

OIED GLOBAL NETWORK

Insight on an Internationalized Curriculum

“At the heart of the internationalization of an institution is and always remain its curriculum, precisely because the acquisition of knowledge, plus analytical and other skills, as well as research, is what a university is primarily about.” -- M. Harari (1989)

True internationalization is more than simply adding a few readings or assignments into existing courses or creating new majors. It requires new pedagogies and ways of learning (i.e., experiential, service and collaborative learning) which enable students to fully experience how other cultures and belief systems work.

Approaches to Internationalizing Departmental Curricula

- Incorporate international learning into the general education curriculum
- Infuse disciplines with international perspectives and content
- Discuss related international issues in courses
- Encourage students to take area studies courses that include geographic, historic, political and economic systems
- Offer international majors and minors (International Business, International Public Health, African Political Systems, International Affairs, etc.)
- Strengthen the role of foreign languages
- Create international programs for professional fields
- Foster and support faculty/staff development and research in international areas
- Create institutional linkages and global networking of scholars
- Expand involvement of students and faculty in internships, research projects and in-service learning projects

A successful international curriculum provides students with course content that reflects diverse perspectives on economic, political, environmental, and social issues of global importance. It also infers identifying vital global competencies that all graduates should have when they receive a FAMU degree. At the heart of the matter is a very important question. What knowledge, attitudes and skills do FAMU students need to be successful world citizens and members of a global workforce? Some scholars suggest the following:

- Knowledge of world geography, conditions, issues and events
- Awareness of the complexity and interdependency of world issues and events
- Understanding of the historical forces that have shaped the current world
- Knowledge of one's own culture and history
- Effective communication skills, including knowledge of a foreign language, intercultural communication concepts and international professional etiquette
- Understanding the diversity of values, beliefs, ideas and world views
- Openness to liberal learning and a positive attitude to new opportunities, ideas and thinking
- Tolerance for ambiguity and unfamiliarity
- Empathy or the ability to see multiple perspectives
- Critical and comparative thinking skills
- Coping and resiliency skills in unfamiliar situations

Global Vision International Offers Route to Study and Work Abroad in Environmental Studies, Wildlife Research and Marine Conservation

Want a job overseas working in the field? Global Vision International (GVI) has free placements all over the world in the fields of wildlife research, marine conservation, national parks and much more. Participants can gain invaluable experience while working in some of the world's most beautiful and remote natural areas. These unique career opportunities offer the independent, ambitious individual the chance to work with GVI and selected partner organizations on critical conservation initiatives.

You could be taking part in a jaguar survey in Mexico or monitoring turtles on the best preserved atoll in the Caribbean. Positions are open to everyone. All applicants must complete a 10 week expedition with GVI before applying. Activities include monitoring endangered species, developing environmental education plans and conducting censuses of the surrounding areas. Make a difference in some of the world's most critical conservation and community projects. Adventurous individuals can join challenging Marine Conservation and Wildlife Research expeditions in Mexico, Ecuador and Costa Rica and take part in volunteer conservation and community work throughout Latin America, Africa and Asia. For additional information, visit the website:

<http://www.gvi.co.uk/pages/aboutus.asp>

Global Vision International was formed in 1998 to provide support and services to international charities, non profits and governmental agencies. Through its international network of 40 personnel in over 20 countries, GVI supports many of the most critical conservation and humanitarian projects around the globe.



STUDY ABROAD DEADLINES

Thinking about a study abroad experience during the summer or fall semester? Now is the time to submit applications for (1) a program, (2) competitive scholarships, and (3) the Pell Grant.

