

PaCIE News

Pennsylvanians represented the highest number of participants in Advocacy Day, an annual event sponsored by NAFSA: Association for International Educators. The event was held on March 11 and 12 in Washington, DC and provided a forum to garner congressional support for international education.

This year's event began with an introductory briefing for newcomers that covered the fundamentals of effective advocacy and offered insight into the workings of a congressional office. Public policy staff gave issue briefings on the Simon Study Abroad Foundation Act, which seeks to dramatically increase the number and diversity of U.S. students studying abroad, particularly in nontraditional locations, and a new bill which seeks to restore competitiveness for international students and scholars. The day ended with participants dividing up into their state delegations to strategize for their Wednesday, March 12th morning appointments with their Senate and House offices.

During the Hill meetings, Pennsylvania members talked about the importance of international education and made specific requests, including asking their Senators to cosponsor the Simon Study Abroad Act. Pennsylvania senator Bob Casey is already a co-sponsor of the Simon bill. On February 13, the bill was voted favorably out of the Senate Foreign Relations Committee. The bill, as passed in the committee, incorporates some technical changes as well as a few minor substantive changes, including: reducing the compensation of the Foundation's CEO; adding new requirements related to streamlining administrative costs; and setting up a GAO review of the program in two years.

Last summer, the House of Representatives passed the Simon bill ([H.R.1469](#)) by a unanimous vote. The bill, which was originally introduced by the late, distinguished Representative Tom Lantos and Representative Ileana Ros-Lehtinen, was counted among the top accomplishments of the House Foreign Affairs Committee in 2007. The passing and full funding of this initiative would serve as a fitting tribute both to the late Senator Paul Simon, whose vision inspired this legislation and to Representative Lantos, whose leadership was key to achieving that vision. Many Pennsylvania congressional members have publicly supported the bill. Pittsburgh's Congressman Mike Doyle is a co-sponsor. With the House bill already approved, Pennsylvania NAFSAs were asking its congressional members to fully fund this initiative.

In addition to the Simon bill, members were also seeking to garner cosponsors for a new bill called The ACTION Act of 2008 ([S.2653](#)), introduced by Senators

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Norm Coleman (R-Minn.) and Jeff Bingaman (D-N.Mex.). American Competitiveness Through International Openness Now (ACTION) seeks to restore our competitive edge with international students and scholars coming to study or conduct research in the United States. Information on this bill can be found on the NAFSA website: http://www.nafsa.org/public_policy.sec/public_policy_document/international_student_5/action_act_of_2008

Participants from Pennsylvania helped reinforce the importance of both these bills and sought additional cosponsors during their Hill visits

For more information about advocacy efforts in Pennsylvania please contact NAFSA's Pennsylvania state whip, Elizabeth Leibach at eal39@pitt.edu or Kari Lantos, NAFSA's associate director for grassroots advocacy at karil@nafsa.org

President's Post...

In Celebration of International Women's Day

On the state news front, it was very disappointing in January when a regulatory review panel of the State Board of Education approved revisions to Pennsylvania's academic standards that did not include the requirements for foreign languages that we have advocated for many years. While the Board is concerned that such a mandate would involve increased spending and strain smaller school districts, there are many ways that such programs could be implemented. These skills are so critical to the education of our future workforce, and the global integration of the Commonwealth, every effort should be made to find a way. We must continue to push our legislators to put these standards in place.



Janet Haner

Last week, the Forum on Education Abroad released a code of ethics for the field—a set of “aspirational” guidelines for best practices in study abroad, produced in part as a response to an article in the *New York Times* and subsequent investigations of the charges by attorneys general in both New York and Connecticut. The guidelines, for both campus offices and outside program providers, encourage transparency and implementation of careful organizational operations. For an excellent discussion of the guidelines, read “Ethics for Managing Study Abroad,” by Elizabeth Redden in the March 3rd online issue of *Inside Higher Ed* at <http://insidehighered.com/news/2008/03/03/abroad>.

As I write this, it is the day before International Women's Day. The observance is a good chance to celebrate the great strides that nations around the world have made in advancing educational, economic, and political opportunities for women, in addition to improving access to health care and protection from violence. It is a time for us to show support for continuing advancement in these areas. More and more societies agree that opportunities in education, participation in public life, and control over personal choices are basic rights for women. Our solidarity with our sisters around the world can help make this a reality.

International Women's Day is the story of ordinary women as makers of history. Each of us can make a difference by encouraging equality and supporting women in our own ways. We are fortunate that we live in a society that provides such access to education. Education empowers women; in fact, nothing is more essential to the well-being and progress of every society. Women in many countries still face barriers such as illiteracy, poverty, violence, disease and discrimination. In many places, even educated women lack economic opportunities. Education and literacy empower women to improve their economic status.

Best Wishes,

Janet A. Haner
PaCIE President
jah3@psu.edu

Welcome to PaCIE*News*

PaCIE*News* is brought to you several times a year by the Pennsylvania Council for International Education (PaCIE). For 38 years, PaCIE has provided important professional development and networking opportunities to the state's international educators, as well as advocating for continued funding and academic freedom in campus globalization efforts. For information on joining PaCIE, please visit our Web site at www.pacie.org, or contact Executive Director Christina Good at 215-884-9430 or email her at ceagood@comcast.net. She can also help you subscribe or unsubscribe to PaCIE*News*.

