

## **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 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) collaborate with a Ghanaian higher education partner on a project-based experiential learning opportunity.

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) **Emersion Experience Meetings and Symposium**—where participants emerge from their in-country experience to continue reflecting and debriefing, finalize their assessment/evaluation/program improvement proposals, engage in readings and discussions, and finally present their work during the symposium on the University of Maryland, College Park campus.

### **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 knowledge 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. Gain exposure to and support local economies in Ghana
  4. Understand and articulate the role of education in post liberation Ghana
  5. Examine and expand one's knowledge of higher education in post liberation Ghana
  6. Collaborate with Ghanaian student services professionals (SSP) and educational leadership faculty on a project that will align with the previous year's project, related to a report calling for the creation of a graduate program in student affairs centering the Ghanaian context
    - a. Using position papers, contextualize the priorities for graduate education and professional learning in student affairs/higher education in Ghana
  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. Engage in a higher education colloquium with faculty, graduate students, and professionals at Ghanaian higher education institutions regarding the status of student affairs/higher education practice at the University of Cape Coast
  10. Engage with leadership from the Minister of Education's Office for Ghana
  11. Formally present and disseminate collaborative outcomes of their projects with Ghanaian SSPs 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-Immersion/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
<b>TOTAL</b>	<b>49.3</b>	<b>2960</b>

### Required Textbooks

Ajayi, J. F., Goma, L. K. H., & Johnson, G. A. (1996). *The African Experience with Higher Education*. Ohio University Press, Scott Quadrangle, Athens, OH 45701.

Aidoo, A. A. (1970). *No sweetness here and other stories*. London: Longman.

### CANVAS Readings

Adamu, Z. (2018, August 15). The complex future of African fabric (which isn't African). Retrieved from [http://edition.cnn.com/style/article/african-textiles-dutch-future/index.html?utm\\_source=fbCNNi&utm\\_campaign=africa&utm\\_medium=social](http://edition.cnn.com/style/article/african-textiles-dutch-future/index.html?utm_source=fbCNNi&utm_campaign=africa&utm_medium=social)

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, pp. iii-xxi; 1-35; 165-171.

Baker, R. A. (2013). The British model, 'Africanization' of the curriculum and other issues: the Influence of Professor DW Ewer (1913-2009) on university teaching in Ghana and on biological education in Africa. *Journal of Higher Education in Africa*, 11(1-2), 143-159.

Boakye-Yiadom, M. (2015). The missing link in the puzzle: Innovative student services in selected Ghanaian universities. *Afro - Americans in New York Life and History*, 39(2), 45-73.

Booker, S. & Rickman, A. (2018, June). The future is African -- and the United States is not prepared. *The Washington Post*, Retrieved from [https://www.washingtonpost.com/news/democracy-post/wp/2018/06/09/the-future-is-african-and-the-united-states-is-not-prepared/?noredirect=on&utm\\_term=.bba9b48cba24](https://www.washingtonpost.com/news/democracy-post/wp/2018/06/09/the-future-is-african-and-the-united-states-is-not-prepared/?noredirect=on&utm_term=.bba9b48cba24)

Danzy, J. (2009). Adinkra symbols: an ideographic writing system. (Published thesis). Graduate School. Stony Brook University. Retrieved from <https://dspace.sunyconnect.suny.edu/bitstream/handle/1951/48176/000000570.sbu.pdf>

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#.qj1re6r64>

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.

- Homan, K. (2017, March 6). Service trips and selfies. *The Jesuit Post*. Retrieved from <https://thejesuitpost.org/2017/03/service-trips-and-selfies/>
- Lee, K. (2009). The importance of culture in evaluation: A practical guide for evaluators. Denver: Colorado Trust. Retrieved from <http://www.communityscience.com/pdfs/CrossCulturalGuide.r3.pdf>
- 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.
- Mbembe, J.A. (2016). Decolonizing the university: New directions. *Arts and Humanities in Higher Education*, 15(1), 29-45.
- Mosweunyane, D. (2013). The African educational evolution: From traditional training to formal education. *Higher Education Studies*, 3(4), 50.
- Nkrumah, K. (1943). Education and nationalism in Africa. *Educational Outlook*, 18(1), 32-40.
- Owusu-Kwarteng, N. K. (2005). *Asante traditional leadership and the process of educational change* (Doctoral dissertation, Ohio University).
- Poloma, A. W., & Szelényi, K. (2019). Coloniality of knowledge, hybridisation, and indigenous survival: exploring transnational higher education development in Africa from the 1920s to the 1960s. *Compare: A Journal of Comparative and International Education*, 49(4), 635-653.
- Trickett, E. J. (2009). Multilevel community-based culturally situated interventions and community impact: An ecological perspective. *American journal of community psychology*, 43(3-4), 257-266.
- 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

