

HESI 739A: Higher Education in the Ghanaian Context Study Abroad Program

University of Maryland – College Park
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Course Description

In response to competencies for student affairs/higher education professionals outlined by the [National Association of Student Personnel Administrators \(NASPA\) an American of College Personnel Association \(ACPA\) Student Affairs Competencies](#) regarding social justice and inclusion (SJI) and assessment, evaluation, and research (AER), the Higher Education in the Ghanaian Context Study Abroad (HEGC!) program will focus on the role of student affairs in the context of Ghanaian higher education. As social justice educators, student affairs and higher education professionals should understand the implications of higher education and the role of student affairs in an international context. Particularly considering the sociohistorical relationship between the United States and West Africa, HEGC! will expand beyond Western ideals of social justice education and engage participants in a critical examination of concepts related to power, privilege, and oppression. Moreover, West Africa is often overlooked as a location for study abroad programs; there is a great deal of formal and cultural knowledge awaiting the attention of U.S. higher education scholars and practitioners.

This course is targeted toward current graduate students and practitioners in student affairs, higher education, international education, and public policy programs and student affairs, higher education/international education professionals. Overall, participants will: (a) gain new insight into the rich culture and traditions of the country and people of Ghana, (b) explore the role of higher education in Ghana and its connections to the P-12 educational pipeline in a post liberation Ghanaian context, (c) articulate the role of student affairs in the context of Ghanaian colleges and universities, and (d) identify/co-construct useful resources/tools with Ghanaian higher education student services personnel professionals (SSPP) through a project based experiential learning design.

Participants will engage in readings, reflections and discussions prior to, during and following the study abroad program.

This course includes three components:

(1) **Pre-Immersion Experience Meetings**—where faculty, participants, and campus partners at the University of Cape Coast co-construct learning around the history and culture of Ghana post

liberation, read and discuss meaningful scholarship related to Ghanaian higher education and assessment practices, reflect, and engage in preparatory work centered on a project-based experiential topic,

(2) **Immersion Experience: HEGC! in GHANA**—where faculty and participants immerse themselves in a socio-historical, cultural, political, developmental, and educational journey through Ghana and the educational pipeline, reflect and debrief daily, engage in participatory action assessment/evaluation/program improvement research, and present during a colloquium on the campus of the University of Cape Coast with higher education administration graduate students and faculty, and

(3) **Post-Emersion Experience Meetings and Colloquium**—where participants will continue reflecting and debriefing, finalize their assessment/evaluation/program improvement proposals, engage in readings and discussions, and present final proposals to University of Cape Coast partners, HEGC! faculty, and the University of Maryland campus community during a symposium at the University of Maryland.

Increased Access to Study Abroad Opportunities in West Africa

The Higher Education in Ghana Study Abroad (HEGC!) program through the University of Maryland, College Park, Education Abroad Office focuses on being competitive in a globalized society, cultivating a strong foundation in liberal arts education, contributing to a globally minded, but active local citizenry, and committing itself to engaging in inclusion and social justice education.

It is important to note the disparities of U.S. study abroad opportunities that involve West African countries. This HEGC! program not only expands the scope of study abroad options, it also focuses on project based learning for students in collaboration with higher education/student services professionals in Ghana. Additionally, targeting non-undergraduate students and student affairs/higher education professionals increases access to study abroad education for graduate level students and higher education professionals, particularly considering the limited access for graduate students to engage in study abroad education. Moreover, since the program has a project based experiential learning design, participants are able to strengthen their assessment, evaluation, and program improvement skills and acknowledge; yet, center the educational mission and cultural influences of Ghanaian higher education. Additionally, the program provides an opportunity for graduate level students and student affairs/higher education professionals to expand their framework of practice in an international context, supporting their development as social justice educators. Participants will emerge from the HEGC! program having gained increased skills and acknowledge as it pertains to assessment, evaluation, and program improvement practices and a more informed value of global citizenry through social justice education.

Course Objectives

Upon completion of the Higher Education in the Ghanaian Context Study Abroad Program, students will be able to:

1. Understand, through experience and direct study, the culture, history and structure of education in post liberation Ghana and other countries on the African continent

2. Articulate cultural, social, political and historical connections between Ghana and the United States
3. Understand and articulate the role of education in post liberation Ghana
4. Examine and expand one's knowledge of higher education in post liberation Ghana
5. Learn from student services personnel professionals (SSPPs) and graduate students at institutions of higher learning in Ghana their perceptions of their work in a Ghanaian context
6. Through design and development of a research or practice project based on their study abroad, demonstrate their understandings of #2, #4, & #5 above
 - a. Identify and co-construct useful assessment/evaluation/program improvement/research resources and practices for higher education SSPPs with the University of Cape Coast in Cape Coast, Ghana
 - b. Articulate what US student affairs professionals can learn from Ghanaian student affairs practices
7. Explore the assessment, evaluation and program improvement processes, ethical practices, and implications of these practices on student learning
8. Critically examine their identity in the context of post liberation Ghana
9. Apply the components needed to create a well-developed approach to assessment/evaluation/program improvement in the form of a proposal and associated presentation
10. Formally present and disseminate collaborative outcomes of their projects with Ghanaian SSPPs during a colloquium with graduate students and faculty at the University of Cape Coast and an educational symposium at the University of Maryland following the immersion experience

Credit Hours

Three credit hours of instruction for Higher Education in Ghana Study Abroad (HESA!) Program will be met in the following ways:

| ACTIVITY | # OF HOURS | # OF MINUTES |
|---|-------------|--------------|
| Orientation Meeting | 1 | 60 |
| Pre-Emersion/Post Emersion Meetings (4 meetings x 3 hours or 2.5 hours each) | 18 | 1080 |
| Prep Seminar | 3 | 180 |
| Direct instruction on-site in Ghana | 23 | 1380 |
| Lab/Field experiences in Ghanaian colleges and universities (520 minutes @ 2:1 = 260 minutes) | 4.3 | 260 |
| TOTAL | 49.3 | 2960 |

Required Textbooks

Ajayi, J. F. (1996). *The African Experience with Higher Education*. Ohio University Press, Scott Quadrangle, Athens, OH 45701.