Please send us news about your institution's international education efforts, including new programs, events and activities, grants and honors, and outstanding administrators, faculty and students. We also appreciate receiving photos, either print or digital, to accompany your articles. Articles should not exceed 300 words in length. To submit articles, photos, or story ideas, please contact Elizabeth Leibach at eal39@pitt.edu.

Deadline for the summer issue of PaCIE*News* is May 1, 2008

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Juniata College Receives Bringing the World to Pennsylvania Award

Juniata College's international language and culture program, Language in Motion, received the 2007 Bringing the World to Pennsylvania: K-16 Collaboration Award from the Pennsylvania Council for International Education at the organization's Sept. 28 conference in Harrisburg, Pa.

The award, which is intended to give "support and visibility to international and multicultural collaborative projects between K-12 and higher education institutions in the Commonwealth of Pennsylvania," was given to Deborah Roney, director of Language in Motion. The council recognizes programs such as Language in Motion to "encourage educators and administrators to offer similar programs in their own school districts and communities, to build partnerships among educational institutions and to demonstrate to state officials the energy and creativity that is available to further the

international interests of the state."



Deborah Roney (left), director of Language in Motion and Janet Haner (right), president of PaCIE

Language in Motion is in the second year of a second two-year,

\$150,000 grant from the Arthur Vining Davis Foundations to continue and expand its mission to other colleges and universities across the country. The program has formed a consortium with six other colleges and universities nationwide to use the Language in Motion model as an international outreach program. The other member colleges are: Iowa State University in Ames, Iowa; Loras College in Dubuque, Iowa; Park University in Parkville, Mo.; Vassar College in Poughkeepsie, N.Y.; Westminster College in New Wilmington, Pa.; and Willamette College in Salem, Ore. Other colleges are currently considering affiliating with the consortium.

From its inception in fall 2000, Language in Motion brings international students, upper-level language students, and students returning from abroad into area schools for language and cultural activities. It also offers professional development opportunities for teachers.

Last year, Language in Motion, now in its eighth year of operation, served 16 school districts and presented lessons with 58 teachers in elementary and middle schools and junior and senior high schools in five counties. More than 50 Juniata students, both international students and U.S. students with international experience or strong second language skills participated this year. As part of the curriculum, the students made presentations to almost 2,500 area students. Over the program history, approximately 150 U.S. students and

approximately 100 international students have made presentations, including 11 from Asia, 11 from Europe, nine from the Middle East and North Africa, nine from Latin American nations, and 10 from Sub-Saharan Africa.

For further information, please contact Deb Roney, director, at roneyd@juniata.edu or 814-641-3493.

Penn State Harrisburg Students Experience India

For most college students, the holiday break in December and January means extended time at home with family and friends. But for 11 Penn State students, the holiday break turned into a remarkable learning experience in India. The 11 students, representing Penn State campuses in Harrisburg, Brandywine, University Park, and Erie, took part in a study tour to India organized by Penn State Harrisburg's Office of International Programs.

The study tour was the culmination of semester-long courses in liberal arts and business offered by Penn State Harrisburg extended to the other locations. The students prepared for the trip in a variety of ways, including classroom studies, readings, and web postings.

Associate professor of Humanities and History Louise Hoffman and assistant professor of mechanical engineering, Ram Goel taught the respective courses and led students on the tour. Both sets of classes shared time in Delhi and New Delhi visiting religious, historical, and business sites, and in Agra, visiting the Taj Mahal. The business students then went to Punjab state with visits to businesses and technology enterprises representing the "new India." They also traveled to the border with Pakistan.

Dr. Hoffman and the liberal arts students traveled to Rajasthan, visiting locations sacred to three religions, important architectural and historic sites, museums, and the village of an ethnic minority group. Dr. Hoffman says, "Rajasthan was formerly made up of 22 princely states and offers a multitude of palaces and a myriad of cultural and educational opportunities for students."

"Each student is completing an individual project and a travel journal," she adds.

For one student on the study tour, Penn State Erie freshman Maya Hoffman, the experience was more than educational – it was a trip to her birthplace. Maya explains, "I was born in India and my mother adopted me at the age of five. Going to the Penn State trip to India was very personal to me. It was my first trip back to India and even though I did not visit the place where I was born, it was still amazing to go back."

"I think the most touching part of the trip for me was going to the Birla Temple because I am Hindu and the temple is one of the most famous in India. Another part that touched me was seeing the Raj Ghat, where Gandhi was cremated, since to Indians he is known as the Father of the Nation. The Taj Mahal is also remarkable."

For information about this program contact Steve Hevner, Penn State Harrisburg at sdh4@psu.edu.

Saint Francis University Launches Semester in France

Saint Francis University (SFU) is making great developments to fulfill the Franciscan value of "A Global Vision." SFU launched its Semester in France Program in the spring, sending seven students abroad to spend half of the semester in a suburb of Paris and half in southwestern France.

The idea for the program was born when university administrators learned of an eleventh century Franciscan monastery in a small village in southwestern France called Ambialet. Perched on top of a small mountain with the village down below, the site resembles an older version of Mount Assisi Monastery, the home of SFU in Loretto, PA. The vault of the church was built in 1057 AD and there are remnants of Roman forts in the area which date back to before the birth of Christ.

When the university learned of the immense monastery it was virtually uninhabited. Because it was falling into disrepair and much of the building was going unused, the Franciscans in France were grateful to the university for adopting the site, allowing it to stay within the Order.