- Angelou, M. (1986). *All God's children need traveling shoes*. New York, NY: Vintage.
- Altbach, P. G. (1977). Servitude of the Mind? Education, Dependency, and Neocolonialism. *Teachers College Record*, 79(2), 187-204.
- 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](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.

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

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

Harrison, L. M., & Mather, P. C. (2015). Alternative solutions to higher education's challenges: An appreciative approach to reform. New York, NY: Routledge. **Chapter 1**

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

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.

Menke, J. (2010). Social science research and designs in Caribbean societies: the case of Suriname. *Academic Journal of Suriname*. 1(1), 41-52

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

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

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 (Dr. Moore and Dr. Martin) 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 gain 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 contributing to a global society through the application of culturally conscious practices 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 symbolic) 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 the 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 conduct 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](mailto: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 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.

### **Email/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](http://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.*

<b>Date/Time/Course Objective</b>	<b>Topics and Readings</b>	<b>Locations</b>	<b>Assignments</b>
Thursday 9/5/19 7pm EST	Informational Meeting <ul style="list-style-type: none"> <li>• Purpose/Goals for Trip</li> <li>• Q/A</li> </ul>	<b>WebEx</b>	
Thursday 11/7/19 5:30pm-8:30pm (EST)  <i>Course Objective(s): #1, #2, #10</i>	Pre-Immersion Experience Meeting <b>Pre-Trip Orientation</b> <b>Topic: Ghana Post Liberation</b> <b>AND</b> <b>Engagement rather than Voyeurism</b>  Reading(s):  CANVAS:	<b>Benjamin 3237 and WebEx</b>	

	<p>Poloma, A. W., &amp; Szelényi, K. (2019). Coloniality of knowledge, hybridisation, and indigenous survival: exploring transnational higher education development in Africa from the 1920s to the 1960s. <i>Compare: A Journal of Comparative and International Education</i>, 49(4), 635-653.</p> <p>Nkrumah, K. (1943). Education and nationalism in Africa. <i>Educational Outlook</i>, 18(1), 32-40.</p> <p>Mbembe, J.A. (2016). Decolonizing the university: New directions. <i>Arts and Humanities in Higher Education</i>, 15(1), 29-45.</p> <p>Dasgupta, L. K. S. (2014, June 19). #InstagrammingAfrica: The narcissism of global voluntourism. <i>Pacific Standard</i>. Retrieved from <a href="https://psmag.com/instagrammingafrica-the-narcissism-of-global-voluntourism-e5001bf57fdf#.qjlre6r64">https://psmag.com/instagrammingafrica-the-narcissism-of-global-voluntourism-e5001bf57fdf#.qjlre6r64</a></p> <p>Homan, K, (2017, March 6). Service trips and selfies. <i>The Jesuit Post</i>. Retrieved from <a href="https://thejesuitpost.org/2017/03/service-trips-and-selfies/">https://thejesuitpost.org/2017/03/service-trips-and-selfies/</a></p> <p>Booker, S. &amp; Rickman, A. (2018, June). The future is African -- and the United States is not prepared. <i>The Washington Post</i>, Retrieved from <a href="https://www.washingtonpost.com/news/democracy-post/wp/2018/06/09/the-future-is-african-and-the-united-states-is-not-prepared/?noredirect=on&amp;utm_term=.bba9b48cba24">https://www.washingtonpost.com/news/democracy-post/wp/2018/06/09/the-future-is-african-and-the-united-states-is-not-prepared/?noredirect=on&amp;utm_term=.bba9b48cba24</a></p> <p><b>*Discuss Travel Visa Applications*</b></p>		
<p>Wednesday 11/20/19 5:30pm-8:30pm (EST)</p> <p>Course Objective(s): #1, #2, #4, #5</p>	<p>Pre-Immersion Experience Meeting <b>Topic: Higher Education in Ghana</b></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>CANVAS:</p>	<p><b>Benjamin 3202 and WebEx</b></p>	<p>Set Class Norms</p> <p>Submit Pre-Trip Reflection via Canvas Assignment Box</p>

