



FULBRIGHT SCHOLAR-IN-RESIDENCE PROGRAM
2015-2016 APPLICATION
Applications are due on or before October 15, 2014

1. Program SIR

2. U.S. Institution

Name of Institution St. Philip's College (Alamo Colleges)

City San Antonio State TX Zip Code 78203

Institution Web site www.alamo.edu/spc

Is this a Joint Proposal with another U.S. institution? No

If your institution is designated as a Minority Serving Institution, please check the box that applies:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Historically Black College or University | <input type="checkbox"/> Asian-American and Native American/Pacific Islander-Serving Institutions |
| <input checked="" type="checkbox"/> Hispanic Serving Institution | <input type="checkbox"/> Predominantly Black Institution |
| <input type="checkbox"/> American Indian and Alaska Native Serving Institutions Tribal College or University | <input type="checkbox"/> Other Minority Serving Institution*
<small>(An institution whose composite enrollment is at least 50% racial and/or ethnic minority)</small> |

3. Responsible Administrative Official

Prefix: Ms. Name: Maureen Cartledge

Title: Vice President of Academic Success

Office/Department: Office of the Vice President of Academic Success

Address St. Philip's College

1801 Martin Luther King Drive

City San Antonio State TX Zip Code 78203

Telephone 210 - 4862276 Fax 210 - 4862136

Email mcartledge@alamo.edu

If joint institution response is Yes

4. U.S. Institution 2

Name of Institution _____

City _____ State _____ Zip Code _____

Institution Web site _____

If your institution is designated as a Minority Serving Institution, please check the box that applies:

- | | |
|--|--|
| <input type="checkbox"/> Historically Black College or University | <input type="checkbox"/> Asian-American and Native American/Pacific Islander-Serving Institutions |
| <input type="checkbox"/> Hispanic Serving Institution | <input type="checkbox"/> Predominantly Black Institution |
| <input type="checkbox"/> American Indian and Alaska Native Serving Institutions and Tribal College or University | <input type="checkbox"/> Other Minority Serving Institution*
<small>(An institution whose composite enrollment is at least 50% racial and/or ethnic minority)</small> |

5. Responsible Administrative Official

Prefix: _____ Name: _____

Title: _____

Office/Department: _____

Address _____

City _____ State _____ Zip Code _____

Telephone () _____ Fax () _____

Email _____

Country of Citizenship: United Kingdom

Country of Legal Residence: United Kingdom

Country of Birth: United Kingdom Date of Birth: 10 / 25 / 1947

Number of dependents who will probably accompany scholar: 1

English Proficiency: Excellent

If scholar was a Fulbright lecturer or research grantee, please indicate year and host institution: _____
Year Institution

Please indicate how your institution knows this scholar:
Two members of our faculty have volunteered for a year or more at the peace and reconciliation center (Corrymeela Ballycastle Centre) where Dr. Naylor and his wife Yvonne have worked for more than forty years. They know and respect his work.

B. Prefix: _____

First Name: _____ Last: _____

Middle Name: _____

Position/Title: _____

Department and/or Division: _____

Discipline: _____

Home Institution: _____

Address: _____

City: _____

State/Province: _____ Country: _____

Telephone: () _____ Fax: () _____

Email: _____ Gender: Male Female Marital status: _____

Country of Citizenship: _____

Country of Legal Residence: _____

Country of Birth: _____ Date of Birth: ____ / ____ / ____

Number of dependents who will probably accompany scholar: _____

English Proficiency: _____

If scholar was a Fulbright lecturer or research grantee, please indicate year and host institution: _____
Year Institution

Please indicate how your institution knows this scholar:

12. IF YOU ARE NOT REQUESTING A SPECIFIC SCHOLAR

Scholar Recruitment Details [for S-I-R]

List up to two countries within ONE geographic region 1. _____ 2. _____

13. PREVIOUS AWARDS

List any previous Scholar-in-Residence Program (regular SIR or European Union SIR) awards your institution has received (include year of award, discipline and scholar's country of citizenship):

Year of Award	Scholar's country of citizenship	Discipline
1. 2002	Argentina	History
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____

14. PROPOSAL SUMMARY

Please provide a brief summary of your proposal (700 character limit, for use by the Fulbright review committee and Fulbright Commission):

St. Philip's College has already begun a well-developed plan toward the comprehensive internationalization of the campus by working with two well-established partners, the Corrymeela Ballycastle Centre in Northern Ireland, and our local partner, St. Mary's University. Using "Internationalization in Action" (ACE, Center for Internationalization and Global Engagement), we can create an institutional exchange structure that moves individual faculty members through all four stages of the model and creates a truly internationalized campus. SPC has recently created a new study abroad program to the Centre beginning in the summer of 2015.

A. NARRATIVE PROPOSAL

I. Institutional Profile

A. Information about St. Philip’s College

1. The History of St. Philip’s College

Established in 1898, the College was founded by the St. Philip’s Episcopal Church of the West Texas Diocese as an industrial school designed to educate and train recently emancipated slaves. It started as a Saturday evening sewing class with fewer than 20 students for young African-American girls. Today, with annual enrollments of over 18, 000 credit and continuing education students, SPC has evolved from its humble beginnings as an industrial school into a fully accredited two-year institution of higher education with two campuses – Martin Luther King (MLK) and Southwest (SWC). Additionally, it offers courses at a number of off-site facilities and military installations. It is the only institution of higher education in the nation officially designated by the U. S. Department of Education as both a Historical Black College and University (HBCU) and Hispanic Serving Institution (HSI). Its mission is to provide a quality educational environment which stimulates leadership, personal growth, and a lifelong appreciation for learning.

2. St. Philip’s College Today

St. Philip’s is one of five member institutions of the Alamo Colleges, and it is the oldest and one of the largest of the AC colleges. For Fall 2013, SPC’s credit enrollment was 10,238. The racial composition of this student group was 11.7% African American, 51.8% Hispanic, 30.4% White, and 6.1% were of other racial origins. Based on the number of students receiving Pell Grants, it is estimated 32.8% of the students are economically disadvantaged. According to an average taken from the students who responded to the SPC Student Survey conducted in fall 2007, fall 2008, and fall 2009, approximately 40% of the students are the first generation in their families to attend college. Veterans comprise 10% of the student population.

Table 1. St. Philip’s College Credit Student Enrollment Statistics

Fall Semester 2013											
Alamo Colleges Institution	Enrollment	%African American	%Hispanic	%White	%Other	%Econ. Disadv.	% First Year (Freshmen)	%FTIC (First Time in College)	%Veterans	%Male	% Female
St. Philip’s College	10,238	11.7%	51.8%	30.4%	6.1%	32.8%	50.6%	11.1%	10%	44.3%	55.6%

Source: SPC Office of Planning, Research and Effectiveness, Fall 2013 Collection

St. Philip's College, like most community colleges, is a primary point of entry into postsecondary education for many underserved, under-prepared, and underrepresented students due to its open enrollment policy, low tuition, and location central location within the greater San Antonio-Bexar County metropolitan area.

To accommodate the diverse lifestyles, needs, and schedules of its student population, the institution offers day, evening and weekend courses and several academic/training options: (1) associate's degree programs, (2) transfer education for students desiring to attend a senior institution, (3) technical training programs, (4) continuing education programs, (5) distance learning programs, (6) Internet courses and telecourses, (7) high school dual credit programs, and (8) community outreach programs. St. Philip's also offers a fast-track program which allows gifted and talented students meeting certain academic criteria to advance through college courses at an accelerated pace. These students are able to complete their degree requirements in a shorter length of time and proceed to further their studies at a four-year college or university and/or enter the workforce.

3. Academic and Technical Training Programs

St. Philip's provides education and degrees for over 100 academic and technical training fields including: accounting, aircraft technology, allied health professions automotive technology, business management, community and economic development, computer science, construction and home building, culinary arts, education, engineering, entrepreneurship, environmental science, financial management, general management, health/hospitals, natural sciences, nursing, tourism, and web development.

St. Philip's is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools. It is governed by the Texas Higher Education Coordinating Board to award degrees in Associate of Arts, Associate of Science, Associate of Applied Science, and Certificates of Completion, and Marketable Skills Achievement Certificates. Additionally, SPC is approved by the National Accrediting Groups for Allied Health, and Nursing Programs, and the Federal Aviation Administration. St. Philip's awards more than 1,000 degrees and certificates annually.

4. Military Friendly/Veterans Outreach and Transition Center

Due to its commitment to excellence for military and veterans, SPC has been designated "Military Friendly" by G.I. Jobs Magazine, the premier magazine for military personnel transitioning into civilian life, for five consecutive years – 2010-2014. SPC is in the top 15% of the respondents nationwide for serving active-duty military, veterans, spouses, and dependents. The City of San Antonio and Alamo Colleges have entered into an agreement to found a Veterans Outreach and Transition Center (VOTC), which St. Philip's College will lead. The City has provided \$3 million to upgrade a building identified to serve as the VOTC. San Antonio has the second largest military presence in the country, rivaled only by the nation's capital. In this military intense area, there is a great need for transitioning people who are retiring or ending their terms of military service and entering other avenues of employment. The mission of the VOTC will be to provide intensive services that will meet the employment needs of veterans, with the maximum emphasis directed toward serving those who are economically or educationally disadvantaged, including homeless veterans, and veterans with barriers to employment.