Gyasi, Y. (2016). *Homegoing*. New York: YNG Boks, Inc.

Nkrumah, K. (1965). *Neo-Colonialism: The last stage of imperialism*. London: Thomas Nelson and Sons.

CANVAS Readings

Altbach, P. G., Reisberg, L., & Rumbley, L. E. (2009). *Trends in global higher education: Tracking an academic revolution*. Paris: United Nations Educational, Scientific and Cultural Organization.

Dasgupta, L. K. S. (2014, June 19). #InstagrammingAfrica: The narcissism of global voluntourism. *Pacific Standard*. Retrieved from <https://psmag.com/instagrammingafrica-the-narcissism-of-global-voluntourism-e5001bf57fdf#.qjlre6r64>

Du Bois, W. E. B. (William Edward Burghardt), (February 20, 1963). *Ghana calls: W. E. B. Du Bois to Kwame Nkrumah*, W. E. B. Du Bois Papers (MS 312). Special Collections and University Archives, University of Massachusetts Amherst Libraries.

Fetterman, D. M. (1994). Steps of empowerment evaluation: From California to Cape Town. *Evaluation and Program Planning*, 17(3), 305–313.

Henning, G. W., & Roberts, D. (2016). *Student Affairs Assessment: Theory to Practice*. Sterling, VA: Stylus Publishing, LLC. **Chapters 5 and 12**

Homan, K. (2017, March 6). Service trips and selfies. *The Jesuit Post*. Retrieved from <https://thejesuitpost.org/2017/03/service-trips-and-selfies/>

Owusu-Kwarteng, N. K. (2005). *Asante traditional leadership and the process of educational change* (Doctoral dissertation, Ohio University).

Malenfant, K. J., Hinchliffe, L. J., & Gilchrist, D. (2016). Assessment as action research: Bridging academic scholarship and everyday practice. *College & Research Libraries*, 77(2), 140-143.

Mosweunyane, D. (2013). The African educational evolution: From traditional training to formal education. *Higher Education Studies*, 3(4), 50.

Schuh, J. H., Biddix, J. P., Dean, L. A., & Kinzie, J. (2016). *Assessment in Student Affairs* (2nd. ed.). San Francisco, CA: Jossey-Bass Inc. **Chapters 1- 3**

Upcraft, M.L and Schuh, J.H. (1996). *Assessment in student affairs: a guide for practitioners*. San Francisco: Jossey-Bass.
Chapters 1 & 2

Woldegiorgis, E. T., & Doevenspeck, M. (2013). The changing role of higher education in Africa: A Historical Reflection. *Higher Education Studies*, 3(6), 35.

Extended Readings

Altbach, P. G. (1977). Servitude of the Mind? Education, Dependency, and Neocolonialism. *Teachers College Record*, 79(2), 187-204.

Angelou, M. (1986). *All God's children need traveling shoes*. New York: Vintage.

Banya, K., & Elu, J. (2001). The World Bank and financing higher education in sub-Saharan Africa. *Higher Education*, 42(1), 1-34.

Better evaluation. (n.d.). Empowerment evaluation. Retrieved from http://www.betterevaluation.org/en/plan/approach/empowerment_evaluation

Curle, A. (1962). Nationalism and higher education in Ghana. *Higher Education Quarterly*, 16(3), 229-242.

Manuh, T., Gariba, S., & Budu, J. (2007). Change and transformation in Ghana's publicly funded universities. *Partnership for Higher Education in Africa*. Oxford, UK: James Currey and Accra, Ghana: Woeli Publishing Services.

Nkrumah, K., Arrigoni, R., & Napolitano, G. (1963). *Africa must unite*. London: Heinemann.

Varghese, N. V. (2004). Private higher education in Africa. *International Institute for Educational Planning (IIEP)*. UNESCO, Geneva.

Walter, S. (Ed.). (2016). Assessment in action. [Special issue]. *College & Research Libraries*, 77 (2). Retrieved from <http://crl.acrl.org/index.php/crl/issue/view/1065>.

Instructors' Pedagogical Statement

In December 2015, we participated in the Ghana Study Abroad in Education (GSAE!) program with Dr. Cynthia Dillard at the University of Georgia as faculty co-facilitator and student, respectively. It was an eye-opening and life-changing opportunity to work with students, faculty, and educators in Ghana throughout the duration of the study abroad program. This program has blossomed into a book project in collaboration with the program faculty and students, highlighting the importance of study abroad programs in West Africa and the impacts of knowledge gained from the experience. The Higher Education in Ghana Study Abroad (HEGC!) program is in direct response to call for more collaborative programs between higher education in Ghana and the U.S. (Dillard, Maddox-Moore, & Means, n.d.).