	<p>Baker, R. A. (2013). The British model, 'Africanization' of the curriculum and other issues: the Influence of Professor DW Ewer (1913-2009) on university teaching in Ghana and on biological education in Africa. <i>Journal of Higher Education in Africa</i>, 11(1-2), 143-159.</p> <p>Mosweunyane, D. (2013). The African educational evolution: From traditional training to formal education. <i>Higher Education Studies</i>, 3(4), 50-59.</p> <p>Woldegiorgis, E. T., &amp; Doevenspeck, M. (2013). The changing role of higher education in Africa: A Historical Reflection. <i>Higher Education Studies</i>, 3(6), 35-45.</p>		
<p>Thursday 12/12/19 9:30am-12:30pm (EST)/2:30pm-5:30 pm (GMT)</p> <p><i>Course Objective(s): #4, #5, #6, #7, #9</i></p>	<p>Pre-Immersion Experience Meeting <b>Topic: Engage with Higher Education Representative(s) from University of Cape Coast (Cape Coast, Ghana)</b>—Dr. Michael Boakye-Yiadom, Research Fellow of the Institute for Educational Planning and Administration (IEPA)</p> <p><b>AND</b> <b>Assessment/Evaluation/Program Improvement Design</b></p> <p>Reading(s):</p> <p>University of Cape Coast: <a href="https://ucc.edu.gh">https://ucc.edu.gh</a> Office of the Dean of Students: <a href="https://ucc.edu.gh/quick-links/dean-students-affairs">https://ucc.edu.gh/quick-links/dean-students-affairs</a> Institute for Educational Planning and Administration: <a href="https://iepa.ucc.edu.gh/">https://iepa.ucc.edu.gh/</a> M.Phil Administration in Higher Education Program Curriculum: <a href="https://iepa.ucc.edu.gh/programmes/administration-higher-education">https://iepa.ucc.edu.gh/programmes/administration-higher-education</a></p> <p>Boakye-Yiadom, M. (2015). The missing link in the puzzle: Innovative student services in selected Ghanaian universities. <i>Afro - Americans in New York Life and History</i>, 39(2), 45-73.</p> <p>Trickett, E. J. (2009). Multilevel community-based culturally situated interventions and community impact: An ecological perspective. <i>American</i></p>	<b>WebEx or Zoom</b>	<ul style="list-style-type: none"> <li>• Submit Decolonizing Higher Education/Student Affairs Practice in Ghana Summary by December 23 via Canvas Assignment Box</li> <li>• Meet with group and develop preliminary outline by January 4th submitted via Canvas Assignment Box</li> </ul>

	<p><i>journal of community psychology</i>, 43(3-4), 257-266.</p> <p>Malenfant, K. J., Hinchliffe, L. J., &amp; Gilchrist, D. (2016). Assessment as action research: Bridging academic scholarship and everyday practice. <i>College &amp; Research Libraries</i>, 77(2), 140-143.</p> <p>Lee, K. (2009). The importance of culture in evaluation: A practical guide for evaluators. Denver: Colorado Trust. Retrieved from <a href="http://www.communityscience.com/pdfs/CrossCulturalGuide.r3.pdf">http://www.communityscience.com/pdfs/CrossCulturalGuide.r3.pdf</a>.</p>		
<p>January 4, 2020—January 16, 2020</p> <p><i>Course Objective(s):</i> #1-#11</p>	<p>Immersion Experience: HEGC! in GHANA!</p> <p><b>Topic: Culture of Ghana AND Higher Education in the Ghanaian Context</b></p> <p>See <b>Immersion Experience: HEGC! In Ghana Trip Itinerary</b> below for more details.</p>		
<p>Tuesday 2/4/20 5:30pm-8:30pm (EST)</p> <p><i>Course Objective(s):</i> #1, #4, #6, #7, #9, #10</p>	<p>Emersion Experience Meeting</p> <p><b>Topic: Trends in Global Higher Education AND Discuss Assessment/Evaluation/Program Improvement Approaches in the Ghanaian Context</b></p> <p>Reading(s): Morley, L., Leach, F., &amp; Lugg, R. (2009). Democratising higher education in Ghana and Tanzania: Opportunity structures and social inequalities. <i>International Journal of Educational Development</i>, 29(1), 56-64.</p> <p>Teferra, D., &amp; Altbach, P. G. (2004). African higher education: Challenges for the 21st century. <i>Higher education</i>, 47(1), 21-50.</p> <p>Martin, J.A. (2017). <i>The stool must not touch the ground: Student and community affairs at a liberal arts institution in Ghana, West Africa</i>. (Doctoral dissertation, University of Georgia)</p>	<b>WebEx</b>	<ul style="list-style-type: none"> <li>• Submit Post Trip Reflection on February 4th via Canvas Assignment Box</li> <li>• Update final copy of extended outline in shared format by February 4th</li> </ul>

