

**THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK**

COURSE NUMBER: SW 360K/395K AFR 374 ANT 324
UGS 119 INTERNATIONAL LEARNING SEMINAR (1 CREDIT)
UNIQUE NUMBER: 64315
TH 3-4 OR BY APPT
SEMESTER: SPRING 2012
825-2747 (CELL)

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GHANA---- COMMUNITY AND SOCIAL DEVELOPMENT SEMINAR

I. COURSE DESCRIPTION (3 CREDITS)

FIFTY YEARS AFTER INDEPENDENCE, GHANA HAS ESTABLISHED NEW PRIORITIES AROUND VIGOROUS INFRASTRUCTURE DEVELOPMENT AND ENHANCED SOCIAL SERVICES AND DEVELOPMENT. THE MAYMESTER COURSE, *GHANA: COMMUNITY AND SOCIAL DEVELOPMENT*, ENGAGES STUDENTS IN IMPLEMENTING SHORT-TERM, HIGH -IMPACT AND SUSTAINABLE DEVELOPMENT PROJECTS WITH VARIOUS NON-GOVERNMENTAL ORGANIZATIONS (NGOs), SOCIAL SERVICE AGENCIES, AND COMMUNITY-BASED ORGANIZATIONS. THE COURSE INVOLVES BOTH EXPERIENTIAL AND CLASSROOM LEARNING, WITH A SIGNIFICANT INTERNATIONAL-BASED SERVICE LEARNING COMPONENT, A PEDAGOGICAL MODEL THAT INTENTIONALLY INTEGRATES COMMUNITY SERVICE, ACADEMIC LEARNING, AND CIVIC LEARNING (WWW.UTEXAS.EDU/PROVOST/ACADEMICSERVICELEARNING/). COURSE CONTENT DOVETAILS WITH THE NATURE OF SERVICE LEARNING IN CRITICAL WAYS TO ENSURE THAT: 1) STUDENT LEARNING IS ENHANCED, 2) SMALL-SCALE COMMUNITY NEEDS ARE MET, AND 3) STUDENTS ARE ABLE TO CRITICALLY REFLECT UPON THEIR ENTIRE EXPERIENCE. WORKING IN TEAMS, STUDENTS COMPLETE COMMUNITY-BASED PROJECTS FOCUSING ON LITERACY, HEALTH, EDUCATION, MICRO-FINANCING AND YOUTH EMPOWERMENT. A UNIQUE ASPECT OF THE COURSE IS THAT STUDENTS WORK ALONGSIDE GHANAIAAN UNIVERSITY PEERS WHO ALSO BENEFIT FROM BEING PART OF THE PROGRAM.

IN ADDITION, STUDENTS HAVE THE OPPORTUNITY TO EXAMINE THE ROLE OF COLONIALISM, CULTURAL HISTORY AND SOCIAL POLICY IN INFLUENCING THE PREVAILING SOCIETAL ISSUES IN GHANA. STUDENTS TAKE PART IN EDUCATIONAL EXCURSIONS, SUCH AS TOURS OF THE CAPE COAST SLAVE FORTRESSES, KAKUM NATIONAL PARK, KUMASI AND RURAL VILLAGES IN GHANA'S ASHANTI REGION. THE COURSE COMBINES LECTURES BY UNIVERSITY OF GHANA FACULTY AND LOCAL EXPERTS WITH JOURNAL REFLECTIONS, FIELD REPORTS, AND DISCUSSIONS THAT ALLOW STUDENTS TO INTEGRATE THEIR CLASSROOM-BASED WORK WITH THEIR COMMUNITY-BASED VOLUNTEER PROJECTS.

REQUIRED PRE-DEPARTURE INTERNATIONAL LEARNING SEMINAR (1 CREDIT), SPRING 2012
REQUIRED PREPARATION FOR 4-WEEK MAYMESTER COURSE; CLASS FORMAT WILL FOLLOW PROCEDURES OF THE SAO FOR ALL MAYMESTER COURSES.