Franciscan Monastery in a small village in southwestern France called Ambialet

Knowing that students would not want to visit France without seeing Paris, the university began searching for a way for students to experience the excitement of the city and the charm of the country. Administrators learned of a Franciscan residence in Fontenay-aux-roses, a suburb of Paris. Located near the Parc de Sceaux, the house allows students to live just twenty minutes from the heart of the city.

This semester, seven students with a variety of majors have enrolled in the program and are serving as the university's pioneer group. They are taking classes in art history, French, economics, and religious studies, all of which fulfill general education requirements. The curriculum is woven into France itself, creating a "hands on" learning experience. For example, because Ambialet is located near a noted Christian pilgrimage route, students will be learning about the pilgrimage in their religious studies class and then visiting certain sites along the way.

Students at SFU now have the opportunity to study abroad while remaining close to their Franciscan roots. Not only does the program allow SFU to create ties with Franciscans around the world, but it also allows students to have a completely unique semester abroad. They can go home having experienced the thrill of Parisian life as well as the beauty of "la France Profonde."

Article provided by Kimberly Brennan, Intern, Center for International Education and Outreach, Saint Francis University

Juniata College Presenters at the Annual PLUS Conference

Juniata has been involved with the Partnerships in Learning for Undergraduate Studies (PLUS) program since its inception in 2004-05. PLUS is administered by the Academy for Educational Development and funded by the U.S. Department of State. U.S. Department of State's Bureau of Educational and Cultural Affairs developed the program to bring students from the Middle East, North Africa, and South Asia to the United States to complete their undergraduate degrees from a U.S. institution. Juniata has hosted a total of fourteen PLUS students from the Middle East and North Africa since the 2004-05 academic year and has graduated nine students from India, Iraq, Morocco, The Palestinian Territories, and Syria. Five PLUS students from India, Iraq, Jordan, and Morocco will graduate from Juniata in 2008.

PLUS holds an annual conference for its students and sponsors in Washington, D.C. Kati Csoman, Assistant Dean of International Programs, and David Sowell, Professor of History and International Studies, have three times presented tips on "transitioning home" to the group, most recently on February 1, 2008. Csoman and Sowell first ask students to consider the many ways that they have changed during their two and a half years in the United States. Students then discuss how those changes will affect their re-entry, especially in terms of family, social, and gender relations. They then lead a brainstorming session on how best to prepare themselves for their return home. For more information on this program, contact Dr. Holly J. Hayer, Department of World Languages & Cultures at hayer@juniata.edu

High School Students Seek SRU Language Awards

Almost 1,100 high school world language students from 33 regional high schools invaded Slippery Rock University's campus in February to participate in the department of modern languages and cultures annual "World Languages Competition."

Students competed from 8:30 a.m. until 1 p.m. for both individual and school prizes in Spanish, French, German and Latin. Plaques and trophies were presented to winning schools, while individual students received dictionaries, T-shirts and certificates. The daylong event featured a 30-minute session to introduce students to Korean, Japanese, Italian and other languages. SRU international students answered questions about teenage life in their home countries.

A methodology workshop was offered to high school language teachers attending. SRU offers courses in Arabic, Chinese, French, German, Japanese, Korean, Russian and Spanish. For further information, contact Deb Cohen, professor of modern languages and cultures. 724.738.2617.

King's College Promotes Language Learning and International Awareness

In spring 2006, King's College was awarded a U.S. Department of Education Title VI grant to carry out its project, "An Enhanced Latin American Studies Program: An Interdisciplinary Approach toward Strengthening and Integrating Global Perspectives at King's College." Even in a society where globalization has become a household word and internationalization of campuses is discussed as if it were second nature, there remain significant questions as to how global issues might best be integrated into the broader curriculum rather than relegated to programs designated "foreign" or "international". Moreover, despite growing concerns surrounding international security and trade, many students and their parents still see English as an all-purpose language and argue that travel outside of U.S. borders is unnecessary at best and at worst potentially dangerous. At King's College in particular, where approximately forty percent of the student body represents first-generation college students who hail primarily from a close-knit, regional base, these general perceptions are compounded.

Typically colleges and universities rely heavily on foreign language departments and instruction as a key component in campus internationalization. At King's, where no language requirement exists either for entrance to the institution or as part of the CORE requirements, there was no ready-made foundation for broadening international awareness. Although the campus has been placing significant emphasis on a growing study abroad initiative, the economics of travel and the lack of King's-based opportunities that align with program needs particular to this institution often seemed to intimidate students or to discourage them from participating in available opportunities.

The grant, then, represents a multi-faceted initiative to address many needs. Focusing on Latin America because of the support already available within the curriculum through Spanish language, literature, and culture courses as well as a newly-revised Latin American Studies program, the project seeks to internationalize curricula within a variety of disciplines. Breaching the boundaries between international studies and the various content areas available to students, innovations in curriculum ranging from modifications of courses already in existence to new offerings provide opportunities for a truly globalized curriculum. For instance, psychology students can now take *Psychology of Gender in Latin America*, environmental science students can study in the Amazon rainforest, and Physician Assistant candidates will be able to receive observation hours in Mexican clinics. Moreover, study abroad programs linked directly to course offerings and supported by semester-long pre-departure orientation

seminars offer students discipline-specific language training as well as the opportunity to develop research projects in various fields which they will complete while abroad.

