or visit us at <https://www.asurams.edu/global-programs-2/>

<http://asuglobalprograms.tumblr.com/>

<https://www.facebook.com/ASUGlobalPrograms>