II. LEARNING OBJECTIVES OF COURSE AND SEMINAR

BY THE END OF THIS COURSE STUDENTS WILL DEMONSTRATE:

1. **ABILITY TO ENGAGE IN COMPLEX GLOBAL ANALYSIS** BASED ON KNOWLEDGE OF COLONIAL HISTORY OF GHANA, THE TRANS-ATLANTIC SLAVE TRADE AND GHANA'S ROLE IN THE PAN-AFRICANISM MOVEMENT, AND THE RELATIONSHIP BETWEEN COLONIALISM/SLAVERY AND CONTEMPORARY ISSUES FACING AFRICAN DESCENT PEOPLES GLOBALLY
2. **COLLABORATIVE COMMUNITY ENGAGEMENT** BY DEVELOPING INNOVATIVE, CULTURALLY-GROUNDED SOLUTIONS IN PARTNERSHIP WITH OTHER DISCIPLINES, COMMUNITY MEMBERS, AND ORGANIZATIONS IN CONCERT WITH UT AND GHANAIAAN PEERS.
3. **APPLICATION OF METHODS, THEORY & RESEARCH** USING CRAFT MODEL OF COMMUNITY ENGAGEMENT TO DESIGN AND IMPLEMENT "BEST PRACTICES" FOR SERVICE LEARNING PROJECT.
4. **TRANSFORMATIVE CRITICAL THINKING** THROUGH INTEGRATED SELF-REFLECTION, INTERCULTURAL MATURITY, COMMITMENT TO PUBLIC SERVICE, AND ABILITY TO EFFECTIVELY RELATE TO OTHERS

III. REQUIRED READING FOR UGS 119

REQUIRED ONLINE READINGS

OPTIONAL: GHANA TRAVEL GUIDE (2 COPIES AVAILABLE AT LRC)

IV. UGS 119 TEACHING METHODS

SMALL GROUP WORK, CLASS DISCUSSIONS, READING ASSIGNMENTS, SMALL GROUP DISCUSSIONS, LECTURES AND GUEST SPEAKERS WILL BE UTILIZED TO ACHIEVE COURSE OBJECTIVES.

V. STUDENT PERFORMANCE EVALUATION

ASSIGNMENT

ACTIVE PARTICIPATION & DEMONSTRATION OF LEARNING (SEE LEARNING RECORD)

BLOG ENTRIES

SERVICE LEARNING PROJECT PLANNING

PHASE 1 OF THE SERVICE LEARNING PROJECT GROUP PAPER & PRESENTATION

GRADING SCALE: 100 - 94 = A/ 93 - 90 = A-/ 89 - 87 = B+/ 86 - 84 = B/ 83 - 80 = B- / 79 - 77 = C+/ 76 - 74 = C/ 73 - 70 = C- / 69 - 67 = D+/ 66 - 64 = D/ 63 - 60 = D- / 59 AND BELOW = F

LEARNING RECORD:

TO TRACK THE PROGRESS OF YOUR LEARNING, WE'LL BE USING THE LEARNING RECORD (LR), A DATA-BASED ASSESSMENT SYSTEM. AT MIDTERM AND AT THE END OF THE COURSE, YOU WILL PREPARE AND SUBMIT AN ASSESSMENT OF YOUR LEARNING AND A PORTFOLIO OF WORK TO SUPPORT IT. YOUR PORTFOLIO WILL INCLUDE A SELECTION OF THE WORK YOU'VE COMPLETED DURING THE SEMESTER; ONGOING OBSERVATIONS ABOUT YOUR LEARNING, AND AN INTERPRETATION OF THE WORK THAT SHOWS YOUR DEVELOPMENT ACROSS FIVE DIMENSIONS OF LEARNING: CONFIDENCE AND INDEPENDENCE, KNOWLEDGE AND UNDERSTANDING, SKILLS AND STRATEGIES, USE OF PRIOR AND EMERGING EXPERIENCE, AND REFLECTION. THIS DEVELOPMENT WILL OCCUR ACROSS THE MAJOR COURSE OBJECTIVES/STRANDS: GLOBAL ANALYSIS, COLLABORATION, METHODS/THEORIES/RESEARCH, & TRANSFORMATIVE CRITICAL THINKING.

GRADING CRITERIA

A REPRESENTS OUTSTANDING PARTICIPATION IN ALL COURSE ACTIVITIES; ALL ASSIGNED WORK COMPLETED, WITH VERY HIGH QUALITY IN ALL WORK PRODUCED FOR THE COURSE. EVIDENCE OF SIGNIFICANT DEVELOPMENT ACROSS THE FIVE DIMENSIONS OF LEARNING. THE LEARNING RECORD AT THIS LEVEL DEMONSTRATES ACTIVITY THAT GOES SIGNIFICANTLY BEYOND THE REQUIRED COURSE WORK IN ONE OR MORE COURSE STRANDS.