We are constantly concerned with the educational environment for which we help to foster in and out of the classroom with students. We approach our work with care and intentionality. Our

general goal is for us to co-construct knowledge and understanding as it relates concepts of oppression, privilege, gender, race, social class, spirituality/religious practices, environmental press, resistance theory, constructionism, and critical theory during this class. Within this goal, we hope to decenter notions of the Western world as the site for best and promising practices in student affairs and higher education. The central question throughout the HEGC! experience will be: **What can this experience teach me about my practice as a global leader in my field?**

As we journey throughout the HEGC! program, we strongly encourage you to lean into your story of resistance. We will develop a challenging and supporting educational environment, focused on promoting the development of a social justice orientation to work in higher education. This classroom (physical and symbolical) is a safe space and you will be expected to hold this space for fellow colleagues during this course.

Our expectations of students are high; we expect your best. As a student, you can expect the best of us. Each class will focus essentially on application of the principles, concepts, theories, and other information gleaned from the readings. In-class time may not always be directed towards deconstructing each individual reading; instead, we will examine the linkages and/or themes across the reading and conducting analyses of content and its application in the context of higher education and student affairs. Therefore, your personal and active involvement in the process is essential for your successful completion of this course.

We are sincerely looking forward to engaging in this developmental journey with you.

HEGC! Risk Management Plan

Students are expected to follow all guidelines as described by the UMD Education Abroad Office and the UMD Student Code of Conduct during their engagement with the HEGC! Program.

Academic Accommodations for Students with Disabilities

Students with a documented disability or in need of an academic accommodation that is registered through Disability Support Services should contact Dr. Moore as soon as possible.

Disability Support Services (DSS) facilitates reasonable accommodations to qualified individuals. For assistance in obtaining an accommodation, contact Disability Support Service at 301-314-7682, or dissup@umd.edu. More information is available from the [Counseling Center](#).

Religious Beliefs and Practices; Non-Discrimination & Anti-Harassment; Ombudsperson Program

You will not be penalized because of observances of your religious beliefs. Whenever possible, you will be given reasonable time to make up any academic assignment that is missed due to participation in a religious observance. It is your responsibility to inform Drs. Moore and Martin as soon as possible of any intended absences for religious observances.

Please familiarize yourself with the Non-Discrimination and Anti-Harassment Policy. The policy can be found via University Policy: [VI-1.00\(B\) University of Maryland Nondiscrimination](#)

Policy and Procedures.

There are individuals who can help to guide you through the sometimes confusing process of resolving conflicts or reporting violations. The scope of work of these individuals, who are trained in University, University System, state, and federal policies and procedures, will be to provide informal and confidential assistance to persons with issues or concerns, advising members of the community about where to turn and what procedures to follow should they wish to advance a complaint. To learn more about the ombudsperson program, visit <http://gradschool.umd.edu/about-us/ombuds-office>.

Methods of Instruction and Course Expectations

The course will employ a variety of approaches to instruction and relies heavily on student participation and discussion.

Attendance

This course meets weekly, making attendance at all sessions absolutely essential. You need to be present to engage fully in the course content. The expectation is that you will be present for the full class session each time we meet. Should you miss a class, arrive late, or leave early, please enact professionalism. Please notify Drs. Moore and Martin prior to the start of class should you absolutely need to be absent (i.e., an emergency arises). Any absence (as well as a pattern of arriving late or leaving early) may impact a student's final grade through adjustment of participation points. Students who are absent from class will submit a 5-7 page paper no later than 24 hours following the missed class in response to a prompt provided by the instructor related to the course and assigned readings for that week.

Cell Phones/On Call/Laptops

If you bring a cell phone to class, please be sure it is either off or set to a silent mode. Should you be on call as part of professional responsibilities, please advise Drs. Moore and Martin at the start of each class. You are invited to bring and use your laptop, iPad, and/or tablet during class but please refrain from texting, emailing and internet browsing during class. Please ensure your use of electronic devices is not disrespectful to classmates and instructors. Refrain from using electronic devices during visits from guest speakers.

E-mail/CANVAS

UGA email and/or CANVAS (using your UMD ID and password as your login information) will be used as the primary mode of correspondence for this course. You may access your CANVAS account via elms.umd.edu. **All assignments should be submitted via the CANVAS corresponding assignment drop box by the beginning of class unless other arrangements are made well in advance of deadlines.**

It is imperative that you login and check both accounts daily. CANVAS may be used to update the class about course content and procedures.

APA Writing Style

Written assignments will be formatted in Times New Roman 12-point font, double-spaced, with 1-inch margins, appropriate headers, number each page, include a title page and reference page. Citations are in APA Format. For this course, the acceptable citation format is the *Publication*

Manual of the American Psychological Association (6th edition).

Students are also asked to check all submitted written works for grammar/spelling and syntax errors. Typically, rubrics used for written work include point values for adherence to APA formatting.

You are encouraged to utilize the UMD Writing Center (<https://gradschool.umd.edu/graduate-school-writing-center>) for assistance with grammar, sentence structure, and organization during your graduate school career.

Late Submissions

As a matter of fairness and courtesy to all students, penalties for late submission of student work may be assessed. Points for the assignment or participation may be deducted for each day that an assignment is submitted past the due date. No points will be deducted in the case of a true emergency when the student notifies Drs. Moore and Martin. Grades of "Incomplete" are seldom given and should only be requested (in advance) when an emergency prevents timely completion of course assignments.