Key Information about St. Philip's College

<p>Size and characteristics of the student body</p>	<table border="1"> <thead> <tr> <th><u>Race/Ethnicity</u></th> <th><u>Fall 2013</u></th> <th><u>% Total</u></th> </tr> </thead> <tbody> <tr> <td>White</td> <td>3,116</td> <td>30.4%</td> </tr> <tr> <td>Hispanic</td> <td>5,306</td> <td>51.8%</td> </tr> <tr> <td>African American</td> <td>1,198</td> <td>11.7%</td> </tr> <tr> <td>Asian/Pacific Isl.</td> <td>273</td> <td>2.7%</td> </tr> <tr> <td>International</td> <td>45</td> <td>.4%</td> </tr> <tr> <td><u>Other & Unknown</u></td> <td><u>300</u></td> <td><u>2.9%</u></td> </tr> <tr> <td>Total</td> <td>10,238</td> <td>100.0%</td> </tr> </tbody> </table>	<u>Race/Ethnicity</u>	<u>Fall 2013</u>	<u>% Total</u>	White	3,116	30.4%	Hispanic	5,306	51.8%	African American	1,198	11.7%	Asian/Pacific Isl.	273	2.7%	International	45	.4%	<u>Other & Unknown</u>	<u>300</u>	<u>2.9%</u>	Total	10,238	100.0%
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<p>Location</p> <p><i>St. Philip's College is located in the heart of the East Side of San Antonio, Texas, in the newly created federal EastPoint Promise Zone.</i></p>	<p>Announced in last year's State of the Union Address (2013), the Promise Zone Initiative is part of President Obama's plan to comprehensively revitalize distressed communities by partnering with local communities and businesses to create jobs, increase economic security, reduce poverty, expand educational opportunities, increase access to quality, affordable housing and improve public safety. The first five Zones are located in San Antonio, Philadelphia, Los Angeles, Southeastern Kentucky, and the Choctaw Nation of Oklahoma.</p> <p>The City of San Antonio applied for the Eastside Promise Zone in November 2013. On January 9, 2014, the City was selected as one of the first five Promise Zones.</p>																								
<p>Mission</p>	<p>St. Philip's College provides opportunities for personal and educational growth, career readiness and community leadership.</p>																								
<p>Scope of academic offerings</p>	<table border="1"> <thead> <tr> <th>Degree or Certificate</th> <th>2011-12</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>AA</td> <td>264</td> <td>288</td> </tr> <tr> <td>AS</td> <td>43</td> <td>61</td> </tr> <tr> <td>AAS</td> <td>411</td> <td>507</td> </tr> <tr> <td>Cert. of Comp.</td> <td>715</td> <td>579</td> </tr> <tr> <td>Total</td> <td>1,433</td> <td>1,435</td> </tr> </tbody> </table>	Degree or Certificate	2011-12	2012-13	AA	264	288	AS	43	61	AAS	411	507	Cert. of Comp.	715	579	Total	1,433	1,435						
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Total	1,433	1,435																							

St. Philip's College is a comprehensive, public community college whose mission is to provide a quality educational environment, which stimulates leadership, personal growth and a lifelong appreciation for learning. The College fulfills its mission by providing general education courses in arts and sciences, and:

- Developmental courses that improve the basic skills of students whose academic foundations need strengthening;
- Applied Science and technical programs designed to prepare students for employment or for the updating of skills;
- Special occupational training and upgrading programs for business, industry and government;
- Continuing education programs for occupational or cultural enrichment;
- Counseling and guidance designed to assist students in achieving their educational and professional goals;
- Educational support services that include library services, tutoring, open use computer labs, and a writing center;
- Quality social, cultural and intellectual enrichment experiences for the community;

However, while our proposal seeks to have a broad impact across the campus and our larger community, the locus of the Scholar-in-Residence would be in the division of Arts & Sciences. At St. Philip's College, programs in the Division of Arts and Sciences are designed to assist students in developing their analytical reasoning ability, their communication and human relations skills, and their perception of the world. The division aims to provide students with an educational environment that stimulates creativity, critical thinking, personal growth, and a lifelong appreciation of learning.

The Division includes five multi-disciplined departments: Behavioral and Social Sciences; Fine Arts; Mathematics; Natural Sciences; and Communications and Learning. Together, the departments offer forty-five degree programs, including a distance learning Liberal Arts degree option with courses available by telecourse and/or Internet. A variety of instructional delivery systems serve students morning, afternoon, evenings, and weekends with real time and distance learning options.

The Division manages developmental education in Reading, English, and Mathematics. Special initiatives include the Bridges Program that offers instruction to assist high school students with successful completion of the THEA Test. Other partnerships with public middle and high schools include the Dual Credit Program and the Natural Sciences Tex-Prep Pre-Engineering Program. In addition, the Fine Arts Music Advancement Program offers scholarships for music instruction to middle school students.

Co-curricular activities organized by the departments enhance student learning: Fine Arts musical recitals, art exhibits, and theatre productions, as well as, the publication of the literary arts journal, *Tiger PAWS* by the Communications and Learning Department and lectures and debates sponsored by Social and Behavioral Sciences, and lectures and science fairs sponsored by Natural Sciences. In addition, the Social and Behavioral Sciences Department sponsors the Phi Theta Kappa National Honor Society and the GIVE Honors Program; they also manage the ROTC program in cooperation with St. Mary's University.

B. Current and Previous Experience with International or World Studies Programs

At St. Philip's College, the focus of our international efforts have been on our students, both recruiting international students to join our student body, and in providing our students with study abroad options.

In regard to bringing international students to our campus, our office of International Student Services has a qualified staff of professionals who are available to offer comprehensive assistance to international students regarding admissions processing, immigration advising, and student health service options.

The Alamo Colleges (our community college District) offers enrollment to all prospective international students seeking to study in the United States. The international student services department at Northwest Vista College, Palo Alto College, St. Philip's College, and San Antonio College accept all international applications and transcripts in order to begin processing the Form I-20. A combined total of more than 450 international students from approximately 70 countries are hosted by the Alamo Colleges annually.

In regard to providing our students with study abroad programs, our students have the option of going on faculty-led trips, exchange programs or affiliate/non-Alamo Colleges programs.

1. Faculty-led Programs

Faculty-led programs are short term group-based programs that are directed by faculty members from the Alamo Colleges. Students pay regular tuition and fees in addition to a study abroad program fee which may include the application fee, airfare, lodging, entrance fees, in-country transportation, some meals, and mandatory insurance costs. Students participating in faculty-led programs receive academic credit for the classes they complete. In 2014, there were trips to five different countries.

2. Exchange Programs

Exchange programs allow students from the Alamo Colleges to study at one of our 41 partner international universities. Exchange students attend classes with students from the host country while receiving Alamo College credit. Some partner universities offer a selection of courses that are taught in English and are designed specifically for foreign students. Students participating in exchange programs pay regular Alamo Colleges tuition and fees and are also responsible for the program application fee, mandatory insurance costs, meals, transportation, and lodging in the host country.

3. Third Party Provider Programs

Third party provider programs are organizations that have official agreements with the Alamo Colleges to provide automatic transfer credit for all courses completed at the partner institution. Program participants may take courses with students from the host country or with other American and international students. Students participating in third party provider programs are required to pay the study abroad application fee and expenses for mandatory insurance.

However, over the last three years, there has been an effort to advance the internationalization of the Alamo Colleges through a focus on international peace and conflict studies, and through collaboration with two partners: (1) a local university that has expertise in International Relations, St. Mary's University, and (2) the flagship peace and reconciliation center in Northern Ireland, the Corrymeela Ballycastle Centre. The Centre is the oldest and largest peace center in Ireland.

The growing partnership began with back-to-back study abroad trips by International Relations students at St. Mary's University who traveled to the Corrymeela Ballycastle Centre in the summers of 2011 and 2012. This developed into a new, on-going Academic Certificate Program in Conflict Transformation, which has its capstone course at the Centre in Northern Ireland.

In 2013, St. Mary's University co-sponsored with the Alamo Colleges a Peace and Conflict Studies Workshop in San Antonio, that was jointly held on the campuses of St. Mary's University and Northwest Vista College (one of the sister schools of St. Philip's College). The week-long event was funded by a grant from the United States Institute of Peace, which paid for two speakers from the Corrymeela Ballycastle Centre (Matt Scrimgeour and Aaron Gordon) to present to the mixed audience of students from St. Mary's University and the Alamo Colleges.

Later that fall, because of a second grant from the United States Institute of Peace, a third speaker from Corrymeela, Pádraig Ó Tuama, was able to travel to San Antonio in order to present a public poetry reading and deliver the annual Global Human Security Lecture at St. Mary's, again to a mixed audience of students from St. Mary's University and the Alamo Colleges.

In order to build on this initiative, St. Philip's College has recently created a new study abroad program to the Corrymeela Ballycastle Centre beginning in the summer of 2015. The program offers three classes designed to help participants understand the contemporary divisions between the Catholic and Protestant communities. In order to understand the new peace and the need for on-going efforts at reconciliation, the program includes: trips to Belfast and Derry/ Londonderry's interface areas to learn about the social psychology of the conflict; sessions on the theory and practice of peace and reconciliation in a Western, Christian context; philosophical and ethical reflection on the use and justifications of violence; and small group discussions designed to connect these experiences to the learning outcomes of these linked courses.