B REPRESENTS EXCELLENT PARTICIPATION IN ALL COURSE ACTIVITIES; ALL ASSIGNED WORK COMPLETED, WITH CONSISTENTLY HIGH QUALITY IN COURSE WORK. EVIDENCE OF MARKED DEVELOPMENT ACROSS THE FIVE DIMENSIONS OF LEARNING.

C REPRESENTS GOOD PARTICIPATION IN ALL COURSE ACTIVITIES; ALL ASSIGNED WORK COMPLETED, WITH GENERALLY GOOD QUALITY OVERALL IN COURSE WORK. EVIDENCE OF SOME DEVELOPMENT ACROSS THE FIVE DIMENSIONS OF LEARNING.

D REPRESENTS UNEVEN PARTICIPATION IN COURSE ACTIVITIES; SOME GAPS IN ASSIGNED WORK COMPLETED, WITH INCONSISTENT QUALITY IN COURSE WORK. EVIDENCE OF DEVELOPMENT ACROSS THE FIVE DIMENSIONS OF LEARNING IS PARTIAL OR UNCLEAR.

F REPRESENTS MINIMAL PARTICIPATION IN COURSE ACTIVITIES; SERIOUS GAPS IN ASSIGNED WORK COMPLETED, OR VERY LOW QUALITY IN COURSE WORK. EVIDENCE OF DEVELOPMENT IS NOT AVAILABLE.

● **ALL ASSIGNED WORK**, INCLUDING INFORMAL WRITING, PROPOSALS, ROUGH DRAFTS, FINISHED PROJECTS, BLOGS, THE REQUIRED 2 OBSERVATIONS WEEK), THE MIDTERM LR AND FINAL LR **MUST BE COMPLETED AND SUBMITTED IN A TIMELY FASHION TO RECEIVE A C IN THIS COURSE**

● **SUCCESSFUL ASSESSMENT** REQUIRES DILIGENT TRACKING OF YOUR LEARNING THROUGHOUT THE COURSE. **EACH WEEK YOU MUST ADD AT LEAST 2 OBSERVATIONS** TO YOUR LR. YOU MAY KEEP OBSERVATIONS IN A PAPER JOURNAL, BUT THEY **MUST BE UPLOADED TO THE LR ONCE A WEEK** TO ENSURE THAT THEY ARE DATED PROPERLY.

● **NOTE:** WITHIN GROUPS, INDIVIDUAL GRADES MAY VARY DEPENDING ON PEER EVALUATIONS. IF STUDENTS ARE CONCERNED ABOUT THEIR CLASS PERFORMANCE, THE PROFESSOR IS MORE THAN WILLING TO WORK WITH STUDENTS TO HELP THEM IMPROVE THEIR COURSE GRADES *PRIOR TO THE END OF THE SEMESTER*. FINAL GRADES ASSIGNED ARE NOT NEGOTIABLE. EXCEPT UNDER EXTRAORDINARY CIRCUMSTANCES, THERE WILL BE NO INCOMPLETES IN THIS CLASS.

VI. CLASS POLICIES

- 1. ATTENDANCE:** ATTENDANCE AND PROMPT ARRIVAL TO CLASS IS **MANDATORY**. INDIVIDUAL EXCEPTIONS MADE ONLY IN THE EVENT OF *PROPERLY DOCUMENTED* EXTENUATING CIRCUMSTANCES BEYOND THE STUDENT'S CONTROL, AND PRIOR NOTICE OF REASON FOR ABSENCE AND/OR TARDY. **POOR ATTENDANCE/PARTICIPATION WILL NEGATIVELY IMPACT GRADE. STUDENTS MISSING 3 OR MORE CLASSES WILL AUTOMATICALLY FAIL THE COURSE AND BE WITHDRAWN FROM THE PROGRAM.**
- 2. LATE ASSIGNMENTS:** ASSIGNMENTS ARE DUE ON DATE ASSIGNED. THREE POINTS PER DAY WILL BE DEDUCTED FOR LATE ASSIGNMENTS.
- 3. APA FORMAT:** WE WILL USE APA EDITORIAL STYLE AS THE STANDARD FORMAT FOR ALL WRITTEN ASSIGNMENTS. DETAILS OF THE APA STYLE ARE INCLUDED IN THE PUBLICATION MANUAL OF THE AMERICAN PSYCHOLOGICAL ASSOCIATION, 6TH EDITION.