The grant has provided for more traditional avenues of campus internationalization. Most notably on April 24-26 of this year, the College will host an interdisciplinary conference titled *Landscapes of Latin America: Economic Development, Ethics and the Environment in the 21st Century*. Sponsored by the Title VI grant as well as funds from the McGowan Foundation, this conference will bring together scholars from disciplines ranging from business to culture studies to environmental science. Featured speakers will include Cuban-American author Gustavo Pérez Firmat known for his work *Life on the Hyphen*, Dr. David Farrell, speaking on business ethics, and Mexican Senator Juan Federico Perdomo. More information about the conference is available at: www.kings.edu/idc.

The Title VI grant has provided numerous opportunities for faculty in various fields to coordinate programming in order to have a more integrated approach to internationalizing the campus. By combining traditional methods—foreign language courses, study abroad, conferences and outside speakers—with novel approaches such as integrating Latin American cultural perspectives into the curricula of varied disciplines and offering study abroad options tailored to specific program needs, the College is acting in the true spirit of campus internationalization.

For more information on this program contact Dr. Anne Massey, Assistant Professor of Spanish, King's College at aemassey@kings.edu

SRU Hosts Soccer World Cup

Slippery Rock University (SRU) has invited international students attending the regions universities and colleges to participate in the 9th Annual PA International Friendship "World Cup" 7 v 7 soccer, aka football, tournament scheduled for Sunday April 13, 2008. Previously held at Lock Haven University, SRU is pleased to now offer this event. Slippery Rock University welcomes one or more teams from area Pennsylvania campuses, while fans and supporters are also encouraged to come along too.

This year's format, 11 aside to 7 v. 7 has changed slightly from last year with the expectation that this will provide faster games, more scoring, and lots more fun. While the games are expected to be competitive, the event is held for the fun, camaraderie and international solidarity. So whether students start practicing now, or don't gear up until game day, everyone is welcome to participate.

Registration is required and interested campuses must return the registration form by March 26, 2008. Questions and registration materials can be directed to Kelly Slogar, International Student Advisor at 724-738-2603 or e-mail address at kelly.slogar@sru.edu

Juniata College Garners Two PaCIE Awards

JoAnn deArmas Wallace, Dean Emerita of International Programs at Juniata College, was honored at the 2007 PaCIE conference by receiving the W. LaMarr Kopp Lifetime Achievement Award. This award recognizes, as the PaCIE website notes, "outstanding contributions to international education in the Commonwealth of Pennsylvania" and is presented to "outgoing international educators who, like W. LaMarr Kopp, have demonstrated longstanding excellence, commitment and leadership in the field of international education."

On hand to accept the award was Juniata president Tom Kepple. "JoAnn has worked diligently to expand Juniata's international focus," says Juniata's president. "Our campus educates more than 100 international students per year and we have brought in students from such countries as Nepal, Morocco, Iraq, Afghanistan, Senegal and Burkina-Faso."



**JoAnn deArmas Wallace
Awarded W. LaMarr
Kopp Lifetime
Achievement**

Wallace, a resident of Huntingdon, PA. came to Juniata in 1999 from Antioch College in Yellow Springs, Ohio. Since that time she has helped Juniata faculty establish new educational programs in India and The Gambia. In addition, she has established strong ties between the college and international agencies such as the Agency for Educational Development, the Institute for International Education and Amid East, as well as international embassies.

During Wallace's tenure, the percentage of Juniata students studying abroad rose from 28 percent to 40 percent. She also helped establish Juniata's Language in Motion program, an outreach program that brings international language and culture to rural elementary and secondary schools, helping to secure grants to fund the program, most recently from the Arthur Vining Davis Foundations, and assisting the College in expanding the program to six partner colleges and universities throughout the country.

Wallace was director of Antioch Education Abroad from 1988 to 1998. She earned a bachelor's degree in Latin American studies and sociology from Syracuse University and a master's degree in counseling from Wright State in Dayton, Ohio. She then started her career in higher education in 1978 as director of the Ohio Program in Humanities at Wright State University, leaving to become assistant director of admissions at Antioch from 1980 to 1983 and later returning to Wright State University from 1985 to 1988 as coordinator of international exchange programs. She also worked as an independent academic counselor for Academic Horizons from 1984 to 1988.

Wallace retired from Juniata in May 2007 but continues to work for the college as a consultant on international marketing and recruiting.

Pennsylvania "Main Line" Advisors Share Resources

A group of colleges and universities in the main line area of Pennsylvania are collaborating to create quality international student programs. The group, Main Line Advisors, consists of 13 institutions: Bryn Mawr, Cabrini, Eastern, Gwynedd-Mercy, Harcum, Haverford, Immaculata, Neumann, Rosemont, Saint Joseph's, Swarthmore, Villanova, and Widener.

Recently, the group hosted the second annual "International Idol" contest at Villanova University. With over 15 acts and 225+ guests the competition was quite lively. Prizes were awarded to the top three winners and the idol trophy went home with the advisor from the #1 winning act.

The Main Line Advisors will also sponsor an international welcoming reception in September, with each member institution taking a turn at hosting the event. Local businesses such as banks, insurance companies and convenience stores lend financial support. In April, the group will sponsor a picnic with music, games, and food.

Debra Young-Yassine, director for the English Language Academy says its "fortunate to collaborate with this great group of professionals. Without the cost-sharing of the institutions and the support from our local communities, many of us would not be able to offer these great activities to our students."