Course Title	Course Number	Hours	Instructor
Introduction to Ethics	PHIL 2306	03	Andrew Hill (Philosophy)
Introduction to the Humanities I	HUMA 1301	03	Migdalia Garcia (Humanities)
Social Psychology	PSYC 2319	03	Irene Young (Psychology)

Each of these courses will be guided and advised in Northern Ireland by Dr. Richard Naylor, the man we hope to bring to our campus six months later as our Scholar-in-Residence for spring 2016.

C. Short Term and Long Term Goals and Objectives

1. Short Term Goals (1 – 5 Years)

It is our hope to build upon not only the foundation of our strong international student body and existing study abroad programs, but also upon the new partnership with St. Mary's University and the Corrymeela Ballycastle Centre. Having a focus on peace and conflict studies can give us a strong central theme at the core of our internationalization efforts campus wide, and having partners with expertise and resources can help us provide quality education and value for dollars invested. We believe that having a Scholar-in-Residence for an entire semester will deepen the strengthen the institutional relationships between St. Philip's College and the Corrymeela Ballycastle Centre, and in turn, be a catalyst for the internationalization of our campus.

Thus, our short term goals are:

- A) During the summer of 2015, we hope to conduct a successful three-week study abroad trip to the Corrymeela Ballycastle Centre in Northern Ireland. This trip will allow us to work through the three standard "core courses" with the added layer of field experience and the expert advice of Dr. Richard Naylor, and his wife Yvonne Naylor, both of whom are members of the Corrymeela Community and have been professional peace practitioners at the Centre for forty years. We would also like to repeat the successful 2013 Peace and Conflict Studies Workshop, again co-sponsoring the event with St. Mary's University and featuring speakers from the peace and reconciliation center in Northern Ireland.
- B) During the fall of 2015, we plan to work across campus, with our sister schools in the Alamo Colleges, and with our partner St. Mary's University to prepare for the upcoming arrival of the Scholar-in-Residence by organizing seminars, workshops, and Spring Break Service Trips for the following spring semester. For example, if the proposal is approved, there is already a standing invitation to have him present to the Peace and Conflict Studies Committee at Northwest Vista College, and separately to the St. Mary's University President's Peace Commission (see the Letters of Support from both institutions).
- C) During the spring of 2016, we want to maximize the impact of the Scholar-in-Residence on our students, so it is our plan to have him act as advisor and co-instructor in the same three undergraduate classes that we are offering during the 2015 study abroad program in Northern Ireland. However, in addition to those direct teaching responsibilities, we will also have Dr. Naylor sit *ex officio* on the College International Education Committee and the Peace and Conflict Studies Committee, and be directly involved in extensive community outreach.

D) During the summer of 2016, we hope to return to Corrymeela Ballycastle Centre in Northern Ireland, and conduct another successful study abroad trip. However, at this point, we would like to offer three different courses, and begin the process of internationalizing a different set of courses, with new faculty members. Thus, we can use the trip as both an educational opportunity for our students and as a professional development opportunity for our faculty members. This last element is the key to our long term strategy.

2. Long Term Goals (5+ Years)

Our long term goal is simple – the creation of a truly internationalized campus. However, without strategy, there is only drift.

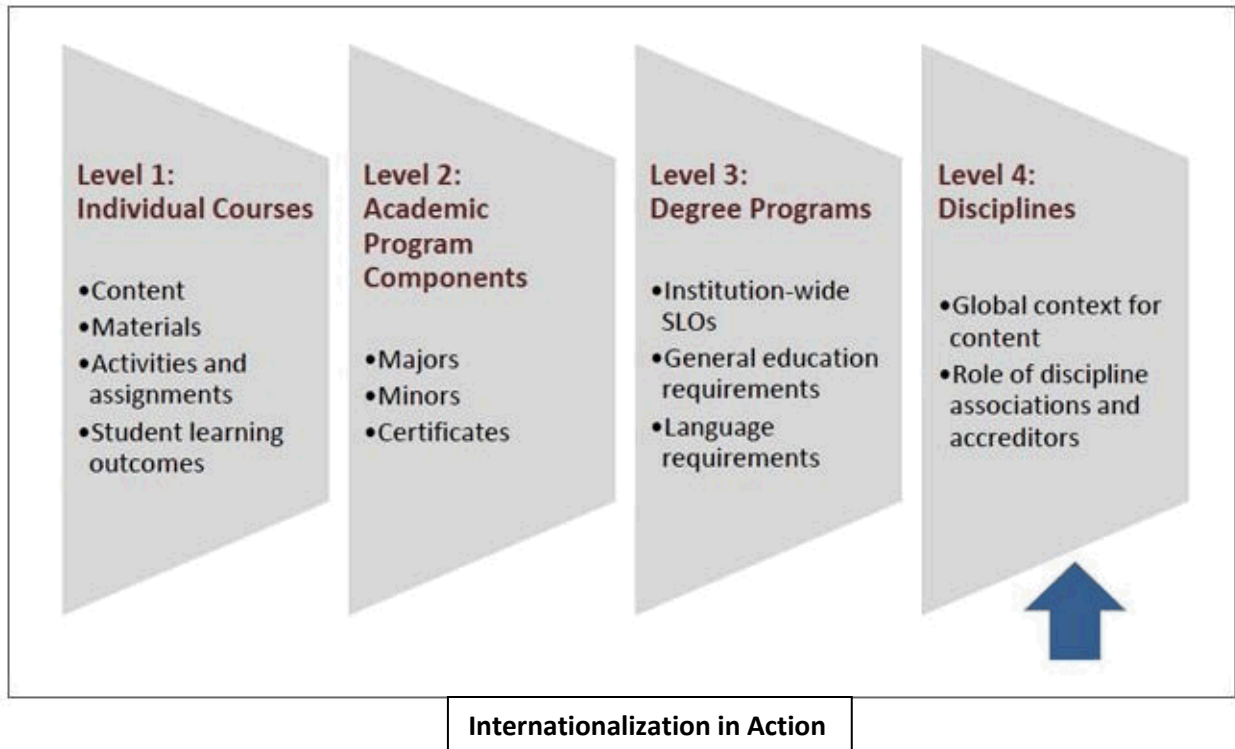
Using “*Internationalization in Action*” (IIA)¹ as a guide, we hope to develop a four-part, long term strategy to internationalize our campus. IIA is a series by the American Council on Education’s Center for Internationalization and Global Engagement, which presents a sequence of “effective approaches to engaging faculty in the process of internationalization.”

It is our hope to comprehensively transform the College by transforming the faculty. In the IIA approach, there are 4 “levels” of the curriculum that require attention in order to create a comprehensively internationalized student learning experience: individual courses, academic program components (majors, minors, and certificates), degree programs, and disciplines as a whole.

Internationalization in Action	Focus	Released
Internationalizing the Curriculum Part 1	Individual Courses	December 2013
Internationalizing the Curriculum Part 2	Academic Program Components (majors, minors and certificates)	January 2014
Internationalizing the Curriculum Part 3	Degree Programs (including institution-wide student learning outcomes)	March 2014
Internationalizing the Curriculum Part 4	Disciplines	June 2014

¹ Internationalization in Action, by Robin Matross Helms, Senior Research Specialist at ACE, and Heather H. Ward, Senior Program Specialist at ACE (2014). See: <http://www.acenet.edu/news-room/Pages/Internationalization-in-Action-Previous-Installments.aspx>

By creating a lasting partnership with our sister schools in the Alamo Colleges, our local partner St. Mary's University, and our international partner in the Corrymeela Ballycastle Centre², we can create an institutional exchange structure that moves individual faculty members through all four stages³ of the IIA model:



However, for this theoretical model to work, we need to provide powerful international experiences for our students and faculty, and we need to have the benefits of long-term interactions with non-U.S. scholars. A Fulbright Scholar-in-Residence who could advise our faculty both in country at the Centre in Northern Ireland, and then with those same classes back on our campus, could be the catalyst to truly internationalizing those individual courses, and in turn the academic program components – ideally, even the degree programs and the disciplines as a whole will be influenced by the knock-on effects of the grant.

² See Additional Documentation for “Letters of Support” from each of these institutions for this proposal.

³ Internationalization in Action, by Robin Matross Helms, Senior Research Specialist at ACE, and Heather H. Ward, Senior Program Specialist at ACE (2014). See: <http://www.acenet.edu/news-room/Pages/Internationalization-in-Action-Previous-Installments.aspx>

I. Proposed Program and Financial Support

A. Oversight

The Principal Contact for academic arrangements is Maureen A. Cartledge, the Vice President of Academic Success at St. Philip's College. She will oversee all of the planning, supervision, implementing and assessing of the Fulbright Scholar-in-Residence.