Call for Proposals to Place European Faculty in U.S. Public Universities for a Semester

The Office of Academic Exchange Programs/European Programs Branch of the Bureau of Educational and Cultural Affairs (ECA/A/E) announces an open competition for the Junior Faculty Development Program (JFDP). Public and private non-profit organizations may submit proposals to place *visiting faculty from Albania, Armenia, Azerbaijan, Bosnia and Herzegovina, Croatia, Georgia, Kazakhstan, Kosovo, Kyrgyzstan, Macedonia, Serbia and Montenegro, Tajikistan, Turkmenistan, and Uzbekistan* at U.S. universities for a one academic semester (five months) program. The grantee organization for this program will support and oversee the activities of the faculty throughout their stay in the United States. In addition, the grantee organization will recruit and select candidates for the JFDP in Albania, Armenia, Azerbaijan, Bosnia and Herzegovina, Croatia, Georgia, Kazakhstan, Kosovo, Kyrgyzstan, Macedonia, Serbia and Montenegro, Tajikistan, Turkmenistan, and Uzbekistan to begin the program in the United States in January 2006.

The JFDP will encourage its Fellows to develop professional relationships with the U.S. academic community, and to forge ties between their U.S. colleagues and colleagues in their home countries, and to share their experiences and knowledge with students and professors at their home institutions. Throughout their stay in the United States, JFDP Fellows will audit courses, attend conferences and seminars, and teach a course or give lectures whenever possible. The major goal of the program is to allow scholars from the participating countries to exchange ideas with U.S. scholars in their respective fields of teaching, and to increase collaboration and cooperation between universities in the United States and the participating countries.

The entire Solicitation Package can be downloaded from the web at: <http://exchanges.state.gov/education/rfeps/menu.htm>.

FAMU Collaborates with a San Andres University in Area of Environmental Sciences

Dr. Jesse Lutabingwa participated in a meeting with administrators of Christian University to formulate plans for an environmental sciences program. Due to its Caribbean location, exploding population and increased human activities, the ecosystem in San Andres and Providence is under tremendous stress. This makes the environmental science program critically important. In 2000, UNESCO declared this archipelago as a Sea Flower Biosphere Reserve.

CU currently offers a technical training program in Environmental Management in cooperation with a government environmental agency whose staff serves as faculty to the program. FAMU will assist in developing a baccalaureate degree program based on models that FAMU successfully developed for similar projects in Cambodia and Ghana. Christian University will select candidates to enroll in graduate studies at FAMU.

Alcoa and FAMU Collaborate in Caribbean Initiative

Alcoa and the Alcoa Foundation recently announced that FAMU is the recipient of a one-year International Supplemental Grant of \$50,000. The foundation supports a variety of programs in areas where Alcoa has business interests. Administered through the Office of International Education and Development, the grant was initiated as a collaborative project with the Development Office. It also supports on-going recruitment activities in Trinidad by FAMU's Julia Brunson.

The grant supports scholarships and internships for minority and female students from Surinam, Trinidad and Tobago; recruitment, outreach and curriculum articulation initiatives; and the student-oriented ALCOA-FAMU Scholars Outreach Ambassador Program.

There are about 24 students from these Caribbean nations, currently enrolled at FAMU. Prior to the awarding of the grant, 19 of these students attended an OIED workshop-luncheon to engage in dialogue about their FAMU experiences and the role of Alcoa in the Trinidad-Surinam communities. Each participant indicated support to promote FAMU as a viable higher education choice to high school students and faculty in their local communities. From this effort, the idea for the Ambassador Program was developed.

The Economic Benefits of International Education to the United States of America: A Statistical Analysis

NAFSA, the association of international education professionals, estimates that foreign students and their dependents contributed more than \$12.87 billion to the U.S. economy during the academic year 2003-2004. This conservative figure is based on tuition figures from the *College Board*, enrollment figures from the *Institute of International Education's Open Doors 2004 report*, living expenses calculated from College Board figures and analysis of the data by Lynn Schoch and Jason Baumgartner at Indiana University – Bloomington's Office of International Services.

School of Journalism Works with an Armenian University

The School of Journalism is providing technical assistance to Gyumri State Pedagogical Institute under a grant from the U.S. Department of State. Professors Holly Edgell and Dr. Joe Ippolito are conducting seminars for journalism students and Gyumri journalists.