**The second annual
"International Idol"
contest was held at
Villanova University**

Penn State Lehigh Valley Hosts Workshop on TLEs

Transient Luminous Events (TLEs) are flashes of optical emissions in the stratosphere and mesosphere above severe thunderstorms. Dr. Tai-Yin Huang, assistant professor of Physics at Penn State Lehigh Valley, is co-coordinator with Dr. Norma Crosby from the Belgian Institute for Space Aeronomy of an international workshop entitled, "Workshop on Coupling of Thunderstorms and Lightning Discharges to Near-Earth Space," to be held from 23-27 June 2008 at the University of Corsica, Corte, France.

The workshop is partly sponsored by Penn State Lehigh Valley, the Belgian Institute for Space Aeronomy, the University of Corsica, the European Space Agency, the Human Spaceflight and Exploration Directorate, the Topical Team on the Atmosphere-Space Interaction Monitor (ASIM) and the French National Space Agency (CNES) in the context of the TARANIS (Tool for the Analysis of RAdiations from lightNings and Sprites) mission. For more information about the workshop, contact Dr Barbara Contalupo, associate professor of English or visit this web site: <http://www.oma.be/TLE2008Workshop/>

Arcadia's Summer Program in Tanzania Begins June 2008

Arcadia's Center for Education Abroad offers students a unique summer study abroad opportunity at Arcadia's peace education center in Arusha, Tanzania. This academic experience focuses on the study of human rights at the Nyerere Centre for Peace Research. Arcadia established this innovative program in partnership with the East African Community (EAC). EAC is the regional intergovernmental organization of the Republics of Kenya, Uganda, the United Republic of Tanzania, Burundi and Rwanda. The EAC aims at widening and deepening cooperation among the partner states in political, economic and social fields for their mutual benefit.

Students in this summer study abroad program will be ideally positioned to learn about the more important international peace initiatives in contemporary African history while exploring this intensely beautiful country with its world-renowned mountains, lakes, and game reserves. The program will focus on the East Africa region and will be informed by the legal and developmental work of the human rights organizations in operation there, including the EAC, the United Nations International Criminal Tribunal for Rwanda (UN ICTR), and the African Union Court of Human and People's Rights. Instructors and students will explore practical approaches to various human rights issues. Class visits to field sites in Arusha, where the Nyerere Centre is based, and to the Masai community will round out the academic experience. This unique and intensive summer program offers six semester hours of credit for completion of the five-week symposium. Students will gain an understanding of development at the community level and the ways in which grassroots projects build capacity and empower communities.

For more information please on this extraordinary opportunity in Tanzania, and available scholarships, please visit www.arcadia.edu/abroad/Tanzania or email inquiries to NCPR@arcadia.edu.

University of Pennsylvania Student in Gambia

Kathryn Cunningham took a leap of faith when she founded the non-profit organization, Power Up Gambia. The University of Pennsylvania undergraduate spent the summer of 2006 volunteering at a hospital in The Gambia and was shocked by the suffering caused by lack of power at the Sulayman Jungkung General Hospital. The hospital could only afford power 7 – 10 hours a day. This meant, among many other hardships, that there was no running water for most of the day.

So Cunningham spoke to the hospital's director about what she could do to help. She discovered that the hospital had been surveyed for solar power, at a cost of \$300,000. She came home to Chadds Ford, PA and

founded the organization Power Up Gambia in order to raise the necessary funds.

This effort alone would be cause for celebration, but the organization grew in scope when a board member saw the potential to inspire schoolchildren with Power Up Gambia's mission. Soon Cunningham was traveling back and forth from Philadelphia to Delaware and Southern Chester County, telling schools about her experience in Gambia. Power Up Gambia's Education Committee chair Patricia Connelly created a smorgasbord of activities; including speakers on renewable energy from DuPont, the University of Delaware, SolarDock, and BlueWater Wind, recycling workshops, African beading, and more (see www.powerupgambia.org/schoolmenu).

The March 7 "Climate Change Exchange" brought local experts (including two Nobel prize winners) to answer questions about global warming from high school students. The Education Program will conclude with "Power Up at Hagley", a free family festival at the Hagley Museum and Library on April 20, 2008. This event is designed to be a celebration of Power Up Gambia, renewable energies, and making a difference. It is open to the public and admission is free.

Cunningham visited The Gambia in January, and saw the first solar panels at work. Now she'll share her progress with schools, inspiring children to think and act globally.

Clarion University Student Spends Summer in Europe

Clarion University student, Samantha Moon recounts an unforgettable summer in Europe. Samantha spent last summer studying at the University of Northampton in Northampton, England. After the application process, months of preparation, and an eight hour flight, she finally arrived. Classes were held Monday through Thursday and no classes on Friday allowed Samantha to meet other people in the International Program and to explore Northampton, UK, and Europe.

"Every weekend was packed with sight-seeing and adventuring around the country-side" Some sights were planned, such as, Althorp where Princess Diana grew up and where her memorial stands in the middle of a beautiful garden. Visiting Oxford University and the Globe Theatre to watch *The Merchant of Venice* were also planned events. Each course also had a designated field trip in the forth week of the program, and Samantha spent a week in London as a part of her Creative Writing course. The program had some planned events, but for the most part, students were encouraged to explore the city and everything it has to offer.

"Sadly, all great things must come to an end. At the end of six weeks abroad I made more memories and friends. Pictures now cover my room and scrapbooks of the unforgettable summer I had in Europe with the friends I will never forget," recounts Samantha.