As the Chief Academic Officer, Ms. Cartledge will be the point person who is responsible for every aspect of the grant and the scholar's professional and community activities. Although she will hold regular meetings with the scholar, she will also create an advisory committee, the Fulbright Steering Committee, which will provide her with expertise and advice. The Fulbright Steering Committee will be charged with assisting the Vice President with supporting the logistics of the scholar's academic program, and beyond the tenure of the SIR, with the on-going development of the long term goals of the grant. The members of the committee, including academics from our partner institutions, are:

- 1) Prof. Irene Young (Psychology) has served as an Air Force family life program specialist in Incirlik, Turkey. During her time abroad she also served as an adjunct professor of psychology for both the University of Maryland-European division and Central Texas College-Mediterranean division. She has facilitated life enrichment studies in Germany and Turkey and has traveled to over 10 countries including Italy, France, Belgium, Switzerland, Austria, Canada, Mexico and Jamaica. Young has completed personal biblical studies in Jerusalem, Ephesus, and Cappadocia and has a special interest in how social psychology theory correlates to contemporary international issues, global problems and world events. She has been teaching psychology with St. Philips College since 1998, and is a Faculty Leader for the 2015 Ireland Study Abroad program that is traveling to the Corrymeela Ballycastle Centre in Northern Ireland.
- 2) Prof. Migdalia Garcia (Humanities) leads the International Education Committee at Northwest Vista College. She has participated in study abroad programs as an undergraduate student (United Kingdom) a graduate student (Bolivia, Bangladesh, and Canada), and helped lead them for the Alamo Colleges (Italy). Garcia has practical administrative experience as the Special Projects Coordinator for Northwest Vista Collage, but also has experience teaching the foundations course for the NVC Peace and Conflicts studies program focusing on issues of identity, structural inequities, internationalized oppression and environmental stewardship, with the overall goal being conflict transformation. She has worked for Alamo Colleges since 2006, and is a Faculty Leader for the 2015 Ireland Study Abroad program that is traveling to the Corrymeela Ballycastle Centre in Northern Ireland.
- 3) Prof. Andrew Hill (Philosophy) has served as an international volunteer in Mexico, Costa Rica, and the United Kingdom, and visited 19 countries in Europe, South America, North America, and Australia. Hill studied abroad at Cardiff University (Wales), the National University of Ireland, Galway (Republic of Ireland); Trinity College Dublin (Northern Ireland) and participated in the TCD study abroad experience to The Hague (Netherlands). As part of his studies, he spent a year

in residence at the Corrymeela Peace and Reconciliation Centre (Northern Ireland) as a Project Administrator. In this role, he shepherded groups and special projects for the Centre. Hill has worked for Alamo Colleges since 2011, and currently serves on the Education Abroad Committee for the Alamo Colleges District. He has previously served on the International Education Committee and the Peace and Conflict Studies Committee of Northwest Vista College. He teaches Philosophy and Ethics at St. Philip's College, and is a Faculty Leader for the 2015 Ireland Study Abroad program that is traveling to the Corrymeela Ballycastle Centre in Northern Ireland.

- 4) Prof. Matt Fuller (Philosophy) holds an undergraduate degree in International Relations from the College of William and Mary, and a graduate degree in Ethics, Peace and Global Affairs from American University. He spent over a year in residence at the Corrymeela Peace and Reconciliation Centre (Northern Ireland) as a Programme Assistant. In this role, he assisted with the administrative and operational aspects of the Centre, educated groups about conflict, and mediated between groups to find common ground across sectarian divides. During this time, he also earned his Certificate in Mediation from *Peaceworks*, a London based mediation organization. In 2013, he went to Durban, South Africa and spent four months making a short documentary for the Democracy Development Programme. He teaches Philosophy and Ethics at St. Philip's College, and is a Faculty Leader for the 2015 Ireland Study Abroad program that is traveling to the Corrymeela Ballycastle Centre in Northern Ireland.

- 5) Prof. Larry Hufford (International Relations), is a Fulbright Scholar (Bahrain), and was a VISTA Volunteer and worked with the United Farm Workers prior to entering doctoral studies at the London School of Economics. He has been a visiting researcher at the Department of Peace and Conflict Resolution, Uppsala University, Sweden, and is a recipient of the Minnie Stevens Piper Professor Award given to ten faculty members in the state of Texas. He has served as an official election observer for non-governmental organizations in Guatemala, El Salvador and Nicaragua. For 25 years, Dr. Hufford has led over 30 study seminars to countries in war, transitioning out of conflict, transitioning to democracy and extremely poor countries. Examples are: Central America in the 1980s, Haiti, Cuba, Bangladesh, India and Bolivia. He has edited or written seven books, and published articles in journals including *Journal of Peace Research* and the *Journal of Current Research on Peace and Violence*. He teaches International Relations at St. Mary's University, and with Prof. Aaron Tyler¹ co-led the St. Mary's University study abroad program to the Corrymeela Ballycastle Centre in 2011, 2012, and 2014.

All five members will have visited the Corrymeela Ballycastle Centre before the scholar arrives on campus, and two have been long-term volunteers at the Centre for over one year.

The Fulbright Steering Committee will also be charged with developing and implementing the long term strategy for the internationalization of St. Philip's College. Using "Internationalization in Action" (IIA) as a guide, we hope to develop a four-part, long term strategy based on their model (see "Long Term Goals").

¹ See Additional Documentation for a "Letter of Support" for this proposal from Dr. Aaron Tyler, Chair of the International Relations program at St. Mary's University.

B. Academic Program of the Scholar

1. Background

As previously mentioned above (in the sections on “Current and Previous Experience with International or World Studies Programs” and “Short Term and Long Term Goals and Objectives”), St. Philip’s College has already begun a well-developed plan toward to the comprehensive internationalization of the campus. We have created a partnership with well-established partners, who bring expertise and resources that can help us provide quality education and value for dollars invested, and we have already benefitted by having our students and faculty learn from the international experts we have been able to bring over from the Corrymeela Ballycastle Centre for short periods of time.

During the summer of 2013, we co-sponsored with St. Mary’s University a very successful, week-long Peace and Conflict Studies Workshop featuring expert speakers from the Corrymeela Ballycastle Centre. Next summer (July 2015), hope to conduct a successful three-week study abroad trip to the Corrymeela Ballycastle Centre in Northern Ireland with a small group of students (15 to 18 undergraduates). We are planning to offer three standard “core courses” with the added layer of field experience and the expert advice of Dr. Richard Naylor, and his wife Yvonne Naylor, both of whom are members of the Corrymeela Community and have been professional peace practitioners at the Centre for thirty years. Each of these inter-linked courses will be advised in Northern Ireland by Yvonne Naylor and Dr. Richard Naylor, the man we hope to bring to our campus six months later as our Scholar-in-Residence for spring 2016.

Following the one-week workshop (2013) and the three-week study abroad (2015), we believe that having Dr. Naylor as our Scholar-in-Residence for an entire semester (2016) represents a sensible progression as we incrementally scale up the relationship we have with our partners. We believe that this next step will deepen and the strengthen the institutional relationships between St. Philip’s College, St. Mary’s University, and the Corrymeela Ballycastle Centre, and in turn, be a catalyst for the internationalization of our classes, our faculty, and ultimately our entire campus.

2. The Academic Program

During the spring of 2016, we want to maximize the impact of the Scholar-in-Residence on our students, so it is our plan to have him act as a co-instructor in the same three undergraduate courses that we are offering in collaboration with Dr. Naylor during the 2015 study abroad program in Northern Ireland. However, instead of small classes limited by the program, each class will have 40 students.

Course Title	Course Number	Hours	Instructor
Introduction to Ethics	PHIL 2306	03	Andrew Hill
Introduction to the Humanities I	HUMA 1301	03	Migdalia Garcia
Social Psychology	PSYC 2319	03	Irene Young

In the spring 2016 semester, the same three instructors (Profs. Garcia, Hill, and Young) will be offering the same three courses (HUMA 1301, PHIL 2306, and PSYC 2319)², and will already have experience working with Dr. Naylor to internationalize their courses. We look forward to inviting Dr. Naylor to provide his insight and unique cross-cultural perspective on every aspect of the courses through lectures and direct classroom engagement with our students, but also on academic matters such as text selection and course development. Because we are using the “*Internationalization in Action*” model as our theoretical framework, we will intentionally seek Dr. Naylor’s advice about these individual courses, but also the related academic program components (majors, minors, and certificates), degree programs, and disciplines as a whole.

By integrating Dr. Naylor into existing classes, and co-teaching them with the St. Philip’s College professors, we plan to incorporate Dr. Naylor’s international experience and expertise into the classes as a central component, yet still reserve time for Dr. Naylor to engage in a wider array of campus activities and community outreach.

C. Other Campus Activities

In terms of other academic roles during the semester, we will create opportunities for Dr. Naylor (and his wife Yvonne³ - both experienced peace practitioners with extensive experience working at the Corrymeela Ballycastle Centre over the last thirty years) for interaction and engagement with our students outside of the classroom, and with faculty and staff. First, it is our plan to welcome Dr. Naylor to sit *ex officio* on (1) the College’s International Education Committee and (2) the Peace and Conflict Studies Committee, and the corresponding committee at the District level (i.e. the Alamo Colleges). This would allow a broad interface with faculty members and administrators who are working directly on internationalizing the Alamo Colleges and those working on our interdisciplinary peace and conflict studies initiatives (primarily at St. Philip’s College and Northwest Vista College).

We have a tradition of inviting guest speakers to have informal dinner conversations with faculty members, a relaxed atmosphere which encourages an open exchange of ideas, and an intimate environment where one can respectfully challenge those ideas. We also have a tradition of major, public lectures (e.g. the President’s Lecture Series) which allow for presentations to large audiences on our campus. Both are planned for the spring 2016 semester if we are able to secure a Fulbright Scholar-in-Residence. It is our plan to have at least two large, public lectures (one at St. Philip’s College, and the second at St. Mary’s University) to anchor the semester, but also to create a number of the smaller opportunities for interaction so that the Dr. Naylor and Yvonne Naylor will have the opportunity to learn about life in the United States from the members of our community.

² All three courses are for three (3) credit hours; they meet twice a week for 75 minutes over the course of 15 weeks.