Course Outline

**The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.*

| Date/Time/Course Objective # | Topics and Readings | Locations | Assignments |
|--|--|------------------|--------------------|
| Wednesday 9/5/17 | Informational Meeting <ul style="list-style-type: none"> • Purpose/Goals for Trip • Q/A | Benjamin | |
| Wednesday 11/15/17 5:15pm-8:15pm <i>Course Objective(s): #1, #2, #8</i> | Pre-Immersion Experience Meeting Pre-Trip Orientation Topic: Ghana Post Liberation AND Engagement rather than Voyeurism Reading(s): Nkrumah, K. (1965). <i>Neo-Colonialism: The last stage of imperialism</i> . London: Thomas Nelson and Sons. Altbach, P. G. (1977). Servitude of the Mind? Education, Dependency, and Neocolonialism. <i>Teachers College Record</i> , 79(2), 187-204. #InstagrammingAfrica: The Narcissism of Global Voluntourism (https://psmag.com/instagrammingafrica-the-narcissism-of-global-voluntourism-e5001bf57fdf#.qjlre6r64) | Benjamin | Set Class Norms |

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| | <p>Service Trips and Selfies (https://thejesuitpost.org/2017/03/service-trips-and-selfies/)</p> <p>*Discuss Travel Visa Applications</p> | | |
| <p>Wednesday 11/29/17 5:15pm-8:15pm</p> <p><i>Course Objective(s): #4, #6, #7, #8</i></p> | <p>Pre-Immersion Experience Meeting Topic: Higher Education in Ghana AND Assessment Basics</p> <p>Reading(s): Ajayi, J. F. (1996). <i>The African Experience with Higher Education</i>. Ohio University Press, Scott Quadrangle, Athens, OH 45701.</p> <p>Fetterman, D. M. (1994). Steps of empowerment evaluation: From California to Cape Town. <i>Evaluation and Program Planning</i>, 17(3), 305–313.</p> <p>Malenfant, K. J., Hinchliffe, L. J., & Gilchrist, D. (2016). Assessment as action research: Bridging academic scholarship and everyday practice. <i>College & Research Libraries</i>, 77(2), 140-143.</p> <p>Woldegiorgis, E. T., & Doevenspeck, M. (2013). The changing role of higher education in Africa: A Historical Reflection. <i>Higher Education Studies</i>, 3(6), 35.</p> <p>Schuh, J. H., Biddix, J. P., Dean, L. A., & Kinzie, J. (2016). <i>Assessment in Student Affairs</i> (2nd. ed.). San Francisco, CA: Jossey-Bass Inc. Chapter 1</p> <p>Upcraft, M.L and Schuh, J.H. (1996). <i>Assessment in student affairs: a guide for practitioners</i>. San Francisco: Jossey-Bass. Chapters 1</p> <p>Guest Speaker: Representative from Embassy of Ghana in D.C. (Tentative)</p> | Benjamin | Submit Pre-Trip Reflection |
| <p>Wednesday 12/6/17 9:30am-12:30pm (EST)</p> <p><i>Course Objective(s):</i></p> | <p>Pre-Immersion Experience Meeting Topic: Engage with Higher Education Representatives from University of Cape Coast (Cape Coast)—Prof. Koawo Edjah, Dean of Students & Dr. Michael Boakye-Yiadom, Research Fellow of the Institute for Educational Planning and Administration</p> | Benjamin | |

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| #4, #5, #7 | <p>AND Assessment/Evaluation/Program Improvement Design</p> <p>Reading(s): University of Cape Coast: https://ucc.edu.gh/ Office of the Dean of Students: https://ods.ucc.edu.gh/ Institute for Educational Planning and Administration: https://iepa.ucc.edu.gh/about-us M.Phil Administration in Higher Education Program Curriculum: https://iepa.ucc.edu.gh/program-overview/3058</p> <p>Mosweunyane, D. (2013). The African educational evolution: From traditional training to formal education. <i>Higher Education Studies</i>, 3(4), 50.</p> <p>Schuh, J. H., Biddix, J. P., Dean, L. A., & Kinzie, J. (2016). <i>Assessment in Student Affairs</i> (2nd. ed.). San Francisco, CA: Jossey-Bass Inc. Chapters 2 and 3</p> <p>Upcraft, M.L and Schuh, J.H. (1996). <i>Assessment in student affairs: a guide for practitioners</i>. San Francisco: Jossey-Bass. Chapter 2</p> | | |
| <p>January 2, 2018— January 14, 2018</p> <p><i>Course Objective(s):</i> #1-#10</p> | <p>Immersion Experience: HEGC! in GHANA! Prep Seminar Topic: Culture of Ghana AND Higher Education in the Ghanaian Context</p> <p>Reading(s): **We will meet for 2 hours during our layover to discuss <i>Homegoing</i> on Jan. 2nd**</p> <p>Gyasi, Y. (2016). <i>Homegoing</i>. New York: YNG Boks, Inc.</p> <p>**We will discuss this article on Jan. 7th**</p> <p>Du Bois, W. E. B. (William Edward Burghardt), (February 20, 1963). <i>Ghana calls: W. E. B. Du Bois to Kwame Nkrumah</i>, W. E. B. Du Bois Papers (MS 312). Special Collections and University Archives, University of Massachusetts Amherst Libraries.</p> | | <ul style="list-style-type: none"> • Submit summary of the initial meeting with unit representative by December 23 • Daily Reflections and Debrief Sessions • Colloquium: Present Project Outline with University of Cape Coast Office of Dean of Students Staff on January 9 • Revisit Class Norms |