4. **SMALL GROUP WORK:** GROUPS ARE EXPECTED TO RESOLVE CHALLENGES. THE INSTRUCTOR SERVES AS CONSULTANT ON GROUP DYNAMICS AND TEAMWORK. GROUPS ARE NOT PENALIZED IN THEIR GRADE FOR CONSULTING WITH THE INSTRUCTOR.
5. **RESPECT AND CIVILITY:** CROSS-CULTURAL GROUP WORK CAN RAISE EMOTIONAL ISSUES AND USUALLY INVOLVES MODERATE TO HIGH PROCESSING OF SELF AND OTHERS. THE INSTRUCTOR AND CLASSMATES HAVE THE ETHICAL RESPONSIBILITY TO SEE THAT THE CLASS ENVIRONMENT IS MAINTAINED AS A RESPECTFUL AND INVITING PLACE TO GROW TOGETHER AS WE PREPARE TO TRAVEL TO GHANA. WE WILL NOT, NOR SHOULD WE, ALWAYS AGREE WITH ONE ANOTHER. IN THIS ENVIRONMENT WE SHOULD BE EXPOSED TO DIVERSE IDEAS AND OPINIONS, AND SOMETIME WE WILL NOT AGREE WITH THE IDEAS EXPRESSED BY OTHERS. HOWEVER, THE PROFESSOR DOES REQUIRE THAT STUDENTS ENGAGE ONE ANOTHER WITH RESPECT AND PROFESSIONALISM.
6. **TECHNOLOGY AND INFORMATION SHARING:** WE USE TECHNOLOGY FREQUENTLY IN THIS CLASS. DUE TO THE NATURE OF THE COURSE, YOU WILL BE SHARING YOUR WORK AND REFLECTIONS WITH CLASSMATES AND PEERS. SOME OF YOUR WORK WILL BE ACCESSIBLE ONLINE. BY TAKING THIS COURSE, YOU INDICATE THAT YOU ACCEPT THESE REQUIREMENTS.

OTHER POLICIES:

THE UNIVERSITY OF TEXAS HONOR CODE

THE CORE VALUES OF THE UNIVERSITY OF TEXAS AT AUSTIN ARE LEARNING, DISCOVERY, FREEDOM, LEADERSHIP, INDIVIDUAL OPPORTUNITY, AND RESPONSIBILITY. EACH MEMBER OF THE UNIVERSITY IS EXPECTED TO UPHOLD THESE VALUES THROUGH INTEGRITY, HONESTY, TRUST, FAIRNESS, AND RESPECT TOWARD PEERS AND COMMUNITY.

POLICY ON SCHOLASTIC DISHONESTY

STUDENTS WHO VIOLATE UNIVERSITY RULES ON SCHOLASTIC DISHONESTY ARE SUBJECT TO DISCIPLINARY PENALTIES, INCLUDING THE POSSIBILITY OF FAILURE IN THE COURSE AND/OR DISMISSAL FROM THE UNIVERSITY. SINCE SUCH DISHONESTY HARMS THE INDIVIDUAL, ALL STUDENTS, AND THE INTEGRITY OF THE UNIVERSITY, POLICIES ON SCHOLASTIC DISHONESTY WILL BE STRICTLY ENFORCED. FOR FURTHER INFORMATION, THE STUDENT MAY REFER TO THE WEB SITE OF THE STUDENT JUDICIAL SERVICES, OFFICE OF THE DEAN OF STUDENTS ([HTTP://WWW.UTEXAS.EDU/DEPTS/DOS/SJS/](http://www.utexas.edu/depts/dos/sjs/)).