³ Richard and Yvonne Naylor have been married for 37 years, and worked together at the Corrymeela Ballycastle Centre throughout that entire time. Yvonne is a certified professional in the field, as she earned: the M. Phil. (Reconciliation Studies), University of Dublin, Trinity College, 2003; Certificate in Reconciliation Studies, University of Ulster, 2001; P.G.C.E. (Development Education) University of London Institute of Education, 1976; and B.A.(Geography) Queen’s University Belfast, 1975. Note the “Letter of Support” from John Hunter, the head of the Corrymeela Ballycastle Centre, which specifically commends the work of both Richard and Yvonne Naylor.

Beyond these academic roles, we also plan to have Dr. Naylor and his wife visit with student organizations on campus, giving lectures and having informal conversations with our active student groups such as the Future United Latino Leaders of Change (faculty advisors: Dr. Lang Coleman and Prof. Cynthia Cortez) and the Philosophy Club (faculty advisors: Profs. Andrew Hill and Matt Fuller)⁴.

D. Community Outreach

As previously mentioned above, St. Philip's College has already begun a well-developed plan toward to the comprehensive internationalization of the campus by working with two well-established partners, the Corrymeela Ballycastle Centre in Northern Ireland, and our local partner, St. Mary's University. Thus, our community outreach efforts begin with linking the Fulbright Scholar-in-Residence to our shared efforts with St. Mary's University and Northwest Vista College.

First, Dr. Aaron Tyler⁵, the Chair of the Graduate International Relations program at St. Mary's University, teaches International Relations and with Dr. Larry Hufford co-lead the St. Mary's University study abroad program to the Corrymeela Ballycastle Centre in 2011, 2012, and 2014. He has worked with Dr. Naylor and Yvonne Naylor in Northern Ireland, respects their work, and is eager to have them both address his classes and to arrange the large, public lecture that semester at St. Mary's. This enthusiasm is shared by his colleague at St. Mary's University, Dr. Mary Lynne Hill, who is a Professor of English and the Edward and Linda Speed Peace & Justice Fellow.⁶ Her research and writing on political protest speech has explored the conflict in Northern Ireland, and she served as a long term volunteer at the Corrymeela Ballycastle Centre for over a year (2010 – 2011). Thus, she also knows and respects the work of Dr. Naylor and Yvonne Naylor, and is also hoping to have them lecture in her classes, meet with the St. Mary's University Faculty Senate (Dr. Hill is a Senator), and to address the President's Peace Commission at St. Mary's (a peace initiative comprised of students, staff and faculty members). Dr. Hill also has extended an invitation to meet with the students of the Marianist Leadership Program, a student organization that she advises on campus.

Again, continuing to build on our existing relationships, our next community outreach is to Northwest Vista College (NVC), our sister school in the Alamo Colleges District, and one of the two co-hosts of the 2013 Peace and Conflict Studies Workshop (see the previous sections on "Current and Previous Experience with International or World Studies Programs" and "Short Term and Long Term Goals and Objectives"). Our contact at NVC is Prof. Carlos López⁷, Chair of the Humanities and Government Department and the Coordinator of the Peace and Conflict Studies program. Prof. López has brought in outside experts in the past to share their research on peace studies (e.g. in 2012 the program hosted Dr. Peter Wallensteen of Uppsala University in Sweden) and he has offered to create opportunities at NVC during the spring 2016 semester for Dr. Naylor and Yvonne Naylor to interact with students, staff and faculty.

⁴ See Additional Documentation for "Letters of Support" from each of these student organizations.

⁵ See Additional Documentation for a "Letter of Support" for this proposal from Dr. Aaron Tyler.

⁶ See Additional Documentation for a "Letter of Support" for this proposal from Dr. Mary Lynne Hill.

⁷ See Additional Documentation for a "Letter of Support" for this proposal from Prof. Carlos López.

However, beyond our established partners in St. Mary's University and Northwest Vista College, we would also plan to be working with the two very large state universities in San Antonio, the University of Texas at San Antonio (UTSA) and Texas A&M University at San Antonio (TAMU-SA). Our contact at UTSA is Dr. Jason Yaeger⁸, Professor and Chair of the Anthropology Department, and an anthropological archaeologist who studies Mesoamerican and Andean civilizations, particularly the Maya and Inka. He directs an annual summer field school in Belize, so he understands and values cross-cultural exchanges. He has offered to create opportunities at UTSA during the spring 2016 semester for Dr. Naylor and Yvonne Naylor to interact with students, staff and faculty. Our contact at TAMU-SA is Dr. Tracy Hurley⁹, Associate Professor and Dean of the College of Business, and an expert in Organizational Behavior/Theory, as well as Statistics and Quantitative Research Methods. She was recently asked to serve as Interim Associate Vice President of Academic Affairs, and as such she has a broad purview at the University. She has also offered to create opportunities at TAMU-SA during the spring 2016 semester for Dr. Naylor and Yvonne Naylor to interact with students, staff and faculty.

Outside of academia, we have also found an eager partner with a deep reach in our greater community: the American Red Cross San Antonio Area Chapter (ARC-SA), which serves 2.4 million people in 22 counties across South Central Texas from their headquarters in San Antonio and through 3 branch offices in New Braunfels, Del Rio and Laredo. Our contact at the ARC-SA is Angie De Luna¹⁰, the Volunteer Manager, who is also a certified expert in International Humanitarian Law (IHL). She has worked with area high schools and colleges as an IHL educator, and was instrumental in the professional development of the Alamo Colleges faculty who learned about IHL at the *Exploring Humanitarian Law Institute for Educators* at the national headquarters of the American Red Cross. The IHL training explores in depth the cultural obstacles that are present in international conflict zones, and are faced by international aid workers. Ms. De Luna has said she would welcome the opportunity to work with a Fulbright Scholar-in-Residence, and would be happy to host a series of events in which his expertise would be welcome and which would also enrich the Dr. Naylor's experience in Texas.

⁸ See Additional Documentation for a "Letter of Support" for this proposal from Dr. Jason Yaeger.

⁹ See Additional Documentation for a "Letter of Support" for this proposal from Dr. Tracy Hurley.

¹⁰ See Additional Documentation for a "Letter of Support" for this proposal from Ms. Angie De Luna.

E. Professional Enrichment

Should Dr. Naylor be chosen to participate in the SIR Program, there are number of significant professional and academic resources available in San Antonio and the surrounding areas that would allow him to extend and enrich his professional life.

The Peace and Conflict Studies program at Northwest Vista College addresses issues of social justice and develops skills in conflict resolution and conflict transformation through interdisciplinary study. The goal of the program is to educate students to become more fully engaged and knowledgeable citizens of our local and global community, and they have gathered significant academic and human resources to support this program.

Outside of academia, there are also community initiatives, including the San Antonio Esperanza Peace and Justice Center (working with “individuals and grassroots organizations [to] acquire knowledge and skills... for a just society”), and the San Antonio PeaceCenter (where “Contemplative Practices, Experiential Education, and Nonviolent Actions are our working expressions throughout the community at-large”).

F. Sustainability

As previously mentioned above, St. Philip’s College has already begun a well-developed plan toward to the comprehensive internationalization of the campus by working with two well-established partners, the Corrymeela Ballycastle Centre in Northern Ireland, and our local partner, St. Mary’s University. We will be using “*Internationalization in Action*” (IIA) to develop a four-part, long term strategy to internationalize our campus. IIA is a series by the American Council on Education’s Center for Internationalization and Global Engagement, which presents a sequence of “effective approaches to engaging faculty in the process of internationalization.” It is our hope to comprehensively transform the College by transforming the faculty. In the IIA approach, there are 4 “levels” of the curriculum that require attention in order to create a comprehensively internationalized student learning experience: individual courses, academic program components (majors, minors, and certificates), degree programs, and disciplines as a whole.

We believe that by adopting this theoretical approach, and by using the study abroad program together with the Fulbright Scholar-in-Residence program, we can create a realistic, sustainable model for transforming the culture of the college.

G. Duration of Grant Period

The duration of the Fulbright Scholar-in-Residence will be for the spring 2016 semester, which runs from January 20, 2016 until May 6, 2014.

H. Financial Support

St. Philip's College is not a wealthy institution, but we do want to contribute to the success of the Fulbright Scholar-in-Residence, so we pledge to make these contributions:

- 1) Provide local transportation in the form of a rental car;
- 2) Provide local housing for the Scholar-in-Residence; and
- 3) Provide a salary supplement for the scholar.

For the rental car, a new apartment, and the salary supplement, the projected costs to St. Philip's College are \$9,219, based upon these estimates:

Car Rental	\$2,019 ¹¹
Housing at Tobin Lofts	\$4,200 ¹²
Salary Supplement	\$3,000

Also, as per the request, the salary ranges by rank for members of the faculty are:

Professor	\$73,669
Associate Professor	\$63,636
Assistant Professor	\$57,044
Instructor	\$51,014

I. The Scholar

Dr. Richard Naylor was born in Southampton, England on October 25, 1947 (66 years old). He attended the University of Kent, earning his Bachelor of Science degree (Hons II.ii) in 1968, and his Ph.D. in Organic Chemistry in 1971. He then accepted a Post-Doctoral Research Assistant position at Queen's University Belfast (Northern Ireland), where he conducted research until 1973. He published five scientific papers covering his research at the University of Kent in the *Journal of the Chemical Society* between 1971 and 1978.