	<b>Supplemental Reading:</b> 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.		
Wednesday 2/19/20 5:30pm-8:30pm (EST)  <i>Course Objective(s):</i> #1, #4, #5	Emersion Experience Meeting <b>Topic: Evolution of Higher Education in Ghana</b>  Reading(s): Owusu-Kwarteng, N. K. (2005). <i>Asante traditional leadership and the process of educational change</i> (Doctoral dissertation, Ohio University).	<b>WebEx</b>	Submit Final Papers via Canvas Assignment Box on March 6th  Submit Final Presentation/Slide Deck via Canvas Assignment Box on February 22nd (format to be provided)
2/28/19 12pm-3pm (EST)  <i>Course Objective(s):</i> #6, #7, #8, #11	HEGC! Symposium	<b>Edward St. John's Bldg. Room 2204</b>	Peer evaluations and self-evaluations due March 6

**Immersion Experience: HEGC! in Ghana Itinerary  
(Tentative)  
January 5-16, 2020**

**Worlanyo Tours  
Dominic K.M. Aziati, Owner  
Box NW 696, Nsawam Akwapim South District  
Eastern Region, Ghana  
+233 263582208/233 247833380**

**Tour Guide: Charles**

**Bus Driver: Christian**

<b>Day/Course Objectives</b>	<b>Experiential Learning</b>	<b>Assignment</b>
Day 1 Saturday 1/4/20	Travel to Ghana from the U.S.	Preliminary Section Outline Due
Day 2 Sunday 1/5/20	<p>Arrive in Accra Dinner, Check-In, and Rest</p> <p>Accommodations (Day 2-4): Swiss Hotel <u>Address</u>: 21 Dr. Isert Road, North Ridge, P.O. Box 1111, Accra, Ghana <u>Phone</u>: +233 302 214 233</p> <p>In-Country Orientation with Faculty and Worlanyo Tours</p> <p>Dinner</p>	
Day 3 Monday 1/6/20  <i>Course Objective(s): #1, #2, #3, #4, #5</i>	<p>Daily Orientation with Faculty and Worlanyo Tours</p> <p>Campus Visit: <u>University of Ghana, Legon</u></p> <ul style="list-style-type: none"> <li>-Campus Tour</li> <li>-Meet with Student Affairs Office staff</li> <li>-Visit University of Ghana Bookstore</li> <li>-Visit Kwame Nkrumah Institute of African Studies at the University of Ghana</li> </ul> <p>Lunch in Osu, Accra, Ghana</p> <p>Tour Kwame Nkrumah Mausoleum</p> <p>Shop at Arts Center in Accra</p> <p>Garment Fitting with Couture Fashions by Auntie Alice</p>	<p>Reflection #1</p> <p>Revisit Class Norms</p> <p>Article Discussion: Adamu, Z. (2018, August 15). The complex future of African fabric (which isn't African). Retrieved from <a href="http://edition.cnn.com/style/article/african-textiles-dutch-future/index.html?utm_source=fb&amp;utm_campaign=CNNi">http://edition.cnn.com/style/article/african-textiles-dutch-future/index.html?utm_source=fb&amp;utm_campaign=CNNi</a></p>