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|--|---|----------|--|
| | <p>**We will discuss these chapters on Jan. 8th**</p> <p>Henning, G. W., & Roberts, D. (2016). <i>Student Affairs Assessment: Theory to Practice</i>. Sterling, VA: Stylus Publishing, LLC. Chapters 5 and 12</p> <p>See Immersion Experience: HEGC! In Ghana Course Schedule below for more details.</p> | | |
| <p>Tuesday 2/6/18 1:00pm-3:30pm</p> <p><i>Course Objective(s):</i> #4, #6, #7</p> | <p>Post-Emersion Experience Meeting Topic: Trends in Global Higher Education AND Assessment Approaches</p> <p>Reading(s): Altbach, P. G., Reisberg, L., & Rumbley, L. E. (2009). <i>Trends in global higher education: Tracking an academic revolution</i>. Paris: United Nations Educational, Scientific and Cultural Organization.</p> <p>Schuh, J. H., Biddix, J. P., Dean, L. A., & Kinzie, J. (2016). <i>Assessment in Student Affairs</i> (2nd. ed.). San Francisco, CA: Jossey-Bass Inc. Chapters 7, 8, & 10</p> | Benjamin | <ul style="list-style-type: none"> • Submit Post Trip Reflection • Submit literature review and outline/summary of methodological approach |
| <p>Tuesday 2/27/18 1:00pm-3:30pm</p> <p><i>Course Objective(s):</i> #1, #3, #4</p> | <p>Post-Emersion Experience Meeting Topic: Evolution of Higher Education in Ghana</p> <p>Reading(s): Owusu-Kwarteng, N. K. (2005). <i>Asante traditional leadership and the process of educational change</i> (Doctoral dissertation, Ohio University).</p> | Benjamin | Submit Final Paper |
| <p>3/16/18 10am-12pm EST</p> <p><i>Course Objective(s):</i> #6, #8, #10</p> | HEGC! Symposium | TBA | Present Final Presentations |

Immersion Experience: HEGC! Study Abroad
In-Country Schedule (Itinerary is Tentative)
January 2-14, 2018

| Day/Course Objectives | Experiential Learning | Assignment |
|---|--|---------------|
| 1 Tuesday 1/2/18 <i>Course Objective(s):</i> #1, #2 | Travel to Ghana from the U.S. Reading Discussion: (During layover) Gyasi, Y. (2016). <i>Homegoing</i> . New York: YNG Boks, Inc. | |
| 2 Wednesday 1/3/18 <i>Course Objective(s):</i> #1, #3, #4, #5, #8 | Arrive in Accra In-Country Orientation Visit Ashesi University -Campus Tour -Meet with Dean of Students and Office of Student & Community Affairs Akwaaba (Welcome) Banquet at Hotel ibis Accommodations (Day 2-4): Hotel ibis Styles Accra Airport Address: Plot 24 area Airport City Enclave, Accra, Ghana Phone: +233 30 274 6600 | Reflection #1 |
| 3 Thursday 1/4/18 <i>Course Objective(s):</i> #1, #3, #4, #5, #8 | Visit University of Ghana (Legon) -Meet with faculty and students of the College of Education -Meet with Student Affairs Office staff -Visit University of Ghana Bookstore -Visit Kwame Nkrumah Institute of African Studies at the University of Ghana Visit Cantonments Market -Shop Visit Kwame Nkrumah Memorial Park | Reflection #2 |
| 4 Friday 1/5/18 <i>Course Objective(s):</i> #1, #8 | Travel to Kumasi Visit Kente Cloth Weavers (Bonwire) -Tour and demonstration Visit Ntonso Craft Village-- Adinkra Stampers (Kumasi) -Tour and demonstration Accommodations (Day 4-6): Golden Tulip Address: City - Rain Tree Street, Lesley Opoku-Ware Drive, Kumasi 0000, Ghana Phone: +233 32 208 3777 | Reflection #3 |

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| 5 Saturday 1/6/18 <i>Course Objective(s):</i> #1, #3, #4, #5, #8 | Visit Kwame Nkrumah University of Science and Technology -Meet with MasterCard Scholars Program Representative -Meet with faculty from Arts and Sciences -Meet with Student Affairs Office staff Visit Manhyia Palace (Kumasi) -Tour | Reflection #4 |
| 6 Sunday 1/7/18 <i>Course Objective(s):</i> #1, #2, #8 | Travel to Elmina Visit Assin Manso Memorial Gardens and Slave River -Tour and Lecture Reading Discussion: Du Bois, W. E. B. (William Edward Burghardt), (February 20, 1963). <i>Ghana calls: W. E. B. Du Bois to Kwame Nkrumah</i> , W. E. B. Du Bois Papers (MS 312). Special Collections and University Archives, University of Massachusetts Amherst Libraries. Accommodations (Day 6-10): Elmina Bay Resort Address: Mbofra Akyinim, Elmina, Ghana Phone: +233 54 161 4812 | Reflection #5 |
| 7 Monday 1/8/18 <i>Course Objective(s):</i> #1, #4, #5, #8 | Visit University of Cape Coast -Campus Tour -Meeting with Office of the Dean of Students staff -Meeting with staff and faculty of the Institute for Educational Planning & Administration (IEPA) -Workshops and Workgroups with Dean of Students staff and HEGC! students Reading Discussion: Henning, G. W., & Roberts, D. (2016). <i>Student Affairs Assessment: Theory to Practice</i> . Sterling, VA: Stylus Publishing, LLC. Chapters 5 and 12 | Reflection #6 Presentation Prep |
| 8 Tuesday 1/9/18 <i>Course Objective(s):</i> #3, #4, #5, #6, #10 | Visit University of Cape Coast -Meet and attend class with Institute for Educational Planning and Administration (IEPA), M.Phil Administration in Higher Education Program students & Dr. Michael Boakye-Yiadom -HEGC! and IEPA Colloquium | HEGC! and IEPA Colloquium (Presentations) |
| 9 Wednesday 1/10/18 | Visit Cape Coast Castle -Tour castle and slave dungeons Debrief visit to Cape Coast Castle | Reflection #7 |