DOCUMENTED DISABILITY STATEMENT

ANY STUDENT WHO REQUIRES SPECIAL ACCOMMODATIONS MUST OBTAIN A LETTER THAT DOCUMENTS THE DISABILITY FROM THE SERVICES FOR STUDENTS WITH DISABILITIES AREA OF THE DIVISION OF DIVERSITY AND COMMUNITY ENGAGEMENT (471-6259 VOICE OR 471-4641 TTY FOR USERS WHO ARE DEAF OR HARD OF HEARING). PRESENT THE LETTER TO THE PROFESSOR AT THE BEGINNING OF THE SEMESTER SO THAT NEEDED ACCOMMODATIONS CAN BE DISCUSSED. THE STUDENT SHOULD REMIND THE PROFESSOR OF ANY TESTING ACCOMMODATIONS NO LATER THAN FIVE BUSINESS DAYS BEFORE AN EXAM. FOR MORE INFORMATION, VISIT [HTTP://WWW.UTEXAS.EDU/DIVERSITY/DDCE/SSD/](http://www.utexas.edu/diversity/ddce/ssd/).

RELIGIOUS HOLIDAYS

BY UT AUSTIN POLICY, STUDENTS MUST NOTIFY THE PROFESSOR OF A PENDING ABSENCE AT LEAST FOURTEEN DAYS PRIOR TO THE DATE OF OBSERVANCE OF A RELIGIOUS HOLY DAY. IF THE STUDENT MUST MISS A CLASS, AN EXAMINATION, A WORK ASSIGNMENT, OR A PROJECT IN ORDER TO OBSERVE A RELIGIOUS HOLY DAY, THE PROFESSOR WILL GIVE THE STUDENT AN OPPORTUNITY TO COMPLETE THE MISSED WORK WITHIN A REASONABLE TIME AFTER THE ABSENCE.

USE OF E-MAIL FOR OFFICIAL CORRESPONDENCE TO STUDENTS

EMAIL IS RECOGNIZED AS AN OFFICIAL MODE OF UNIVERSITY CORRESPONDENCE; THEREFORE, STUDENTS ARE RESPONSIBLE FOR READING THEIR EMAIL FOR UNIVERSITY AND COURSE-RELATED INFORMATION AND ANNOUNCEMENTS. STUDENTS ARE RESPONSIBLE TO KEEP THE UNIVERSITY INFORMED ABOUT CHANGES TO THEIR E-MAIL ADDRESS. STUDENTS SHOULD CHECK THEIR E-MAIL REGULARLY AND FREQUENTLY—DAILY, BUT AT MINIMUM TWICE A WEEK—TO STAY CURRENT WITH UNIVERSITY-RELATED COMMUNICATIONS, SOME OF WHICH MAY BE TIME-SENSITIVE. STUDENTS CAN FIND UT AUSTIN'S POLICIES AND INSTRUCTIONS FOR UPDATING THEIR E-MAIL ADDRESS AT [HTTP://WWW.UTEXAS.EDU/ITS/POLICIES/EMAILNOTIFY.PHP](http://www.utexas.edu/its/policies/emailnotify.php).

BEHAVIOR CONCERNS ADVICE LINE (BCAL)

IF STUDENTS ARE WORRIED ABOUT SOMEONE WHO IS ACTING DIFFERENTLY, THEY MAY USE THE BEHAVIOR CONCERNS ADVICE LINE TO DISCUSS BY PHONE THEIR CONCERNS ABOUT ANOTHER INDIVIDUAL'S BEHAVIOR. THIS SERVICE IS PROVIDED THROUGH A PARTNERSHIP AMONG THE OFFICE OF THE DEAN OF STUDENTS, THE COUNSELING AND MENTAL HEALTH CENTER (CMHC), THE EMPLOYEE ASSISTANCE PROGRAM (EAP), AND THE UNIVERSITY OF TEXAS POLICE DEPARTMENT (UTPD). CALL 512-232-5050 OR VISIT [HTTP://WWW.UTEXAS.EDU/SAFETY/BCAL](http://www.utexas.edu/safety/bcal).

EMERGENCY EVACUATION POLICY

OCCUPANTS OF BUILDINGS ON THE UT AUSTIN CAMPUS ARE REQUIRED TO EVACUATE AND ASSEMBLE OUTSIDE WHEN A FIRE ALARM IS ACTIVATED OR AN ANNOUNCEMENT IS MADE. PLEASE BE AWARE OF THE FOLLOWING POLICIES REGARDING EVACUATION:

- FAMILIARIZE YOURSELF WITH ALL EXIT DOORS OF THE CLASSROOM AND THE BUILDING. REMEMBER THAT THE NEAREST EXIT DOOR MAY NOT BE THE ONE YOU USED WHEN YOU ENTERED THE BUILDING.
- IF YOU REQUIRE ASSISTANCE TO EVACUATE, INFORM THE PROFESSOR IN WRITING DURING THE FIRST WEEK OF CLASS.
- IN THE EVENT OF AN EVACUATION, FOLLOW THE PROFESSOR'S INSTRUCTIONS.

