Wilkes University Curriculum Committee

PROPOSAL SUBMITTAL FORM

Directions:
- Use this set of forms for all proposals sent to the Curriculum Committee.
- Pages 1-3 of this document are required. Any unnecessary forms should be deleted from the packet before submissions. If multiple forms are needed (course addition, course deletion, etc), simply copy and paste additional forms into this packet.
- Note that all new programs (majors and minors) and program eliminations must be reviewed and approved by the Provost and APC prior to submission to the Curriculum Committee. Significant program revisions must also undergo review and approval by the Provost. The Provost will determine if a significant proposal revision requires approval by the APC. Revisions to the General Education curriculum originate from the General Education Committee and must be reviewed and approved by the Provost.
- Completed (and signed) forms are due on the first Tuesday of every month. Submit one signed copy to the Chair of the Curriculum Committee.

1. Originator: **Mark Stine/Evane Estwick**  
   Communication Studies Department  
   X4169 mark.stine@wilkes.edu

2. Proposal Title: **Course Addition: International Field Experience in Communication (Elective)**

3. Check only one type of proposal: (double click on the appropriate check box and change default value to “checked”).

- [ ] New Program. (Major or Minor Degree Programs, Certificate Programs). This requires prior review and approval by the Provost and APC.
- [ ] Elimination of Program. (Major or Minor Degree Programs). This requires prior review and approval by the Provost and APC.
- [ ] Program Revision. Significant revisions to a program require review and approval by the Provost. The Provost determines if review and approval by APC is necessary.
- [ ] General Education Revision. Submissions only accepted from the General Education Committee (GEC). Must be reviewed and approved by the Provost.
- [ ] Creation of new departments, elimination of existing department. This requires prior review and approval by the Provost and APC.
- [X] Course additions or deletions not affecting programs (such as elective courses, transition of “topics” courses to permanent courses).
- [ ] Change in course credit or classroom hours.
- [ ] Incidental Changes. Includes changes in course/program title, course descriptions, and course prerequisites. (Although these changes do require approval by the Curriculum Committee, they do not go before the full faculty for approval).
- [ ] Other (Specify)
4. Indicate the number of course modification forms that apply to this proposal:

   X  Course Addition Form (plus syllabi)
   _____ Course Deletion Form
   _____ Course Change Form

5. Executive Summary of Proposal.

This is a course addition for an elective communication studies course. The course will count as an elective (3 credits maximum) in each of the four communication studies concentrations: Broadcast Media, Organizational Communication/Public Relations, Journalism, and Rhetoric and Public Communication. An overall proposal for the concept has been approved by the Academic Planning Committee. This course addition delineates a specific course number and catalog description for the associated class. The course will be numbered COM 354, and can be offered for 1-6 credits at the discretion of the instructor and department chair.

6. Other specific information. (Not applicable for incidental changes.)

No other programs will be affected by this course addition. It will have an effect on communication studies only.
7. Signatures and Recommendations. (please date)
   • Signatures of involved Department chair(s) and Dean(s) indicate agreement with the proposal
     and that adequate resources (library, faculty, technology) are available to support proposal.
   • If a potential signatory disagrees with a proposal he/she should write "I disagree with this
     proposal" and a signed statement should be attached to this submission.

   MARK D. STINE   \[Signature\]   2/17/12

   Print Name/Title  Signature  Date
   Department chair(s) of all potentially affected programs

   LINDA M. WINTER   \[Signature\]   4/3/12

   Print Name/Title  Signature  Date
   Dean (s) of any potentially affected College/School.

   SUSAN Hritzak   \[Signature\]   2/17/12

   Print Name  Signature  Date
   Registrar

   Provost (For new programs, program elimination, significant program revisions and revisions to the
   General Education curriculum).
   Provost should check here if this proposal is a program revision AND the significance of
   the revision requires review and approval by APC prior to Curriculum Committee.

   Print Name  Signature  Date
   Provost

   Chair, Academic Planning Committee. For new programs, program elimination, and significant
   program revisions sent via the provost. Signature indicates that the proposal has been reviewed and
   approved by APC.

   Print Name  Signature  Date
   Chair, General Education Committee. For revisions to General Education curriculum only.
   (Signature indicates that the proposal has been approved by GEC).
1. Course Title: International Field Experience in Communication

2. Course Number: COM 354

3. Total Course Credit Hours: 1 - 6
   Classroom Hours 25%  Lab Hours 75%  Other

4. Course Prerequisites: COM 102 OR COM 124; or permission of instructor

5. Course Description (as proposed for the Bulletin): Course descriptions provide an overview of the topics covered. If the course is offered on a scheduled basis, i.e. every other year, or only during a set semester, note this in the description. Course descriptions should be no more than two to three sentences in length.