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| Course Objective(s): #1, #2, #8 | -Dinner at the Coconut Grove Resort Address: Mmoframa Akyinim, Elmina, Ghana Phone: +233 24 433 3001 | |
| 10 Thursday 1/11/18 | Travel to Accra Accommodations (Day 10-12): Hotel ibis Styles Accra Airport Address: Plot 24 area Airport City Enclave, Accra, Ghana Phone: +233 30 274 6600 | |
| 11 Friday 1/12/18 Course Objective(s): #1, #3, #4, #8 | Visit with Minister of Education of Ghana, Dr. Matthew Opoku-Prempeh -Brief lecture and Q&A session Visit the W.E. B. DuBois Centre for Pan-Africanism -Tour the museum Sankofa (Closing) Banquet at Hotel ibis | Reflection #8 |
| 12-13 Saturday-Sunday 1/13-14/18 | Travel to US | |

Additional Resources

National Council for Tertiary Education (NCTE)

<http://ncte.edu.gh/>

Basic Statistics on Tertiary Education Institutions 2012/2013

<http://www.ncte.edu.gh/images/pdf/tertiary%20education%20institutions.pdf>

Course Assignments

1. Participation and Engagement

Given the seminar format employed in this course, student engagement in discussions and learning activities is imperative. Participation is valued when students build upon one another's contributions, provide meaningful connections to practice, and increase the complexity and fruitfulness of the discussion. Failure to be adequately prepared for class may impact a student's participation points and subsequently his/her final grade.

An underlying expectation of this course is that students will approach one another with an appropriate level of professionalism. This approach requires a willingness to engage in critical and constructive—but with civility—discourse intended to advance our co-construction of knowledge.

Throughout the semester, you will participate in discussions as members of an in-group/out-group within a particular social identity. It is vital that class members construct safe spaces to talk about personal privilege/oppression and respect different experiences, knowledge, and assumptions held by fellow members. Therefore, the class will develop expectations for developing a safe environment to discuss privilege and oppression and hold each other accountable to maintaining a safe environment.

1a. In-Class Writing Assignments—Occasionally, we will have brief in-class writing assignments. Students will be informed at the beginning of class. Examples of in-class writing activities include 3 minute writing, end of class summary, pros and cons position, or write about the topic prior to the class discussion, etc. The instructor reserves the opportunity to collect the writing samples.

1b. Readings—You are expected to complete the readings that are assigned for each session of the class prior to attending that class session. The reading assignments will consist of writings about various social identities, identity construction/development, multicultural competence, and ally/advocate development. *Articles assigned for the course are available on CANVAS.*

Course Participation and Reflection Rubric:

Excellent – Proactive participation through leading, originating, informing, challenging contributions that reflect in-depth study, thought, and analysis of the topic under consideration. This does not mean dominating discussion or using many words to say little. Excellent class attendance both in person and via reflections, thoughtful engagement in reflections (following the aforementioned guidelines for reflections precisely) [25-30 points]

Satisfactory – Reactive participation with supportive, follow-up contributions that are relevant and of value, but rely at times on the leadership and study of others, or reflect opinion rather than study, thought, and contemplation. Good class attendance both in person and via reflections (may miss one or be late for one), thoughtful engagement in reflections (following the aforementioned guidelines for reflections precisely) [21-24.5 points]

Minimally acceptable – Passive participation including being present, attentive, but not actively involved. Good class attendance both in person and via reflections (but misses or is late for one or more), some engagement with reflections (sporadic participation in reflections) [18-20.5 points]

Unsatisfactory – Uninvolved, including being absent, late, present but not attentive, making irrelevant contributions that inhibit the progress of the discussion. (rare engagement via reflections) [18 or fewer points]

2. Reflections

Pre-Immersion Reflection due November 29

Submitting individual learning outcomes for your learning

Each student will submit a 3-5 page reflection

Students will address:

- (1) what are your initial assumptions of the higher education in Ghana, unit, project,
- (2) what do you expect to learn from this process,

- (3) articulate 3-4 learning outcomes,
 - (4) how you will assess the degree to which you achieved each of your outcomes,
 - (5) what do you hope you will learn from this study abroad experience
- Students DO NOT need to craft their reflection using APA formatting.

In-Country Daily Reflections and Debrief Sessions due January 2-14

Throughout the trip in country, you will complete and submit 2-3 paragraph reflections daily regarding your knowledge and awareness of the experiences you are having in the country. The instructor will provide a prompt related to the activities associated with the day. Reflections can be informed by literature as well as your personal/professional experience. All reflections must incorporate your perceptions of your experiences during that day.