	<p><i>*You have the opportunity to select your own fabric and have an authentic hand-sewn garment fashioned by Auntie Alice. We encourage you to bring a photograph of the garment you would like to have made with you to your fitting.</i></p> <p>Akwaaba (Welcome) Banquet at Swiss Hotel (depends on student arrivals)</p>	<a href="#">=africa&amp;utm_medium=social</a>
<p>Day 4 Tuesday 1/7/20</p> <p>Course Objective(s): #1, #3</p>	<p>Daily Orientation with Faculty and Worlanyo Tours</p> <p>Travel to Kumasi</p> <p>Shop at Accra Mall</p> <p>Tour and Demonstration with <a href="#">Kente Cloth Weavers</a> (Bonwire)</p> <p>Tour and Demonstration at Ntonso Craft Village--<a href="#">Adinkra</a> Stampers (Kumasi)</p> <p>Accommodations (Day 4-6): Golden Tulip Address: City - Rain Tree Street, Lesley Opoku-Ware Drive, Kumasi 0000, Ghana Phone: +233 32 208 3777</p> <p>Evening Debrief (following dinner)</p>	<p>Reflection #2</p> <p>Danzy, J. (2009). Adinkra symbols: an ideographic writing system. (Published thesis). Graduate School. Stony Brook University. Retrieved from <a href="https://dspace.sunyconnect.suny.edu/bitstream/handle/1951/48176/000000570.sbu.pdf">https://dspace.sunyconnect.suny.edu/bitstream/handle/1951/48176/000000570.sbu.pdf</a></p>
<p>Day 5 Wednesday 1/8/20</p> <p>Course Objective(s): #1, #3, #4, #5</p>	<p>Daily Orientation with Faculty and Worlanyo Tours</p> <p>Campus Visit: <a href="#">Kwame Nkrumah University of Science and Technology</a></p> <p>-Campus Tour</p> <p>-Meet with Dean of the Faculty of Art and Built Environment (KNUST), Dr. Edwin Bojawah</p> <p>-Meet with Student Affairs Office staff</p> <p>Lunch (on or near campus)</p> <p>Tour Manhyia Palace (Kumasi)</p> <p>Attend Cultural Activity (TBD) in Kumasi</p> <p>Evening Debrief (following dinner)</p>	<p>Reflection #3</p> <p>Book Discussion: Aidoo, A. A. (1970). <i>No sweetness here and other stories</i>. London: Longman.</p>
<p>Day 6 Thursday 1/9/20</p> <p>Course</p>	<p>Daily Orientation with Faculty and Worlanyo Tours</p> <p>Shop in Open Air Market in Kumasi</p> <p>Travel to Elmina</p>	<p>Reflection #4</p> <p>Group meetings with instructors</p>

<p><i>Objective(s):</i></p> <p>#1, #2, #3</p>	<p>Tour and Lecture <a href="#">Assin Manso Memorial Gardens and River of the Last Bath</a></p> <p>Accommodations (Day 6-10): Elmina Bay Resort <b>Address:</b> P.O Box EL 325, Elmina, Ghana <b>Phone:</b> +233 54 161 4812</p> <p>Evening Debrief (following dinner)</p>	<p>Prepare Speaking Points and Questions for Colloquium</p>
<p>Day 7 Friday 1/10/20</p> <p><i>Course Objective(s):</i> #4, #5, #6, #8</p>	<p>Daily Orientation with Faculty and Worlanyo Tours</p> <p>Campus Visit: <a href="#">University of Cape Coast</a></p> <ul style="list-style-type: none"> <li>-Campus Tour</li> <li>-Workgroup meeting with Dr. Michael Boakye-Yiadom, Research Fellow, Institute for Educational Planning and Administration (IEPA), University of Cape Coast on projects</li> <li>-Lunch on UCC campus with Office of the Dean of Students staff</li> <li>-Colloquium with staff and faculty of the Institute for Educational Planning &amp; Administration (IEPA) and other Ghanaian higher education professionals</li> </ul> <p>Evening Debrief (following dinner)</p>	<p>Reflection #5</p> <p>Reading Discussion:</p> <p>Boakye-Yiadom, M. &amp; Martin, J.A. (2017). Student engagement in Ghanaian higher education. In K. Osfield, B. Perozzi, L.B. Moscaritolo, R. Shea, &amp; Associates (Eds.), <i>Supporting Students Globally in Higher Education</i>. Washington, DC: NASPA.</p>
<p>Day 8 Saturday 1/11/20</p> <p><i>Course Objective(s):</i> #1, #2, #4, #5</p>	<p>Daily Orientation with Faculty and Worlanyo Tours</p> <p>Workgroup Meetings</p> <p>Lunch and Beach Excursion at Coconut Grove Resort</p> <p>Evening Debrief (following dinner)</p>	<p>Reflection #6</p>
<p>Day 9 Sunday 1/12/20</p> <p><i>Course Objective(s):</i> #1, #2, #3</p>	<p>Daily Orientation with Faculty and Worlanyo Tours</p> <p>Tour <a href="#">Cape Coast Castle</a></p> <p>Shop in Arts Center</p> <p>Travel to Accra</p> <p>Shop at Westhills Mall</p>	<p>Reflection #7</p>