¹¹ After researching five different car rental agencies (Alamo, Hertz, Enterprise, Avis, and National), the least expensive company was Alamo Car Rental with a total price of \$2,019.60 for the 108 days of Spring 2016 (or a rate of \$18.70 per day).

¹² The Magnolia Floor Plan at the Tobin Lofts for four months at a rate of \$1,050 per month. They are brand new, and located only five miles from campus.

Beginning in 1974, and until his retirement in 2010, Dr. Naylor worked at Methodist College in Belfast, teaching Chemistry, Computer Studies, and Internet Technology (IT). Working with the Microelectronics in Education Programme (MEP), he was a member of the Northern Ireland Regional Programme Committee, and Chairman of the Curriculum Development Sub-committee established in late 1983 to encourage and process curriculum development project proposals. He ultimately moved into administration, working as the IT Manager for Methodist College. In this role, he was directly responsible for all aspects of the use of computers in the school. This involved the acquisition and management of the computing resources, the establishment of Computer Studies and Computing as subjects in the curriculum, the development of the use of computers across the curriculum through internal teacher training and the establishment of informal use of computing resources by both students and staff. Externally, he organized two Computer Awareness courses for Chemistry teachers on behalf of the Queen's University Belfast Teachers' Centre as well as four courses under the auspices of MEP.

However, in addition to his academic and professional responsibilities at Methodist College, Dr. Naylor and his wife Yvonne became involved in peace activism in 1973 (the height of "The Troubles" in Northern Ireland) when they joined the Corrymeela Community. The Community was founded in 1965 by the Rev. Ray Davey, and they opened a peace and reconciliation center in the small town of Ballycastle following the Second World War. The work of the Community took on new meaning and urgency when "The Troubles" began in 1969. Over the next thirty years, over 3,600 victims would die as a result of sectarian violence in Northern Ireland, and the Corrymeela Ballycastle Centre would play a major role in peacebuilding and reconciliation.

Dr. Naylor and his wife Yvonne have been stalwarts of the Centre for over forty years. They have supported the programmatic work, and contributed to the practical administrative and operational support of the Centre in a wide range of roles. As a volunteer, Dr. Naylor has served in capacities as varied as Chair of the Council of Corrymeela, to minibus driver. He has chaired the Finance Committee, and simply volunteered at the reception desk. In across every aspect of this work, he has lived and breathed the mission of the Centre: "embracing difference, healing division and enabling reconciliation."

Dr. Naylor and his wife Yvonne have worked with the wide array of individuals who come to Corrymeela: volunteers from around the world, former combatants and victims of "The Troubles," children born after the signing of the Good Friday Agreement, but still living in a country divided into two communities. After forty years, they are the institutional memory of the Community, and truly act as wisdom figures for the groups coming to the Centre. We would be honored to have them on our campus and in our city for an academic term.

RICHARD ARNOLD NAYLOR - CURRICULUM VITAE

29 Upper Malone Park
Belfast, Northern Ireland
United Kingdom, BT9 6PP

PERSONAL

Nationality English
Date of Birth 25th October 1947 in Southampton
Married 25th July 1977 to Yvonne Manly
Children Richard John (7th February 1979)
Matthew Francis (3rd September 1981)

EDUCATION AND QUALIFICATIONS

1959 - 1965 Bradford Grammar School
1965 - 1968 University of Kent BSc. (Hons II.ii) Chemistry
1968 - 1971 PhD. Organic Chemistry – Some studies in Phosphorus Ester
Hydrolysis
1973 NIAYC Stage I NIAYC Youth Work
1979 QUB Guidance and Counselling (1 Term full time)
1980 - 1981 QUB Guidance Counselling Part time
2009 Dialogue for Peaceful Change

EMPLOYMENT

1971 - 1973 Department of Chemistry, QUB, Post Doctoral Research Assistant
1973 - 1974 Somerdale Boys' Secondary School, Assistant Teacher, Science
1974 - 2005 Methodist College, Belfast, Assistant Teacher, Chemistry, Computer
Studies, IT
2005 – 2010 IT Manager – Methodist College, Belfast
2010 Retired

TEACHING EXPERIENCE

Since 1974 I have taught Chemistry to O and A level as well as GCSE.

Since 1982 I have taught Computer Studies/Information Systems/IT to O level and GCSE.

Since 1990 I have taught Computing to A & AS level.

I have also taught Biology to Form 3 for three years and Religious Education for one year to both Form 3 and Lower 6.

I have taught a variety Information Technology courses throughout the school including RSA CLAIT and IT Stage 2.

REPRESENTATION / MEMBERSHIP OF EDUCATIONAL BODIES

Chemistry Panel - QUB Teachers' Centre.

Microelectronics in Education Programme (MEP) - I was a member of the N.I. Regional Programme Committee and Chairman of the Curriculum Development Subcommittee established in late 1983 to encourage and process curriculum development project proposals.

Member of the National Computer Based Learning Working Advisory Group set up by MEP to oversee its CBL activities. The group was responsible for providing a range of INSET materials for use by local authorities and teacher trainers.

Computer Education Group as a committee member and editor of the newsletter (1983-85).

I was a member of the NISEC (now NISEAC) Computer Studies Panel from 1986 to 1991. For the last two years I was Chairman of the Panel.

Since 1993 I have been a member of the NISEAC/CCEA Working Advisory Group for Computer Studies set up to review the GCSE syllabus. This group has produced a GCSE syllabus in Information Systems to be examined first in 1997.

PUBLICATIONS

Five scientific papers covering my research at the University of Kent in the Journal of the Chemical Society between 1971 and 1978.

Various articles for the N.I. Computer Education Group's Newsletter and the Research Machines National User Group's magazine.

RESPONSIBILITIES IN METHODIST COLLEGE

1974 - 1978	Member of the Boarding Department Staff.
1976 - 1978	Housemaster to Senior House in BBD.
1975 - 1976	Form Tutor 1st Form.
1976 - 1981	Form Tutor Lower 6th General.
1976 - 1982	Member of Counselling and Guidance team.
1982 - 1984	Teacher in Charge of Computing.
1984 - 2000	Head of Computer Studies and responsibility for supporting both academic and administrative uses of IT throughout the school
1991 - 2010	CLASS/C2K Co-ordinator
2000	Senior Teacher

EDUCATIONAL INVOLVEMENTS IN METHODIST COLLEGE

Over the years I have been directly involved in a number of curriculum initiatives in the school.

1) Independent Learning.

In collaboration with Dr. Martin Brown (then Head of Physics) devised and produced an integrated Physics and Chemistry A-level course using independent learning materials. I extended the materials so that Chemistry could be taught in this way. Some aspects of this material have revised and are still in use.

2) Physical Science.

With others established a Physical Sciences course for the 1st and 2nd forms.

3) Science in Society

Introduced, with Dr. Martin Brown and Mrs. Gwyneth Gotto, the AO-level course in its trial year.

4) Careers

Helped establish a Careers education course for form 3.

5) Video

With Dr. Martin Brown and Dr. Dennis McCullough produced a video programme "Introducing Energy" during a joint Teacher Fellowship at the Ulster Polytechnic. The video is still used by the Physics Department.

Current involvements include membership of committees relating to the introduction of the Common Curriculum: namely Cross-Curricula Themes, INSET, examination reporting, Records of Achievement.

COMPUTING AND INFORMATION TECHNOLOGY

This has been my principal concern and interest both in school and in the wider educational field since the school received its first microcomputer in May 1979. Since then I have been directly responsible for all aspects of the use of computers in the school. This has involve the aquisition and management of the computing resources, the establishment of Computer Studies and Computing as subjects in the curriculum, the development of the use of computers across the curriculum through internal teacher training and the establishment of informal use of computing resources by both pupils and staff.

Externally I have organised two Computer Awareness courses for Chemistry teachers on behalf of the QUB Teachers' Centre as well as four courses under the auspices of MEP.

I have personally run five annual one day courses (two of which were sponsored by DENI) to support teachers using Research Machine computer networks in their schools. This has been part of a more general informal support that the school, through me, has provided for Research Machines users.

Over the past ten years I have managed small groups of students in the development and production of computer software which has been successfully used in schools

throughout the UK. These pieces of software have all been directed at improving the management of computer networks used in schools.

I have also written a suite of software to aid the production of the school timetable.

Activities include:

- 1) providing INSET support for IT as a cross-curricula theme in the Common Curriculum.
- 2) acting as Co-ordinator of the CLASS/C2K project in MCB.
- 3) upgrading and extending computing facilities in the school.

THE CORRYMEELA COMMUNITY

This is a Christian Community working towards peace and reconciliation in Northern Ireland. It was founded by Rev. Ray Davey in 1965. I first got involved in Corrymeela in March 1973. Below I list, roughly in chronological order, my involvement in Corrymeela.

1970s:

Wee kend and summer volunteer doing mainly maintenance.
Leader of mixed Protestant/Catholic Youth group. Group made up of teenagers recruited from summer family weeks.
Member of Summer Programme Organising Committee.
Chair of Summer Programme Organising Committee

1980s:

Member of the Council(Board) of Corrymeela
Volunteering including summer family weeks

1990s:

Treasurer of Corrymeela
Chair of Finance Committee
Chair of Council of Corrymeela
Volunteering including summer family weeks

2000s & 2010s:

Chair of Community Life Committee (current role)
Member of the Council(Board) of Corrymeela
Volunteering including reception duties and supporting the Centre manager in various ways including IT support.