Arcadia Celebrates its 60th Anniversary of Study Abroad

It was 1948, and Arcadia University bravely sent a group of undergraduate women on a bike tour across postwar Europe to study the economic effects of the recent, devastating world conflict, the hostilities from which had concluded just a couple of years prior. With international study nearly shut down in the aftermath of World War II, this pioneering act helped to launch the modern era of study abroad – and this year Arcadia commemorates 60 years of international education with a celebration in Europe and the launch of new programs in Paris, Tanzania, and South Africa. The events come at a time when Arcadia's Center for Education Abroad has received recognition for its work with NAFSA: Association of International Educators for establishing good study abroad practices.

Coinciding with Europe's celebration of the 60th anniversary of the Marshall Plan, Arcadia alumni and faculty will travel across the continent this summer, including by bike in France, with the journey culminating in the launch of Arcadia's new undergraduate program for study of European international relations, politics, and government in Paris. The four-week experience offers qualified students a unique interdisciplinary curriculum through which they also study French language (at a level appropriate for them), while taking courses at the American Graduate School of International Relations and Diplomacy. Special financial assistance is available for the Paris opportunity thanks to the generosity of Marie-Louise Vermeiren Jackson, a member of Arcadia University's Board of Trustees.

Also now complimenting Arcadia's growing and diverse list of summer programs is a new undergraduate program in Tanzania on international peace and conflict resolution. Experts in the field of peace studies will teach students about practical approaches to various human-rights issues and will accompany them on field visits in Arusha and in the Masai community.

In yet another, rare, for-credit opportunity, Arcadia will now send undergraduates on a program for community development in South Africa. Arcadia has teamed with SHAWCO (Students' Health and Welfare Centers Organization), an organization founded and governed by the students of the University of Cape Town, to offer students a chance to develop leadership skills in neighborhoods in need.

Finally, at an important juncture in which policies and practices in education abroad have been a subject of focus among regulators, in the media, and within the study abroad industry itself recently, NAFSA has recognized a number of universities for best practices. The association cited Arcadia and others for offering access to study abroad, for integrating study abroad in their missions and curricula, and for making study abroad affordable.

For more information contact Russ Allen, Arcadia University Center for Education Abroad at AllenR@arcadia.edu.

Keystone College's Study Abroad Program Takes Off

Keystone College has had an international presence since the inception of the Keystone Intensive English Program in 1989. For more than two decades, international students from all over the globe brought exposure to different cultures and opportunities to meet and become friends with students from other countries to the Keystone College campus.

In the spring of 2005, Susan Constantine, former director of the International Student Program, international educator, and faculty member for many years, was approached by several students interested in studying abroad. A study abroad participant in the 1960's, Susan realized the importance of study abroad and how the experience changed her life and began to take steps to make it happen for Keystone students. Her enthusiasm began to spread as she gained the support of a small cohort of faculty and staff. Thus, in a short time, the Study Abroad Committee was formed. This group researched study abroad providers, liability, and all other concerns and drafted a proposal for approval by the College.



Keystone College Organizes its First Study Abroad Fair

Between 2005 and 2008, ten Keystone students have studied abroad. To schools with established study abroad records this does not seem like such an accomplishment, but to the College, it's huge. The students return from studying

abroad bringing hope and excitement to other students that they indeed can travel and study abroad. The excitement spills over into the classroom and creates a desire to learn about other countries and cultures for both students and faculty members.

Currently, the Global Learning/Study Abroad Committee has a goal to expand the number of students studying abroad and create a global learning environment for all our students. As with any new program, time is a factor. Through effective marketing, returning student participation, and faculty and administration support, and of course, government funding, Keystone's Study Abroad Program will continue to grow in an effort to provide our students with opportunity to become global citizens.

For more information, please contact Shirley Michaels, Study Abroad Coordinator, Keystone College www.keystone.edu

Juniata's Language in Motion Program Receives Grant

In mid-February, Juniata College's Language in Motion program received another grant from The Arthur Vining Davis Foundations to fund its operations for 2008-2009 and to continue to expand the model to other colleges and universities interested in providing opportunities for their students who are returning from study abroad and for their international students.

Language in Motion's international outreach into local schools will be augmented by several professional development opportunities for teachers, including the following: 1) Scholarships for study abroad in France, Germany, Guatemala, and possibly also Canada, 2) a two-day Language and Culture Teaching Institute in August 2008 and 2009, and 3) scholarships for attending state, regional, or national professional conferences. Teachers of language and culture across Pennsylvania are welcome to participate.

In addition, this new funding allows Juniata to offer small pilot-project grants to other colleges and universities interested in starting a Language in Motion program of their own. Westminster College is already partnering, and some other Pennsylvania colleges and universities are currently considering joining our consortium.

For further information about any of these opportunities or to participate, please contact Deb Roney, director, at roneyd@juniata.edu or 814-641-3493.



Language in Motion presenters gather for a group photo

"Lost Boy" of Sudan Inspires Mt. Lebanon High School

On November 29, 2007, Mt. Lebanon High School Social Studies Department and local residents Cathy and James Schuster co-sponsored a program with Benjamin Ajak, co-author of [They Poured Fire on Us from the Sky](#), the story of atrocity and survival at the hands of Arab militia in Southern Sudan in the 1990s. Like thousands of other young, mostly male children, Benjamin and his cousins walked over 1000 miles to reach Kenya. Of the 27,000 "Lost Boys," only 11,000 survived the dangerous route from Sudan to Ethiopia and eventually to Kenya.