	<p>Accommodations (Day 9-13):  <a href="#">Swiss Hotel</a>  <a href="#">Address</a>: 21 Dr. Isert Road, North Ridge, P.O. Box 1111, Accra, Ghana  <a href="#">Phone</a>: +233 302 214 233</p> <p>Evening Debrief (following dinner)</p>	
<p>Day 10 Monday 1/13/20 Course Objective(s): #1, #2, #3</p>	<p>Daily Orientation with Faculty and Worlanyo Tours</p> <p>Tour and Lecture the <a href="#">W.E.B. DuBois Centre for Pan-Africanism</a></p> <p>Tour Cocoa Plant in Tema, Ghana  <a href="#">Golden Tree Processing Company, LTD</a></p> <p>Lunch in Tema</p> <p>Legon Botanical Gardens</p> <p>Evening Debrief (following dinner)</p> <p>Workgroup Meetings (optional)</p>	<p>Reflection #8</p> <p>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.</p>
<p>Day 11 Tuesday 1/14/20 Course Objective(s): #1, #3, #4, #5</p>	<p>Daily Orientation with Faculty and Worlanyo Tours</p> <p>Visit Ministry of Education, Ghana          -Meet with Dr. Yaw Osei Adutwum, Ms. Catherine A. Appiah-Pinkrah, Prof. Kwesi Yankah, and Ministry Directors          -Brief lecture and Q&amp;A session</p> <p>Workgroup Meetings (optional)</p> <p>Lunch and Accra Beach Trip</p> <p>Garment Fitting with Couture Fashions by Auntie Alice</p> <p>Evening Debrief (following dinner)</p>	<p>Reflection #9</p>
<p>Day 12 Wednesday 1/15/20 Course Objective(s): #1, #3, #4, #5</p>	<p>Daily Orientation with Faculty and Worlanyo Tours</p> <p>Campus Visit <a href="#">Ashesi University</a>          -Campus Tour          -Meet with Dean of Students and Office of Student &amp; Community Affairs staff</p>	<p>Reflection #10</p>

	Lunch at Ashesi University  Evening Debrief (preceding dinner)  Sankofa Closing Banquet at Swiss Hotel	
Day 13 Thursday 1/16/19 <i>Course</i> <i>Objective(s):</i> #3, #6, #7, #9	Daily Orientation with Faculty and Worlanyo Tours  Workgroup Meetings  Checkout of the hotel  Cultural Dance by Worlanyo Tours  Dinner & Shopping at Marina Mall  Travel to US	Extended Report Outline Draft in Shared Format Due
Day 14 Friday 1/17/20	Arrive in the 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 (virtually) and via reflections, thoughtful engagement in reflections (following the aforementioned guidelines for reflections precisely). Actively engage with in-country experience; on time for activities and meetings. [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 (virtually) and via reflections (may miss one or be late for one), thoughtful engagement in reflections (following the aforementioned guidelines for reflections precisely). Periodically engaged with in-country experience; occasionally late to activities and meetings. [21-24.5 points]

***Minimally acceptable*** – Passive participation including being present, attentive, but not actively involved. Diminished class attendance both in person (virtually) and via reflections (but misses or is late for one or more), some engagement with reflections (sporadic participation in reflections). Lack of engagement with in-country experience; repeatedly late for activities and meetings. Are subject to a conversation with the faculty director(s). [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). Unacceptable behavior, disruptive to the learning environment in-country; not present for activities and meetings. May be asked to disengage with the trip. [18 or fewer points]

## **2. Reflections**

### **A. Pre-Immersion Reflection due November 20**

Submitting individual learning outcomes for your learning

Each student will submit a 2-3 page reflection

Students will address:

- (1) what are your initial assumptions of the higher education in Ghana and the overall course 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.