Post Emersion Reflection due February 6

Submitting individual learning outcomes for your learning

Each student will submit a 3-5 page reflection

Students will address:

- (1) what were your initial assumptions of higher education in Ghana, the unit, and project,
- (2) what did you expect to learn from this process,
- (3) reiterate your initial 3-4 learning outcomes,
 - (a) did your learning outcomes shift? If so, explain.,
- (4) to what degree did you achieve each of your outcomes,
- (5) what did Ghana teach you?

Students DO NOT need to craft their reflection using APA formatting.

3. Workgroups and Working Plan and Presentation

General Description:

The workgroup and working plan and presentation offers students the practical experience in working with a student services unit on the campus of the University of Cape Coast to learn how assessment/evaluation/program improvement practices can be beneficial in that area, organizing/writing a workgroup proposal, supporting their ideas in the proposal with literature, articulating how assessment/evaluation/program improvement can be used to support inclusive environments, noting the connections between their project and the context of higher education in Ghana, applying their knowledge gained regarding assessment/evaluation/program improvement practices with an actual unit, and presenting their proposals to unit representatives and their fellow classmates.

Project Sites:

Campus partners are asked to...

1. Have a designated unit representative available to meet with the student group (approximately 4-5 people) formally three times during the semester--by **December 6, January 8, and by February 14**
2. Recognize that the scope of the project should not expand beyond 1-2 hours of work per week for the student group
3. Provide a summary of the project: What is the issue/area of concern/problem that your unit

needs address? AND What are the initial goals you would like for you and the group to accomplish? (*Note: These are subject to change as we move through the goal setting portion of the assignment for the students at the beginning of the course*)

4. Join us virtually on **December 6** to meet the students in the workgroups, set group norms, and discuss initial plans
5. Provide access to unit documents, staff, students, etc. as needed for the student group; the unit representative should help coordinate access and particularly share what you have already learned about the issue, as needed
6. Communicate with the student group throughout the process and provide input as needed along the way
7. Meet with the workgroups during their on campus visit on **January 8**
8. We encourage the campus partners and students to arrange an meeting on their own by **February 14**
9. Attend, virtually, the final proposal presentation symposium at the end of the course. This will take place in **March 16 from 1pm-3pm, EST**. Dr. Moore will provide a detailed schedule of the presentations later during the term.

Workgroup Expectations:

Students are asked to...

1. Serve in groups working with the unit representative, primarily, to organize, construct and present working plan based on the issue/area of concern/problem identified by the campus partners
2. Groups should maintain open lines of communication with the unit representative. Formally, students will meet with the unit representative at least three times during the term—during the course on **December 6**, on campus on **January 8**, and on your own by **February 14**. If groups need additionally meetings, please confer with the campus partner.
3. **The workgroup deliverables for the project include:**

A. Submitting a group brief summary of the initial meeting with unit representative (Due December 23)

Groups will submit a 5-7 page summary of their meeting with the campus partner(s).

Students will address:

- (1) initial impressions of working relationship,
- (2) describe what you were asked to do in an effort to address the problem,
- (3) identify the goals you would like to accomplish,
- (4) articulate the problem in a problem statement; articulate the question your project will address,
- (5) identify the purpose for your project,
- (6) articulate the learning or developmental outcome to address,
- (7) share any additional pertinent information gained from your meeting,
- (8) based on the knowledge gained from the unit representative, discuss how it, connects to your knowledge about higher education in Ghana,
- (9) share what else you need to know about the unit,
- (10) articulate how and what you will gather from the unit while on campus

Students DO NOT need to craft their summary using APA formatting.

B. Submitting a group presentation (outline) for the colloquium (Due January 9)

Groups will submit a working presentation (outline) of the the issue and what they've learned about the issue. Groups should also include questions/issues they will pose to the IEPA students and facilitate a discussion to gain their perspective on the topic. This assignment should be submitted in an outline or presentation format. Students will use appropriate APA formatting in-text citations, as needed and/or available.

Students will share their presentations with IEPA students and faculty during a colloquium with at the University of Cape Coast.

C. Submitting a group literature review and outline/summary of methodological approach (Due February 6)

Groups will submit a 7-9 page outline/summary addressing:

- (1) Identify the problem/issue
- (2) Describe the population
- (3) Share the literature necessary to build a case for addressing this topic
 - (a) Include literature that discusses how this project supports inclusive environments
 - (b) Include literature related to Ghanaian higher education and/or student services in a Ghanaian context
- (4) Share what you know about the higher education/student affairs unit
- (5) Engage in benchmarking (if possible) related to the topical area and functional area
 - (a) share what offices similar to your unit are doing to address this topic
 - (b) denote the level of success related to their efforts
- (6) Identify how you would use to address the problem
- (7) Select a collective approach to addressing the issue (agreed upon by workgroup and campus partner). For example, a tool, instrument, model, etc.
- (8) Articulate rationale for using this approach
- (9) Identify the benefits and challenges of employing this approach

Groups will use literature to substantiate the claims made in the outline. Students will use appropriate APA formatting in-text citations and a reference sheet at the end of the outline.

D. Submitting a group final proposal (Due February 27)

The assessment proposals will address the following questions informed by Upcraft & Schuh (1996):

1. Introduction

- a. [What do you know about Ghanaian higher education and student affairs at the University of Cape Coast?]
- b. [What do you know about the unit]?
- c. What's the problem/issue?