- DO NOT RE-ENTER A BUILDING UNLESS YOU'RE GIVEN INSTRUCTIONS BY THE AUSTIN FIRE DEPARTMENT, THE UT AUSTIN POLICE DEPARTMENT, OR THE FIRE PREVENTION SERVICES OFFICE.

USE OF BLACKBOARD IN CLASS/WIKI

IN THIS CLASS THE PROFESSOR MAY USE BLACKBOARD—A WEB-BASED COURSE MANAGEMENT SYSTEM WITH PASSWORD-PROTECTED ACCESS AT [HTTP://COURSES.UTEXAS.EDU](http://courses.utexas.edu)—TO DISTRIBUTE COURSE MATERIALS, TO COMMUNICATE AND COLLABORATE ONLINE, TO POST GRADES, TO SUBMIT ASSIGNMENTS, AND TO GIVE STUDENTS ONLINE QUIZZES AND SURVEYS. STUDENTS CAN FIND SUPPORT IN USING BLACKBOARD AT THE ITS HELP DESK BY CALLING 475-9400, MONDAY THROUGH FRIDAY, 8 A.M. TO 6 P.M. PLEASE PLAN ACCORDINGLY. THE PRIMARY TECHNOLOGY; HOWEVER, WILL BE WIKI. A WIKI IS A WEBSITE THAT IS EDITABLE BY MANY PEOPLE. IT IS EASY TO USE, AND CAN HOUSE MANY KINDS OF MATERIALS, SUCH AS WORD-PROCESSING DOCUMENTS, MOVIE AND PHOTOGRAPHY FILES, TABLES AND MANY MORE. WE WILL USE THE WIKI AS A RESOURCE FOR THE CLASS TO USE TO SHARE MATERIALS AND BUILD PROJECTS. STUDENT LEARNING RECORDS WILL ALSO BE HOUSED HERE. EACH STUDENT WILL HAVE THEIR OWN PASSWORD-PROTECTED FOLDER THAT CONTAINS ALL THEIR LR DOCUMENTS, OBSERVATIONS, WORK SAMPLES, AND OTHER MATERIALS. WHEREAS OTHER AREAS OF THE WIKI WILL BE AVAILABLE FOR THE WHOLE CLASS TO VIEW AND EDIT, ONLY THE INDIVIDUAL STUDENT AND INSTRUCTOR WILL HAVE ACCESS TO THEIR OWN LR FOLDER AND CONTENTS.

II. COURSE SCHEDULE UGS 119 GHANA: PRE-DEPARTURE SEMINAR

(NOTE: SCHEDULE MAY BE ADJUSTED TO ACCOMMODATE BEST LEARNING OPPORTUNITIES)

DATE	TOPIC AND READINGS
JAN 19	INTRODUCTIONS AND GETTING ACQUAINTED
JAN 26	ACADEMIC SERVICE LEARNING PROJECT, FORM GROUPS
FEB 2	ACADEMIC SERVICE LEARNING PROJECT, PLANNING STAGE
FEB 9	ACADEMIC SERVICE LEARNING PROJECT, PLANNING & PROCESSING STAGE
FEB 16	ACADEMIC SERVICE LEARNING PROJECT, PLANNING & PROCESSING STAGE
FEB 23	<i>PROPOSED PROJECT PRESENTATIONS, 1-PAGE SUMMARY OF PROJECTS DUE</i>
MAR 1	GHANA INDEPENDENCE: HISTORY & CULTURE
MAR 8	GHANA /CULTURE & CUSTOMS
----- SPRING BREAK -----	
MAR 12-16	
MAR 22	DISCUSSION OF READINGS
MARCH 29	DISCUSSION OF READINGS
APRIL 5	DISCUSSION OF READINGS

APRIL 12

GHANA CULTURE AND PREPARATION

APRIL 19

GHANA CULTURE AND PREPARATION

APRIL 26

GROUP PRESENTATIONS OF ACADEMIC SERVICE LEARNING PROJECTS

MAY 3

**PHASE 1 OF THE SERVICE LEARNING PROJECT GROUP PAPER DUE
PRE-DEPARTURE CELEBRATION**