EDFS 300: Special Topics in Education: International Education
INTB 390: ST: International Social Enterprise and Development

Spring 2017  (Requires travel to Cameroon Spring Break 2017)

Class Days  Friday

2.4 Class Hours  1:00-3:45

2.4 Class Location  ECTR 216

2.3 Instructor  Professor William Veal

Dr. David Desplaces

Office Location: 315 School of Education  Office Phone: 843-953-8045
Email: vealw@cofc.edu  Fax Number: 843-953-8019

2.5 Office Hours  Tuesdays – 12:00-2:00 and by appointment via phone or e-mail

Course Prerequisites  Permission from Instructor

Course Description:
International Education [3]. This course will introduce students to the design, planning and managing of social enterprises related to education in preparation for the trip to Cameroon, Africa. Students will learn the elements of economic development as it impacts local schooling, teaching, and learning. Students will be required to complete a minimum of 30 hours of project management prior to the 2017 trip (March 3-March 12, 2017).

EHHP Learning Standards:
IV. Participate in informed personal and shared decision making that has as its focus the enhancement of schooling and the professions;
V. Communicate effectively with students, parents, colleagues, and the community; and
VII. Show an understanding of the culture and organization of schools and school systems and their connection to the larger society.

2.6 Student Learning Outcomes
This course directly addresses Learning Goals established by the School of Education, Health, and Human Performance:
• Delineate educational opportunities among the United States, the African continent, and Cameroon
• Identify issues related to teaching and learning in developing countries
• Participate in an educational project to support learning at public schools
• Implement a fundraising plan to benefit local schools

EHHP Mission Statement
The mission of the School of Education, Health, and Human Performance is the development of educators and health professionals to lead a diverse community of learners toward an understanding of and active participation in a highly complex world.
TEDU Mission Statement
The Department of Teacher Education prepares teachers to meet the educational needs of children and youth in the areas of early childhood, elementary, foreign language, middle level, secondary, and special education. The curriculum involves coursework on campus as well as field experiences and clinical practice in diverse school settings.

Study Abroad Course requires students to sign a commitment form for the cost of the airfare, other CoFC fees (International student ID, Travel Insurance and Registration Cost) and any possible trip related expenses. Students must have a valid passport for the duration of the trip; have appropriate immunization and malaria medication (for the duration of the trip).

2.7 Attendance Policy and Participation
Due to the nature of this course, coming to class or attending site visits is not sufficient, participation is a determining factor. Students are required to attend weekly classes and other meetings/events (totaling at a minimum 60 hours). At least 30 hours of this will be in the fall semester in preparation for fundraising, material collection, and trip organization. Going to Cameroon might be considered exciting. This requires active discussion, presence and engagement of our hosts which promote individual and class learning. Class meetings in the spring semester are mandatory with the culmination of the course to be travel to Cameroon during spring break 2017. No more than 2 absences from class in January and February will be allowed.

Class Participation points will be assessed as follows:
- 200 points = Perfect attendance and consistently substantive participation.
- 170 points = Perfect attendance and regular class participation.
- 150 points = consistent attendance; infrequent or no class participation.

A major component of this program is to participate and complete fundraising in the fall. Students will be responsible for collecting and obtaining school supplies as part of a fundraising project. The idea is to get students to learn about social funding, entrepreneurism, and project development. An approximate value of products to be collected is about $1,000. Students should not pay this amount, and realize that this is the result of fundraising in preparation.

2.8 Grading Policy:

| Participation & Attendance | 200 |
| Journal                     | 200 |
| Critique of Learning Essay  | 200 |
| Fund Raising Project        | 400 |
| **Course Total**            | 1000 |

Course Grade Scale

<table>
<thead>
<tr>
<th>Course Grade Scale (Percentage)</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 94-100 – Superior</td>
<td></td>
</tr>
<tr>
<td>A- 90-93.99 – Great work</td>
<td></td>
</tr>
<tr>
<td>B+ 87-89.99</td>
<td></td>
</tr>
<tr>
<td>B 83-86.99 - Good work</td>
<td></td>
</tr>
<tr>
<td>C 73-76.99 – Acceptable</td>
<td></td>
</tr>
<tr>
<td>C- 70-72.99 – Weak work</td>
<td></td>
</tr>
<tr>
<td>D+ 67-69.99 – Significant concerns</td>
<td></td>
</tr>
<tr>
<td>D 63-66.99 – Barely Acceptable Passing</td>
<td></td>
</tr>
</tbody>
</table>
2.9 Required and Optional Textbooks, Equipment, and Technology

The AMA Handbook for Project Management

Articles on International and Cameroon Education (posted on OAKS)


- The present study aims at exhibiting the existence of links between the poverty phenomenon and the conditions of accessibility to education in the different regions of Cameroon. The target is to appreciate from the ECAM III Census data of 2007 the influence of monetary and non monetary variables on access to primary and secondary education according to the sex of children on the one hand, and the socio-demographic characteristics of the households on the other hand. The main results show that the influence of monetary and non monetary variables on access to education varies, according to the different regions of the country, to the sex of children, and to the area of residence of households. Thus, the northern regions are less scholarised than the southern ones. Marginalisation of girls to the benefit of boys is very pronounced in the northern regions. Children from female headed families have more chances of schooling than those from male headed ones. These results lead to certain recommendations, especially public awareness campaigns in favor of the schooling of girls in particular in the northern regions, the increase in the supply of training especially in rural areas and the construction of boarding schools in regions with low population densities.