Volunteer minibuss driver since 1973

Church

I was actively involved in my local church (St. Polycarp's, Church of Ireland, Finaghy) where I was a member of the Select Vestry and Parish Treasurer. I am currently a member of the Parish of Ramoan in Ballycastle where we now live.

Thursday 14th October 2014.

Dear Sir/Madam,

Fulbright Scholar-in-Residence Program

Richard and Yvonne Naylor

I am writing as the Chair of the Council of the Corrymeela Community to support the application of Richard and Yvonne Naylor to be appointed Fulbright Scholars-in-Residence at St Philip's College, Texas for three months from January to March 2016.

The Corrymeela Community is a non-residential ecumenical Christian Community working for peace and reconciliation in Northern Ireland and beyond by engaging with difference and addressing division. It was founded in 1965. Richard and Yvonne have been active members for the last 40 years, contributing their time and considerable talents to the service of the Community. The Community operates a series of programs from its residential centre in Ballycastle, County Antrim, focussing on the fulfilment of our mission with several key groups of people: youth, schools, families and faith and community groups. The Centre also hosts groups of mainly young people and students from other countries, notably the USA, who wish to explore and learn from our direct experience of peace building and reconciliation in a society in conflict.

Richard and Yvonne have helped to develop, and have contributed to, creative Corrymeela programs of encounter and dialogue around contemporary issues of reconciliation, prejudice and dealing with difference. Largely in a voluntary capacity, they have deployed their extensive teaching, youth work and facilitation skills and in the process contributed to the development of Corrymeela as a learning centre, where our experience can be shared and disseminated. Over the years, Richard has also developed an expertise in charity governance and administration, while Yvonne has developed the medium of puppetry to communicate Corrymeela's vision in a popular way to young people.

I believe that, as scholars-in-residence, Richard and Yvonne would be effective teachers, not least in sharing their knowledge and understanding of the particular challenges involved in the work of peace building and reconciliation at a local or community level. They would bring to the College an international perspective, which would help broaden the minds of students and help them to examine issues of conflict, not just in Northern Ireland but elsewhere.

I commend Richard and Yvonne Naylor's application to you and would be pleased to provide further information as necessary.

Yours sincerely

John Hunter (Chair of the Council of the Corrymeela Community)
Corrymeela Ballycastle Centre
5 Drumaroan Road
Ballycastle
County Antrim, Northern Ireland
BT54 6QU
Tel: +44 (0)28 2076 2626
johngarvinhunter@gmail.com

October 13, 2014

Cecilia P. Kocinski-Mulder
Program Officer, Europe/Eurasia
Fulbright Scholar Program
Council for International Exchange of Scholars
Institute of International Education
(202) 686-6240

Dear Ms. Kocinski-Mulder,

I am writing as a member of the St. Philip's College faculty to support the application of Dr. Richard Naylor to be appointed Fulbright Scholar-in-Residence for the spring 2016 semester.

It is my pleasure to write a letter in support of a man I know well, as I worked side-by-side with Dr. Naylor for over a year at the Corrymeela Ballycastle Centre in Northern Ireland. I was a Project Administrator at the Centre during 2010 – 2011, and I shepherded groups and special projects as part of an extraordinary team of international volunteers and professional peace practitioners. It was during this time that I witnessed Dr. Naylor, and his wife Yvonne, provide administrative, academic, operational and spiritual support of the Centre.

They are a remarkable couple, and Dr. Naylor is a man of wit and sagacity, who brings decades of experience to his interactions with the thousands of program participants who come to the Centre every year. In fact, each year over 6,000 participants take part in programmes at the Corrymeela Ballycastle Centre, which can host over 100 residents. Corrymeela currently has 28 staff, 15 residential volunteers, 100 short-term volunteers, 150 community members and over 5,000 supporters worldwide who support the work of the community. And at the heart of this busy Centre are people like Richard and Yvonne Naylor who provide the intellectual framework and pastoral care that drives the reconciliation work of the Community.

Having Dr. Naylor as a Scholar-in-Residence would bring a valuable cross-cultural perspective to our classes and to the local community activities that are planned for the scholar. I know from first-hand experience that the lives of our students would be enriched, and the international character of our community would be enhanced, if we were able to host Dr. Naylor at St. Philip's College.

Sincerely,

Prof. Andrew Hill
Assistant Professor of Philosophy
St. Philip's College
1801 Martin Luther King Drive
San Antonio, Texas 78203



TEXAS A&M UNIVERSITY-SANANTONIO
OFFICE OF THE PRESIDENT

October 15, 2014

Cecilia P. Kocinski-Mulder
Program Officer, Europe/Eurasia
Fulbright Scholar Program
Council for International Exchange of Scholars
Institute of International Education

Dear Ms. Kocinski-Mulder,

It is my pleasure to write a letter in support of the proposal for a Fulbright Scholar-in-Residence that is being submitted to the Fulbright Scholar Program by St. Philip's College.

I believe that their proposal to integrate a Scholar-in-Residence into campus classes and into local community activities will strengthen the international resources and programs at St. Philip's, and greatly benefit the entire San Antonio community.

I fully support the efforts of St. Philip's College as they seek external funding for this new program designed to internationalize their campus and support other area colleges and community groups who are seeking to add a cross-cultural perspective to their work.

Sincerely,

A handwritten signature in black ink, appearing to read "Maria Hernandez Ferrier".

Maria Hernandez Ferrier



The University of Texas at San Antonio

Department of Anthropology

13 October 2014

Cecilia P. Kocinski-Mulder
Program Officer, Europe/Eurasia
Fulbright Scholar Program
Council for International Exchange of Scholars
Institute of International Education
(202) 686-6240

Dear Dr. Kocinski-Mulder,

It is my pleasure to write a letter in support of the proposal for the Fulbright Scholar-in-Residence that is being submitted to the Fulbright Scholar Program by St. Philip's College.

I believe that their proposal to integrate a Scholar-in-Residence into campus classes and into local community activities will strengthen the international resources and programs at St. Philip's, and greatly benefit their students by exposing them to an international perspective. At the University of Texas at San Antonio, we currently are redoubling our efforts to 'internationalize' our students by building new study abroad opportunities and bringing more international visitors to campus. Having hosted foreign postdocs at UTSA and the University of Wisconsin when I taught there, I know first-hand how much value an international visitor can bring to students in the US, and how much the visitor can benefit as well.

Given that, I fully support the efforts of St. Philip's College as they seek external funding for this new program designed to internationalize their campus and support other area colleges and community groups who are seeking to add a cross-cultural perspective to their work.

Sincerely,

A handwritten signature in black ink, appearing to read "J. Yaeger".

Jason Yaeger
Chair and Professor of Anthropology
Email: jason.yaeger@utsa.edu
Tel: (210) 458-7966



October 14, 2014

Cecilia P. Kocinski-Mulder
Program Officer, Europe/Eurasia
Fulbright Scholar Program
Council for International Exchange of Scholars
Institute of International Education

Dear Ms. Kocinski-Mulder,

It is my pleasure to write a letter in support of the proposal for a Fulbright Scholar-in-Residence that is being submitted to the Fulbright Scholar Program by St. Philip's College at the Alamo Colleges.

I believe that their proposal to integrate a Scholar-in-Residence into campus classes and into local community activities will strengthen the international resources and programs at St. Philip's, and greatly benefit the entire San Antonio community.

I fully support the efforts of St. Philip's College as they seek external funding for this new program designed to internationalize their campus and support other area colleges and community groups who are seeking to add a cross-cultural perspective to their work.

Sincerely,

Carol Fimmen

Carol Fimmen,
International Programs District Director

October 14, 2014

Cecilia P. Kocinski-Mulder
Program Officer, Europe/Eurasia
Fulbright Scholar Program
Council for International Exchange of Scholars
Institute of International Education
(202) 686-6240

Dear Ms. Kocinski-Mulder,

It is my pleasure to write a letter in support of the proposal for a Fulbright Scholar-in-Residence that is being submitted to the Fulbright Scholar Program by St. Philip's College.

I believe that their proposal to integrate a Scholar-in-Residence into campus classes and into local community activities will strengthen the international resources and programs at St. Philip's, and greatly benefit the entire San Antonio community.

I fully support the efforts of St. Philip's College as they seek external funding for this new program designed to internationalize their campus and support other area colleges and community groups who are seeking to add a cross-cultural perspective to their work. The Department of Language, Philosophy, and Culture at San Antonio College would welcome a visit from the Fulbright Scholar-in-Residence.

Sincerely,

Amy F. Whitworth, Ph.D.
Chair, Language, Philosophy, and Culture
San Antonio College
1300 San Pedro Ave.
San Antonio, TX 78216
(210)486-0253
awhitworth@alamo.edu.

13 October 2014

Cecilia P. Kocinski-Mulder
Program Officer, Europe/Eurasia
Fulbright Scholar Program
Council for International Exchange of Scholars
Institute of International Education

Dear Ms. Kocinski-Mulder:

As the lead philosophy instructor at Palo Alto College—a sister college of St. Philip’s—it is my pleasure to write in support of the proposal for a Fulbright Scholar-in-Residence at St. Philip’s College.

The proposal to integrate a Scholar-in-Residence into campus classes and into local community activities will strengthen the international resources and programs not only at St. Philip’s College but also at its four sister colleges—The Alamo Colleges. The most important reason I support this proposal is that a Scholar-in-Residence will have a profound effect on our students. Both directly and through our students, the Scholar-in- Residence will greatly benefit the San Antonio community.