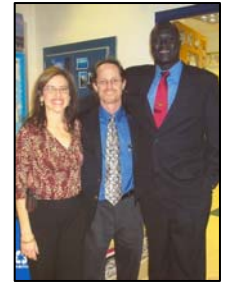
Mrs. Schuster read the book in the spring of 2007 and began a lengthy



Benjamin Ajak speaks about his experience as a 'Lost Boy' of Sudan

correspondence with the book's editor which culminated in a conjoint arrangement with Shadyside and Sewickley Academies to bring Benjamin to Pittsburgh. Coincidentally, Mt. Lebanon High School was focusing on Africa studies and thus the perfect collaboration was born. Over 400 people including activists, politicians, and refugees attended the program held at Jefferson Middle School.

On a surprising and powerful note, several local Sudanese refugees spontaneously participated including a "Lost Girl." The final segment of the presentation was devoted to promoting the non-profit organization, Water for Sudan, which installs wells where water has become contaminated, once more allowing safe drinking where otherwise residents fall victim to parasitic diseases or must walk miles every day to find clean water. Over 100 books were sold and \$1200 collected. On an exciting note, the district has committed to raise enough money to drill 1 or 2 wells slated to begin this spring.



Cathy Schuster, Peter DiNardo and Benjamin Ajak joined together to bring the story of the 'Lost Boys' to Mt. Lebanon High School

Editorial Note:

Benjamin Ajak was five years old when his village in Southern Sudan was attacked by troops from his own government. He witnessed his parents being killed and his village destroyed. To escape slavery, death or induction into the northern army, he fled naked and alone into the night. Walking by day and sleeping in trees at night, it was several days before he found his cousins, Benson, seven years old, and Lino, five. Together the three young boys joined the exodus of thousands of others and fled a thousand miles across Africa's largest country. Facing lions, crocodiles and starvation, only half survived and made it into Ethiopia. They became known to the world as The Lost Boys.

Benjamin reached Kakuma Camp in northern Kenya in 1992 where he lived for nine years on a half a cup of corn meal a day. It was there he began school at age 12 for the first time. He learned the alphabet by writing with his finger in the sand.

On September 11, 2001 Benjamin came to America. His first view of his new home outside his plane window was the World Trade Towers on fire. In 2002, he spent six months on the set of the Russell Crowe/Peter Weir movie, "Master and Commander." Together with his cousins, Benson and Alephonsion Deng, he wrote his memoir, [They Poured Fire On Us From the Sky: The True Story of Three Lost Boys of Sudan](#), published in 2005. Benjamin now lives in San Diego and travels the country speaking out about the genocide still going on in his country and to students about his extraordinary life which is an inspiration to all.

In Search of the Sacred Buddhist Shrines in Korea

On May 19th, 2007 a group of students, faculty, and staff members travelled to South Korea to attend the *Global Awareness Society International Conference* in Seoul, Korea. The group also visited many cultural and historical sites. Sokkuram Grotto was one of the Buddhist Shrines visited by the group.

Sokkuram Grotto, according to the legend, is a masterpiece of Korean Shilla culture. Historians put the date of 751 A.D. as the time for the construction of the Buddhist Temple with a huge Buddha at the center of the dome-shaped chambers. The main figure of Buddha is surrounded by fifteen figures such as Indra, the King of Hindu Gods, Brahma, Manjushri, Samantabhadra, and ten Buddhist disciples, eleven-faced Avalokitesvara, seated Bodhisattvas, and decorated with many stone carved lotus flowers. This historical structure identified as National Treasure No. 24 in South Korea is a hermitage for buddhist followers. The Grotto overlooks the Sea of Japan (East Sea) and was added to the Unesco World Heritage List.

The tour group left early in the morning to observe the sunrise and witnessed how the first rays of the shining sun reaches directly into Sokkuram. The group, before entering the temple, were purified from "a legendary spring" and walked around the "three-storied" pagoda in front of the entrance of Sokkuram Grotto. Inside the temple was a stone statue of Sakyamuni Buddha seated 16-feet high at the center of the circular main hall. The statue of Buddha was sitting on a pedestal of carved beautiful lotus flowers. The position of his hand is called "Chokjihanzmaen" in Korean language or "Bhumimudra" in Sanskrit language signifying the distraction of evil and becoming a peaceful and tranquil Buddha. It was a splendid spectacle to observe how the first sunrays lit the face of the Main Buddha and the reflection from the Buddha illuminated all the stone statues inside the cave.

It was also interesting to discover that every morning when the sun rises, sunlight is radiated by the diamond on the Buddha's forehead to the water where the tomb was hidden. It is said the tomb is protected from the thieves and purified everyday by Buddha. Further, the group discovered that the large rock called Taewantam (Great King's Rock), submerged in the East Sea, is known as the underwater mausoleum of Silla's King Munmu, who unified the Korean army of Tang China in 676 A.D. The king died in 680 A.D. and his body was cremated. This granite rock on the sea is said to have been the place where his remains were preserved in accordance with the will of the king. The tomb, 20 meters away from the shore, is known as the world's only undersea mausoleum. Koreans call this place as "Mankasikjol" meaning "the flute of calm ten thousand waves." The group returned to the USA at the end of May 2007 with a rich Korean cultural experience.

Article submitted by Dr. Madhav P. Sharma, Director,

International Education Office, Bloomsburg University
Bloomsburg, PA. For more information on this program
Dr. Sharma can be reached at msharma@bloomu.edu.