2.10 ADA Accommodations for Students with Disabilities

In compliance with the Americans Disabilities Act (ADA), all qualified students are entitled to “reasonable accommodations.” Any students requiring accommodations should contact the Center for Disability Services (953-1431) and provide me with documentation of needed accommodations within the first two weeks of the course or as soon as they find out about potential accommodations if determined mid semester.

Center for Student Learning: I encourage you to utilize the Center for Student Learning’s (CSL) academic support services for assistance in study strategies and course content. They offer tutoring, Supplemental Instruction, study skills appointments, and workshops. Students of all abilities have become more successful using these programs throughout their academic career and the services are available to you at no additional cost. For more information regarding these services please visit the CSL website at http://csl.cofc.edu or call (843)953-5635.

2.11 Academic Integrity

Honor System:
Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved. Incidents where the instructor determines the student’s actions are related more to a misunderstanding will handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed by both the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration--working together without permission-- is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information stored on a cell phone), copying from others’ exams, fabricating data, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the Student Handbook at http://www.cofc.edu/generaldocuments/handbook.pdf
As EDEE is a dual program, in that we certify candidates for teacher certification, professors reserve the right to document violations that would impact student certification (e.g., attendance problems in field experiences, methods courses, and clinical practice, professionalism in schools, etc.).

2.12 Program Specific Elements

E-mail Business Etiquette
Do not abandon business etiquette in your use of e-mail! I will not respond to e-mails if you do not follow the below guidelines:

- Business-like writing style (Dear Prof. Veal, sincerely etc.)
- Be concise and to the point.
- E-mail alias so recipient sees your full name, or your full name with @cofc.edu, in his/her e-mail in-box.
- Subject line meaningful to recipient (consider identifying your class)
- Content clear states the purpose of the e-mail including any action to be taken from the professor.
- Clear signature block with your full name, postal mailing address and return e-mail address (obviously there is no handwritten signature, nor do I require a digital signature).
- Be careful about including quotations and sayings in your signature block. Obviously don't include anything that has potential to be offensive or misunderstood. Think about the impression your message sends to someone who doesn't know you, and be judicious.

Classroom Format:
The material will be conveyed through a combination of reading assignments, limited lectures (due to the format of this course we plan to write daily journals during our visit), discussions, movies, case analyses, guest speakers, and structured individual and group exercises.

Task groups are increasingly pervasive in all organizations today, and therefore will be the preferred experiential format for the class. As such, it is important for you to learn how to effectively participate in and to some extent manage a group, both inside and outside the classroom. You will have to plan and manage your project activities in order to complete a high quality project (effective) in a timely manner (efficient) according to quality and social guidelines (ethics).

Expected Norms:

Several norms are also important for effective teams. Responsibility is an important aspect of this class. Your most important allegiance should be to your group. More importantly attempt to adhere to your group norms. In short, act maturely by keeping them informed and treating them the way you would prefer to be treated. Then everything should go smoothly.

Participation is also strongly recommended. Effective participation requires reading assignments before class and making relevant comments during class and more importantly our various visits. Attendance and punctuality are needed for any successful organization.

Another important norm is involvement. We are a Team. It is difficult to learn to manage passively. You will be asked to discuss chapter cases and get involved in learning exercises. Involvement is needed for them to succeed. In addition, you should view this course as an opportunity
to practice making decisions in a relatively safe environment. Get involved, and more importantly take calculated risks!

**Final Grades:**
Since I am the steward of learning, my goal is for students to take charge of their individual learning. I want everyone student to do well in the course, however, you should understand what I expect of you. This syllabus serves as your contract of your learning with me. You have rights as well as responsibilities.

**Student’s Bill of Rights**
- Right to a proper education/instruction
- Right to be treated fairly
- Right to question content and process

**Student’s Bill of Responsibility**
- Responsible for his/her own actions
- Responsible for learning
- Treat everyone as equals
- Must come prepared to discussed materials in class

**Don’ts**
No hats, no cell phone, no IMing, no text messaging.

**Journal**
Students must reflect daily, beginning the day of our departure. The journal can also be used to raise questions to the professor that students would prefer not to address in the group.

The journal is a confidential document; all information written in the journal will be kept confidential between the professor and the student unless (1) any indication of possible harm to the student or to someone the student knows is stated in the journal at which point the professor will take necessary steps with appropriate College officials to ensure safety for all involved or (2) prior written consent is given by the student to the professor to share information in the journal to the extent that permission is granted by the student.

**Critique of Learning**
You will be asked to write a critique of the learning that you have done in this course including the trip. This should take the form of a reflection on your learning, the good and the bad, the things that have shown to be valuable and the things that you will plan to do different in the future as you inspire to be an entrepreneur or small business owner in the future. More detail will be provided later.

**Fund Raising Project**
Each student must lead a fund raising effort on his/her own and raise a minimum of $1000 in school supplies for the trip. Students will develop project management plans and techniques for effective fund raising.