- d. What's the purpose [for the assessment/evaluation/program improvement proposal plan]?

2. Literature Review

- a. [What is included in the literature regarding this area?]
**Groups may use the previously submitted literature review inclusive of addressing the feedback provided by the instructors*
- b. [What considerations are given for supporting inclusive environments? What literature supports this area?]
**Groups may use the previously submitted literature review inclusive of addressing the feedback provided by the instructors*

3. Rationale for Assessment/Evaluation/Program Improvement

- a. What's the best method to address the issue?
 - i. How do we decide who and what to study?
 - ii. Who will be studied?

4. Approach

- a. Identify how you would use to address the problem
- b. Select a collective approach to addressing the issue (agreed upon by workgroup and campus partner). For example, a tool, instrument, model, etc.
- c. Articulate rationale for using this approach
- d. Identify the benefits and challenges of employing this approach
**Groups may use the previously submitted methodological approach inclusive of addressing the feedback provided by the instructors*

5. Implications for Practice

- a. [How can assessment/evaluation/program improvement advance practice in this area]?
- b. [What are the political/cultural implications associated with this proposal/approach]?
 - i. Share your impressions/perceptions of the key stakeholders in this unit and the population served by the proposal
 - ii. Articulate the cultural and political considerations (in the context of Ghana higher education) for engaging in assessment/evaluation/program improvement related to the topic
- c. How [can] we use the results?
- d. [What conclusions have you drawn from the overall approach to this topic]?

Students will submit a proposal using APA formatting addressing the aforementioned questions. The group may determine the best format for their proposal.

Groups will submit a copy of their presentation to the instructor(s). Groups will submit a copy of their proposals to campus partners following their attention to feedback given by

course instructors.

E. Submitting a group presentation of proposal (Due March 16)

Groups will have 30 minutes to present. Following each presentation, the attendees will have 30 minutes for a question/answer session. The presentation should cover the following topical areas:

- (1) Introduction
- (2) Literature Review
- (3) Rationale for Assessment
- (4) Methods
- (5) Implications for Practice
- (6) References (Groups do not need to formally address references. Just include this section in the presentation)

Students will incorporate appropriate APA in-text citations in the presentation. Groups will submit a copy of their presentation to the instructor(s).

Students will also present final presentations with University of Cape Coast Office of the Dean of Students, M.Phil Administration in Higher Education Program, and UMD invited guests virtually during the final symposium.

F. Submitting peer evaluations and self-evaluations (Due March 19)

Each student will submit peer evaluations of their group members and each student will submit a self-evaluation. Drs. Moore and Martin will provide a link with the evaluations later in the term.

Academic Integrity

The University of Maryland has a nationally recognized Code of Academic Integrity. The Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. There are many ways that academic dishonesty can manifest in a University setting. The Code of Academic Integrity defines four major types of Academic Dishonesty, as described: (1) CHEATING: fraud, deceit, or dishonesty in any academic course or exercise in an attempt to gain an unfair advantage and/or intentionally using or attempting to use unauthorized materials, information, or study aids in any academic course or exercise. (2) FABRICATION: intentional and unauthorized falsification or invention of any information or citation in an academic course or exercise. (3) FACILITATING ACADEMIC DISHONESTY: intentionally or knowingly helping or attempting to help another to violate any provision of this Code. (4) PLAGIARISM: intentionally or knowingly representing the words or ideas of another as one's own in any academic course or exercise. As a student you are responsible for upholding these standards in your courses. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. The [UMD Student Honor Council](#) has detailed information. For any course specific standards for academic integrity, please see your course syllabus or speak to your course instructor.

On every examination, paper, or other academic exercise not specifically exempted by the instructor, you are expected to write by hand and sign the following pledge:

“I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/ examination.” Failure to sign the pledge is not a violation of the Code of Academic Integrity, but neither is it a defense in case of violation of this Code. Signing or non-signing of the pledge will not be considered in grading or judicial procedures. Material submitted electronically should contain the pledge, submission implies signing the pledge. All acts of falsification, misrepresentation, or deception are completely unacceptable, and any assignment which has plagiarized elements will automatically receive an F (0 points).

Grading

Students will receive an incomplete at the end of the winter term and get their final grade once they have completed the final symposium. You will complete a UMD Graduate School Incomplete Contract at the start of the class detailing the agreement. Your final grade for this class will be based upon the following points system:

| | |
|--|------------|
| Class participation | 25 |
| In-class Writing Assignments & In-class Participation | 10 |
| In-Country Engagement | 15 |
| Reflections | 30 |
| Pre Emersion Reflection | 10 |
| In-Country Reflections | 10 |
| Post Emersion Reflection | 10 |
| Consultation and Assessment Proposal Plan & Colloquium Presentation | 45 |
| Initial Meeting Summary | 5 |
| Colloquium Presentation/Outline at the University of Cape Coast | 10 |
| Literature Review and Methodological Approach | 5 |
| Final Proposal | 12 |
| Symposium Presentation at the University of Maryland | 10 |
| Evaluations | 3 |
| Total | 100 |

Final Grading Scale

| | | | | |
|-------------|------------|------------|------------|----------|
| A+ = 100-97 | B+ = 89-87 | C+ = 79-77 | D+ = 69-67 | F = < 60 |
| A = 96-94 | B = 86-84 | C = 76-74 | D = 66-64 | |
| A- = 93-90 | B- = 83-80 | C- = 73-70 | D- = 63-60 | |