   International Field Experience in Communication is an international service learning experience that focuses on social and communication issues. Students will do a service project related to an area of communication studies including, but not limited to, Broadcast and Print Media, Public Relations, or Strategic Communication.

6. Required Documentation:
   Proposed Syllabus  Attach proposed syllabus immediately after this document. In some situations the official syllabus may contain information which is beyond the review needs of the Curriculum Committee (such as extensive rubrics, etc). It is permissible to attach an abbreviated syllabus. In general, syllabi (whether full or abbreviated) should contain the following information: Course Title, Course Number, Credit hours, Faculty Information (name contact information, office hours), Course Description, Course Outcomes or Objectives, Assessment (grading) informations, required texts (or other things such as tools, software, etc), pertinent policies and a proposed schedule of topics.
Course Description:

This course seeks to create a global service learning experience for students interested in developmental communication and international social issues. Students in this program will spend four weeks abroad, experiencing cultural immersion in a rural area of Tanzania and learning about the community programs, media outlets, and culture of this part of East Africa. Our on-site collaborators are various agencies in rural northwestern Tanzania including the WOMEDA (women’s rights), MAVUNO (water issues and microfinance), Karagwe School districts, Nyakahanga district hospital, the AIDS control program, Kagera Disability services, FADECO Community Radio, plus numerous other NGOs and media outlets that are associated the local community (see list below). The program is designed to expose students to a broad variety of topics related to communication studies in the global context of community service programs in Africa and international development. Each student will do a service project related to an area of communications studies, including broadcast production, public relations, and strategic communication, with one of the local partner agencies.

Mass media are essential components that are used to facilitate economic and social development, particularly in developing countries. Developmental communication focuses on education, information dissemination, and awareness-building in communities. Therefore, mass media, if used effectively and appropriately, can support behavioral change in communities. In particular, NGOs and community organizations who implement developmental communication processes, can address the issues outlined in the United Nations Millennium Development Goals. These goals include the reduction of poverty, the promotion of gender equality, and the reduction of HIV/AIDS and malaria infections.

The prerequisites for this enrolling in this program are COM 102: Principles of Communication or COM 124: Mass Media Literacy or permission of the professor of instruction.

Prior to departure, students will gain an understanding of East Africa and develop a service learning project, which they will then implement while studying abroad. At this stage, the instructor will provide information and facilitate discussions on Tanzania’s history, culture, and political and economic status. In addition, the instructor will supervise the development of the service project.

This is a very intensive in country program in which students will be involved in class related activities for six to eight hours every day for six days of the week. And, there will be activities planned for Sundays also. It includes daily lectures and discussion (2 hours) and cultural immersion activities and guest lectures (4-6 hours a day). They will live on the grounds of a district hospital community in western style guest houses
with running water and will have easy access to the resources (including staff of the programs housed there) of the hospital.

Students will be expected to keep daily journals or blogs and will also be given reading, essay, interviewing or production assignments while in Tanzania. All students who register for this program will have done a paper/proposal on some social, communication, or community issue in East Africa prior to departing for the study abroad component of the class. They will be required to do ethnographic research and a service project with an agency while in Tanzania including interviewing at least four people as part of the project.

**Student Learning Outcomes:**

Students will:

1. **Experience first-hand the social and community issues of rural East Africa.** The health issues, social and mass media environments, and available programs are markedly different than those experienced in Western environments. The students will visit many different types of agencies that address the social and health needs of individuals in this rural community. The program is unique in offering students a wide variety of opportunities to explore different types of issues, everything from water quality to reproductive health to HIV/AIDS and orphan programs to agencies dealing with women’s rights and equality. Participants will see and hear firsthand (not through the writings of a western journalist or researcher) how these agencies operate and the issues they think are important.

2. **Meet African individuals who are involved in grass roots attempts to address the current problems and issues of rural areas of Africa.** Students will have the opportunity to talk to individuals from the local community who are working to address local community problems. This includes AIDS orphans, doctors and nurses from the district hospital, educators, directors of agencies such as WOMEDA (women’s issues), FADECO (local economic issues and HIV), MAVUNO, and other NGOs servicing the area (see complete list below).