### **B. In-Country Daily Reflections and Debrief Sessions due January 6-15**

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.

### **C. Emersion Reflection due February 4**

Submitting reflection on individual learning outcomes for your learning

Each student will submit a 2-4 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. Position Paper: Contextualizing the Priorities for Graduate Education and Professional Learning in Student Affairs/Higher Education in Ghana**

### **General Description:**

During the 2018-2019 HEGC! program year, the faculty, participants, and UCC faculty prepared a report articulating a call for graduate education in student affairs/higher education in the Ghanaian context. This year's collective project is to advance the *assessment of priorities* portion of the report to inform the overall support for and development of the formal and informal approaches to graduate education and professional learning. *(All sections of the report will have supporting scholarship and/or practice using APA formatting)*

### **Group 1: Graduate Education Preparation Position Paper**

**Focus Question: What should be the priorities for student affairs/higher education graduate education in the Ghanaian context? (*Addressing how to serve the next generation of professionals*)**

- Centering question: How did your formal educational and/or professional experiences prepare you for your current role?

### **Group 2: Professional Learning (Formal and Informal) Position Paper**

**Focus Question: What should be the priorities for professional learning in student affairs/higher education in the Ghanaian context? (*Attending to the current generation of professionals*)**

- Centering question: How did you learn your approach(es) to being a student services specialists?

Students will

1. organize their conversations with student services and professionals they engage with on campus into themes,
2. write the recommendations for priorities based on those themes into a position paper, support their recommendations with literature/practice,
3. articulate the connections between the position paper and the context of higher education in Ghana,
4. articulate how they have incorporated a decolonizing frame or decenter whiteness to inform their recommendations, and
5. present their papers to colleagues at the University of Cape Coast, the University of Maryland, and other guests in the spring during a culminating symposium.

To reach the overall goals for the position papers, students will complete the following activities:

### **A. Decolonizing Higher Education/Student Affairs Practice in Ghana Paper (INDIVIDUAL ASSIGNMENT) due December 23**

**Submit a brief 3-5 page summary of higher education and student affairs practice in Ghana (and if needed, Africa)**

Students will address:

[As a reference, please read: Menke, J. (2010). Social science research and designs in Caribbean societies: the case of Suriname. *Academic Journal of Suriname*. 1(1), 41-52.]

- (1) What does it mean for you to engage in culturally conscious practice as a scholar?
- (2) What do you know about each of the higher education institutions we will be visiting as it relates to your project?
- (3) What have you learned about how Ghanaian higher education professionals approach their work with students?
- (4) What information do you need to gain from Ghanaian higher education professionals to have a clearer understanding of higher education/student affairs practice in Ghana?
- (5) Articulate 3-5 questions you will need to explore while in country to gain local knowledge regarding higher education/student affairs practice in Ghana. You will ask these questions during each of the meetings with the faculty and staff at Ghanaian higher

education institutions

- (6) Articulate how and what you will gather from the various student affairs units while on campus.
- (7) Students NEED to craft their summary using APA formatting.

**B. Pre-Immersion Group Meeting and Outline: Workgroup Meeting and Preliminary Section Outline--Meet within your groups at least once prior to the in-country portion of the trip (GROUP ASSIGNMENT) due January 4**

During that meeting, groups are expected to:

- (1) Outline initial sections and knowledge gained related to your group's assigned area
  - (a) Note: The outline will serve as your framework for the higher education colloquium with faculty, graduate students, and professionals at Ghanaian higher education institutions regarding the status of student affairs/higher education practice at the University of Cape Coast, and/or UCC IEPA students
    - (i) UCC higher education professionals, The College of Education at Winneba, and Minister of Education Office representative
- (2) Articulate 3-5 questions/issues related to your group's position paper topic that you will pose to higher education and student services professionals/faculty during the in-country portion of the trip
- (3) Provide any additional questions or concerns related to the project for the trip facilitators prior to the in-country portion of the trip--Drs. Moore and Martin will discuss your questions with your groups while in-country prior the colloquium

**C. Colloquium and Building the Position Paper Outline (GROUP ASSIGNMENT) due (see dates below)**

During the in-country portion of the trip, groups are expected to engage in a colloquium with faculty, graduate students, and professionals about the status of student affairs/higher education practice at the University of Cape Coast.