Susquehanna University Program Wins NASPA Best Practice Award

Susquehanna University Chaplain Mark Radecke was recognized at the annual NASPA: Student Affairs Administrators in Higher Education conference held in March 2008 for the SU CASA program he started in 1999. SU CASA, (Susquehanna University Central America Service



Kelly O'Brien (left) and Carolyn Kleinert enjoy the company of children from CICRIN orphanage

Adventure) is a two-week service-learning course and mission trip to Costa Rica and Nicaragua. Over the years, 242 members of the Susquehanna University community have studied and served with congregations and community organizations in Central America.

The teams have delivered more than \$350,000 in materials and cash gifts, and contributed at least 9,600 hours of volunteer labor. Serving and learning as a team, participants live with and labor alongside members of Central American communities with which we have established enduring relationships.

As a course bearing two semester hours of academic credit, SU CASA includes academic and practical preparation in the months leading up to the trip, the two-week immersion, and post-trip debriefing and reflection. Since 2003, the academic topic of study has been "Images of Jesus in Central America," an examination of how Jesus is "imagined" in art, liturgy, iconography, hymnody, preaching, theology and congregational life. Jesus' self-description in Matthew 25, "I was a stranger and you welcomed me," serves as the linchpin that connects service and learning.

Critical engagement with diversity is a recurring theme of the new SU central curriculum, and most SU CASA participants experience themselves as a racial minority for the first time in their lives. "Otherness" is experienced as they become, befriend, and are befriended by "the other." In addition, many students articulate a need to get out of their comfort zone. They attest that living and building relationships with our Central American partners helps them address that need.

Participating students have returned from SU CASA to begin such new campus groups as SU Humanitarians and the Advocacy Team, and the number of SU CASA participants who go on to spend a semester or more studying abroad significantly exceeds the average for that of all SU students.

For More Information Contact: Scott Manning, Director, Cross Cultural and Off Campus Programs, Susquehanna University at 570-372-4256 or manning@susqu.edu.

Join PaCIE!

PaCIE members recently received the annual mailing reminding them to update their memberships. We invite new members to join as well. Membership is open to college, university, and K-12 teachers and administrators involved in international education, as well as to members of organizations involved with international education. There are three levels of membership:

- **Basic Institutional membership** for \$100, which covers five people from an institution or organization joining.
- **Sponsoring Institutional membership** for \$250, which covers up to 12 people within an institution or organization.
- **Individual membership** based on income. People earning below \$25,000 may join for \$20, those at the \$25,000-\$44,999 level may join for \$35, and those at \$45,000 and above for \$50.

All memberships entitle people to receive a discount on registration for the annual conference, PaCIE*News*, the organization's newsletter; and NewsFlash email bulletins on important international education events, issues, and opportunities. In addition, members are able to tap into a network of colleagues with whom to discuss issues related to international education.

We hope you will consider either renewing your membership or joining as a new PaCIE member. For information, visit our Web site at www.pacie.org or call Christina Good at 215-884-9430 or email her at ceagood@comcast.net.

Innovative High School Program Encourages Youth to Become Global Citizens

Students at Sto-Rox High School are participating in the O Ambassadors program, a joint project of Oprah's Angel Network and Free the Children. These students are working towards the U.N. Millennium Development Goals, learning about global issues and making a tangible difference in the lives of their peers in the developing world.

At a school wide assembly to launch the project, students participated in an activity to demonstrate the impact of illness and starvation, listened to the choir sing African music, heard an inspirational talk from the Honorable Dan Simpson, former ambassador to 63 African nations and viewed a compelling power point presentation, demonstrating the plight of children and adults in developing countries. The students are part of O Ambassador clubs across North America that are working to find solutions to global challenges through

active learning, idea-sharing and taking action. Through this program, youth in North America have the unique opportunity to develop leadership skills and become active and compassionate global citizens.

"We are so excited to be a part of the O Ambassadors program and it is a pleasure to represent the voices of students in McKees Rocks," said Mrs. Deborah Fink-Lang, advisor for the group. "There are so many issues in our world that need our attention and we are prepared to demonstrate that youth



Ambassadors sponsored a Fun Friday with games and activities that netted \$700 for the project

in our city are passionate about helping others in need. We want to make a difference in our world."

Throughout the year, the Sto Ambassadors Club will raise awareness about the importance of a holistic approach to development by focusing on the Millennium Development Goals. Every two months the club will focus on a different theme (poverty, education, health and sustainable development) in West Africa and organize fundraising designed to heighten awareness on global issues affecting the area. This is done with through the use of materials supplied by project organizers.

Sto Ambassadors sponsored a Fun Friday featuring games and activities that netted \$700 for the project. The funds raised by students will go towards holistic development projects to the sister school in West Africa. Clubs have the opportunity to choose the world regions they would like to research and support. These projects provide local children and their families with the tools required to break the cycle of poverty. All projects will be carried out in partnership with local communities.

Superintendent Fran Serenka is thrilled with the outreach efforts of our students and is quietly researching funding sources that would sponsor a trip to Africa for a small student and faculty delegation.

David Gray Awarded an OBE

David M. Gray, Ph.D., has been awarded an OBE (Order of the British Empire) by the British government and was formally invested in the Order on February 13.

Dr. Gray, currently Chairman of the Board of the Institute for Study Abroad, Butler University, received this honor for his lifetime pioneering contributions to the establishment and expansion of opportunities for American undergraduates to study in United Kingdom universities. His work included the creation of the Beaver College (now Arcadia University) Center for Education Abroad and co-founder of the Institute for Study Abroad, Butler University.