3. **Understand the multi-faceted nature of the social issues of rural life in Africa.** Immersion in this environment offers learning opportunities through direct contact with members of the community. This first hand interaction is significant because students will be able to observe how the local community responds and deals without Western support systems.

4. **Explore and understand, in doing their service that the reality of a developing country issue may be different from how it is portrayed in research or written literature.**
5. Explore and develop an understanding of what it means to be of service and the call to respond directly to local needs and understanding of the world.

**Summary of Expected Coursework:**

Students will be graded on:
1. Daily journal entries. Some of these entries will be personal, others will be based on the course packets and assigned topics. Journal entries will be correlated with daily activities and issues that students encounter while in Tanzania.  
2. A paper or project (documentary, photojournal, public relations strategy etc.) which is based on an earlier research proposal. The finished paper will take the data you have collected in country and use it to produce a research report based on what you have learned including four ethnographic interviews. 
3. Ethnographic interviews (4 or more).  
4. Participation and involvement in scheduled activities.  
5. In-country research activities.

**Textbooks and Readings**

Required:


Additional Materials:

Each student will be given a course packet of brief readings and essay topics that they will need to complete. This will include information about some of the NGOs that we will be visiting.

http://www.tanzania.go.tz/districts/karagwe/karagwef.html (print this web-site off and bring it with you.)
Recommended Readings: (fiction and non-fiction) that provide information about African culture:

Harper Collins, New York, NY (0060930535)

McGraw-Hill, New York, NY (0071367349)


**Overall Program Grade Policy**

Completion of essays and journal assignments 30%
Revised paper after trip 40%
In-country research 10%
Completion of lectures and group exercises 10%
Ethnographic interviews 10%

Details on grading: Each student will be required to attend a series of lectures and group exercises as part of the program.

**Journal Grading**

Journals are due periodically throughout the program. I will try very hard to return them to you within one day when we have to borrow the actual journal. Be sure to continue journaling while they are being read and evaluated. I will respond to them in two ways:

1. With written comments and questions. The purpose of the comments is to both provide support and challenges for your learning. We will reinforce your efforts to better understand yourself and the world around you while asking questions and raising issues to encourage you to continue exploring.

2. With a number score between 0 and 4: the scale below describes the criteria:

Grading criteria and numerical grades:

4 = Assignment thoroughly completed. Reflections on each reading are included, student reflected on class activities and discussions and on experiences within culture. Connections between site, readings and class are made. Reflections go beyond the ‘weather report’ and truly demonstrate thought and introspections on the part of the writer. Good amount of detail. Language free of careless error appropriately used to suit the occasion. Shows insight into the ways in which claims contribute to shared understanding of theoretical concepts under discussion.
3 = Student has made an effort and reflections show some depth of introspection and thought. However, the following have not been adequately reflected upon: readings, class activities or community experiences. Language reasonably free of careless error and stylized to suit the occasion. Substantiates claims with analysis, clarity and example

2 = Student has made some efforts but has not adequately reflected on any of the following: readings, class activities or community experiences. Reflections are rather ‘surface’ reflections without sufficient exploration and explanation of feelings and opinions. Language contains patterns of grammatical error.

1 = Journal turned in, but minimal effort has been presented. Neither readings, class activities or community experiences have been reflected on adequately. Writes predominantly in incomplete or careless prose. Does not respond to all assignments. Offers short undeveloped claims.

0 = Journal not turned in.

NOTE: One point is deducted when your journal is late. If your journal is more than three days late, at least two points will be deducted.

**Academic Integrity:**
Students in this program will be expected to comply with the Wilkes University’s policy on Academic Integrity. Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity. This may include, but is not limited to zero credits for assignments and/or failure of the course.

**Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-trip planning</td>
<td>Visa Vaccinations</td>
<td>Contact study abroad office to complete all requirements</td>
</tr>
<tr>
<td>February - June</td>
<td></td>
<td>Complete yellow fever shot and get passport</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Complete IRB requirements</td>
</tr>
<tr>
<td>March through</td>
<td>Learn about East Africa, Tanzania and Karagwe</td>
<td>Successfully complete Com</td>
</tr>
<tr>
<td>June 10</td>
<td>Research and write your pre-trip paper.</td>
<td>Read about Karagwe at the Tanzanian website</td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="http://www.tanzania.go.tz/districts/karagwe/karagwef.html">http://www.tanzania.go.tz/districts/karagwe/karagwef.html</a></td>
</tr>
<tr>
<td>Day of departure</td>
<td>First journal entries due</td>
<td>Please write and respond to journal entries 1.</td>
</tr>
<tr>
<td>June 12-18 (approximate dates depending on availability of)</td>
<td>Off to Africa!! ☺</td>
<td></td>
</tr>
<tr>
<td>Date to be scheduled</td>
<td>Activity</td>
<td>Details</td>
</tr>
<tr>
<td>----------------------</td>
<td>--------------------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>August 5</td>
<td>Final paper and journals due</td>
<td>Turn in final papers and journals to Dr. Estwick via digital drop box.</td>
</tr>
<tr>
<td>Mid July</td>
<td>Travel to Uganda</td>
<td>Stay in Entebbe, prepare to depart, stay at Airport Guest House</td>
</tr>
<tr>
<td></td>
<td>Trip to Bukoba</td>
<td>Visit Lake Victoria and city of Bukoba, overnight at Youth Center</td>
</tr>
</tbody>
</table>

**Cultural Immersion Programs and Speakers**

Programs that present lectures or which students may visit or observe (depending on schedule):

2. Community Health Services Office (community outreach programs including vaccination and water quality, located on hospital grounds)
3. MAVUNO (microfinance and water programs).
4. Director of the Hospital (programs at the hospital).
5. Karagwe AIDS Control Project (provider of educational programs, orphan, widow, and client support and legal aid throughout the district though their eight district-wide offices, speakers will include the director, Mr. Venant Mugenyi plus caseworkers, located in Kayanga).
6. WOMEDA (local NGO providing support to women on issues related to women’s rights, economic development, and legal issues).
7. Karaseco High School (a private secondary school that students visit, each student assigned a local student host at this school where students range in age from 16-23).
8. Tegemeo Elementary School (private elementary school that teaches English)
10. Community health workers, native healer coop (local group comprised of native healers and local health workers from villages in areas around the hospital).
11. Bisheshe AIDS widows coop (group comprised of AIDS widows who are producing crafts as a means of generating income to help support their families).
12. FADECO (local NGO that is attempting to develop a number of subsistence agriculture and conservation programs in the area.
13. AMREF (USAID funded)-voluntary AIDS testing and counseling program
14. Bridget Hathaway (director of local NGO that provides services to individuals with disabilities, works in the hospital but also in villages throughout the area)
15. home visits to experience local hospitality.
16. Dr. Rev Benson Baganza, Bishop of Karagwe Lutheran Church (the Lutheran church is the largest social service provider in Karagwe and the largest employer if hospital staff are included).
17. Mr. and Mrs. Josiah, local business man and former social studies teacher (lecture on the history of Tanzania, visit to his home for dinner).
18. Opportunistic social events (previous events have included: dinner at the Bishop’s house, attending a wedding and being part of the post-wedding procession, a concert by a Mbantu pygmy choir, attending a party celebrating consecration of the Bishop (including hearing the Prime Minister of Tanzania speak), visiting the rural home of one of the AIDS control office caseworkers and meeting his family).
19. Visiting officials or specialists to the Hospital community (previous visitors have included Danish student nurse interns, a Danish college student doing a project at the hospital, Danish social workers on projects in the area, visiting surgeons and medical specialists from elsewhere in Tanzania and Kenya).
20. Visit to markets of Lukajange, visit to tailors.
21. Hairstyling and hair design by local beauticians.

Note that almost all lectures will be in English, including those from our Tanzanian consultants. English is taught in high school and all Tanzanians who have been to high school know it. In addition, it is the language of medicine so all hospital records, AIDS control office records, etc. are kept in English. It is also the language of instruction at the secondary school and university level. In those instances, when the class meets with non-English speakers (native healer group), a local translator will be provided.

Sample Daily Schedule (MONDAY THROUGH SATURDAY)

8:00-9:00 am Breakfast
9:00-12:30 pm Cultural Activity (visit to one of our partners)
12:30-1:30 pm Lunch
1:30-3:30 pm Cultural Activity or group Discussion
4:00-5:30 pm Lecture and Discussion
6:00-7:00 pm Supper
7:00 pm-8:30 pm Discussion
8:30 pm Break for night, free time for reading, journaling, playing cards

This schedule shifts on Sunday to accommodate cultural activities and social interactions. It is also flexible during the week to accommodate outside speakers and special events. This program does not include any travel outside that involved in visiting NGOs and community agencies listed above.