Groups are expected to :

- (1) Prepare speaking points and questions (revised, if needed from section B) to contribute during the colloquium proceedings. **Due January 10**
- (2) Take notes during the colloquium as part of the information gathering for the final paper
- (3) Work with the other groups to prepare an [expanded \(full sentence\) outline](#) for the final paper using APA formatting. Groups will submit a draft copy of their outline to the instructors while in country. **Due January 16**
- (4) Groups are expected to update this outline in a shared format throughout the duration of the class. (**Due February 1** for Instructor Review)

**D. Position Papers due March 6**

Each group will craft a full position paper (*at least 7 pages*) inclusive of the sections they developed in their workgroups using the following as a guide:

*\*Note: The expanded (full sentence) outline will guide the specific pieces of the report.*

**a. Section I: Context and Significance of Position Paper Topic**

**b. Section II: Position Paper Topic Themes**

**c. Section III: Position Paper Recommendations & Role of Decolonizing Practice or Decentering Whiteness**

Our collective goal with our UCC partner(s) is to publish the position papers. Students will incorporate appropriate APA in-text citations in the report. The class will submit a copy of their collective report to the instructor(s) and campus partner(s).

**E. Symposium--Presentation of Paper due (see dates below)**

Groups will have 20 minutes to present. Groups will present in the order of the written report. Following each presentation, the attendees will have 5 minutes for a question/answer session.

The presentation should cover the following topical areas:

- (1) Introduction and Framing of Group Assignment
- (2) Context and Significance
- (3) Themes
- (4) Recommendations & Role of Decolonizing Practice or Decentering Whiteness
- (5) 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 collective presentation to the instructor(s) prior to the symposium **on February 22**. Student will also present final presentations with University of Cape Coast M.Phil Administration in Higher Education Program, and UMD invited guests virtually during the final symposium **on February 28**.

**F. Submitting peer evaluations and self-evaluations (Due March 6)**

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.

**General Expectations for Students and UCC Partner(s)**

**Project Site:**

**Campus partner(s) is asked to...**

1. Have a designated unit representative available to meet with the student group (approximately 4-5 people) formally two times during the semester--by **December 12**, **January 10**, and by **February 14 (optional)**
3. Provide a summary of the project: What is the issue/area of concern/problem that the students will 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 12** to meet the students, set group norms, and discuss initial plans

5. Provide access to unit documents, faculty, staff, students, etc. as needed; the UCC partner should help coordinate access and particularly share what you have already learned about the issue, as needed
6. Communicate with the students throughout the process and provide input as needed along the way
7. Meet with the workgroups during their on campus visit on **January 10**
8. We encourage the campus partner(s) and students to arrange a meeting on their own by **February 14 (optional)**
9. Attend, virtually, the final proposal presentation symposium at the end of the course. This will take place in **February 28 from 11am-1pm, 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 UCC partner, 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 UCC partner. Formally, students will meet with the UCC partner at least two times during the term—during the course on **December 12**, on campus on **January 10**, and on your own by **February 14 (optional)**. If groups need additionally meetings, please confer with the campus partner.
3. Be timely and present
4. **The workgroup deliverables for the project include sections B through E (above).**
5. Present virtually, the final report during our symposium at the end of the course. This will take place in **February 28 from 12pm-3pm, EST**. Dr. Moore will provide a detailed schedule of the presentations later during 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:

<b>Class participation</b>	<b>25</b>
In-class Writing Assignments & In-class Participation	10
In-Country Engagement	15
<b>Reflections</b>	<b>30</b>
Pre Immersion Reflection	5
In-Country Reflections	20
Emersion Reflection	5
<b>Report: Call for Graduate Education in Higher Education/Student Affairs in Ghana</b>	<b>45</b>
Decolonizing Higher Education and Student Affairs Practice in Ghana Paper	5
Pre-Immersion Group Meeting and Outline	5
In-Country Colloquium Presentation at the University of Cape Coast	5
In-Country Extended Outline	5
Final Paper	12
Symposium Presentation at the University of Maryland	10
Peer Evaluations	3
<b>Total</b>	<b>100</b>

### 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	

**\*\*Final HESI 739A Grade**

**\*\*Each person will complete a form provided by the UMD Graduate School prior to the end of Winter term. You will receive your final grade for the course in April 2020 after you've completed the course requirements.**