I wholeheartedly and unequivocally support the efforts of St. Philip’s College in its Fulbright Scholar-in-Residence application.

Respectfully,

Matthew D. Mangum, J.D., LL.M.
Philosophy

Palo Alto College
1400 W. Villaret Blvd
San Antonio, Texas 78224

210.486.3045
mmangum6@alamo.edu



ALAMO
COLLEGES

NORTHWEST VISTA COLLEGE

October 14, 2014

Cecilia P. Kocinski-Mulder
Program Officer, Europe/Eurasia
Fulbright Scholar Program
Council for International Exchange of Scholars
Institute of International Education
(202) 686-6240

Dear Ms. Kocinski-Mulder,

It is my pleasure to write a letter in support of the proposal for a Fulbright Scholar-in-Residence that is being submitted to the Fulbright Scholar Program by St. Philip's College. I believe that their proposal to integrate a Scholar-in-Residence into campus classes and into local community activities will strengthen the international resources and programs at St. Philip's, and greatly benefit the entire San Antonio community.

I fully support the efforts of St. Philip's College as they seek external funding for this new program designed to internationalize their campus and support other area colleges and community groups who are seeking to add a cross-cultural perspective to their work.

Sincerely,

Carlos López
Humanities-Government, Chair
Peace and Conflict Studies Coordinator
Northwest Vista College
210-486-4604

October 13, 2014

Cecilia P. Kocinski-Mulder
Program Officer, Europe/Eurasia
Fulbright Scholar Program
Council for International Exchange of Scholars
Institute of International Education
(202) 686-6240

Dear Ms. Kocinski-Mulder,

It is my great pleasure to write a letter in support of the proposal for a Fulbright Scholar-in-Residence that is being submitted to the Fulbright Scholar Program by St. Philip's College.

Their proposal to integrate a Scholar-in-Residence into campus classes and into local community activities will strengthen the international resources and programs at St. Philip's. It will also tremendously benefit the wider San Antonio community, including peace and justice initiatives at St. Mary's University.

As the Edward and Linda Speed Peace and Justice Fellow at St. Mary's, I look forward to partnering with the Scholar-in-Residence to enhance higher education's community outreach to our fine city. I enthusiastically support the efforts of St. Philip's College as they seek external funding to internationalize their campus, while partnering with other area colleges and community groups who also seek to develop cross-cultural dimensions to their programs and activities.

If I may be of further assistance, please do not hesitate to contact me.

Sincerely,

Mary Lynne Gasaway Hill, Ph.D.
Professor
Edward and Linda Speed Peace and Justice Fellow
St. Mary's University
San Antonio, TX 78228
(210) 431-2006
mhill@stmarytx.edu

October 13, 2014

Cecilia P. Kocinski-Mulder
Program Officer, Europe/Eurasia
Fulbright Scholar Program
Council for International Exchange of Scholars
Institute of International Education
(202) 686-6240

Dear Ms. Kocinski-Mulder,

It is my pleasure to write a letter in support of the proposal for a Fulbright Scholar-in-Residence that is being submitted to the Fulbright Scholar Program by St. Philip's College.

I believe that their proposal to integrate a Scholar-in-Residence into campus classes and into local community activities will strengthen the international resources and programs at St. Philip's, and greatly benefit the entire San Antonio community.

I fully support the efforts of St. Philip's College as they seek external funding for this new program designed to internationalize their campus and support other area colleges and community groups who are seeking to add a cross-cultural and peacebuilding perspectives to their work.

Sincerely,

Aaron Tyler, Ph.D.
Chair, Graduate International Relations
St. Mary's University
San Antonio, Texas
78228

Thursday 14th October 2014.

Dear Sir/Madam,

Fulbright Scholar-in-Residence Program

Richard and Yvonne Naylor

I am writing as the Chair of the Council of the Corrymeela Community to support the application of Richard and Yvonne Naylor to be appointed Fulbright Scholars-in-Residence at St Philip's College, Texas for three months from January to March 2016.

The Corrymeela Community is a non-residential ecumenical Christian Community working for peace and reconciliation in Northern Ireland and beyond by engaging with difference and addressing division. It was founded in 1965. Richard and Yvonne have been active members for the last 40 years, contributing their time and considerable talents to the service of the Community. The Community operates a series of programs from its residential centre in Ballycastle, County Antrim, focussing on the fulfilment of our mission with several key groups of people: youth, schools, families and faith and community groups. The Centre also hosts groups of mainly young people and students from other countries, notably the USA, who wish to explore and learn from our direct experience of peace building and reconciliation in a society in conflict.

Richard and Yvonne have helped to develop, and have contributed to, creative Corrymeela programs of encounter and dialogue around contemporary issues of reconciliation, prejudice and dealing with difference. Largely in a voluntary capacity, they have deployed their extensive teaching, youth work and facilitation skills and in the process contributed to the development of Corrymeela as a learning centre, where our experience can be shared and disseminated. Over the years, Richard has also developed an expertise in charity governance and administration, while Yvonne has developed the medium of puppetry to communicate Corrymeela's vision in a popular way to young people.

I believe that, as scholars-in-residence, Richard and Yvonne would be effective teachers, not least in sharing their knowledge and understanding of the particular challenges involved in the work of peace building and reconciliation at a local or community level. They would bring to the College an international perspective, which would help broaden the minds of students and help them to examine issues of conflict, not just in Northern Ireland but elsewhere.

I commend Richard and Yvonne Naylor's application to you and would be pleased to provide further information as necessary.

Yours sincerely

John Hunter (Chair of the Council of the Corrymeela Community)
Corrymeela Ballycastle Centre
5 Drumaroan Road
Ballycastle
County Antrim, Northern Ireland
BT54 6QU
Tel: +44 (0)28 2076 2626
johngarvinhunter@gmail.com



ALAMO
COLLEGES

ST. PHILIP'S COLLEGE

Vice President of Academic Success

October 14, 2014

Cecilia P. Kocinski-Mulder
Program Officer, Europe/Eurasia
Fulbright Scholar Program
Council for International Exchange of Scholars
Institute of International Education

Dear Ms. Kocinski-Mulder,

It is my pleasure to write a letter in support of the proposal for a Fulbright Scholar-in-Residence that is being submitted to the Fulbright Scholar Program by St. Philip's College.

As the designated point of contact as assigned by the President, Dr. Adena Williams Loston, I will have administrative oversight for the Fulbright Scholar-in-Residence, and as such, I will oversee the planning, supervision, implementing and assessing of the program.

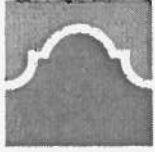
As the Chief Academic Officer, I will be the point person who is responsible for every aspect of the grant and the scholar's professional and community activities. I will hold regular meetings with the scholar, although I will also create an advisory committee, the Fulbright Steering Committee, which will provide me with expertise and advice. I will also ensure that the financial commitment of the College is fulfilled.

Sincerely,

Maureen A. Cartledge
Vice President of Academic Success

MC/sfb

ALAMO COLLEGES • ST. PHILIP'S COLLEGE • • PSYC-PSYCHOLOGY

ALAMO
COLLEGES**SOCIAL PSYCHOLOGY**

PSYC-2319

Section 001.14758

3-3-0 Credits

Maymester Summer 2014

05/19/2014 to 06/05/2014

Modified 05/16/2014

MEETING TIMES

Distance Learning - Internet

This is a distance learning/internet course. **Class officially begins on Monday, May 19.** Students must log in to the course and complete the student orientation module by Monday, May 19. **Students who do not log in to the course and complete the orientation module by Monday, May 19 will be dropped from the course.** Specific instructions will be available in Canvas via your Alamo Colleges ACES account.

CONTACT INFORMATION**Irene Young**Email: iyoung@alamo.edu

Office: Sutton Learning Center - 219

Phone: 210-486-2391

Office Hours: TBA

MATERIALSSocPsyc Text**Social Psychology**

Author: Aronson, E., Wilson, T., & Akert, R.

Publisher: Pearson Education

Edition: 8th

ISBN: 978-0-205-79662-5

Availability: Campus Bookstore

Internet Access

You must have access to the internet. It is highly recommended that the computer used to participate in this course have Mozilla Firefox or Google Chrome as the web browser. Canvas seems to run best on these browsers. There are free downloads available on the internet.

DESCRIPTION

Study of individual behavior within the social environment. May include topics such as the socio-psychological process, attitude formation and change, interpersonal relations, and group processes.

Prerequisites

INRW 0420

OBJECTIVES

This course is a study of the foundations and principles of individual behavior as it relates to social perception, social cognition, group processes, attitudes, the self, conformity, interpersonal attraction, prejudice, aggression and prosocial behavior.

OUTCOMES

- 1 Distinguish various research methods, technologies and data that social psychologists use to investigate the human condition.
- 2 Distinguish the historical influences and early schools of thought that shaped the field of social psychology.
- 3 Distinguish some of the prominent perspectives and approaches used in the study of social psychology.
- 4 Identify terminology unique to the study of social psychology.
- 5 Distinguish alternative explanations or solutions for contemporary social issues affecting behavior and thought.
- 6 Distinguish the effects of historical, social, cultural and global factors in social psychology.

EVALUATION

Breakdown

Grading Scale:

A = 90-100

B = 80-89

C = 70-79

D = 60-69
F = 59 and Below

Criteria

Type	Weight	Topic	Notes
Discussion-Assignments	40%	Regular Canvas Login, Discussion Participation, Learning Modules Completed	
Exams	60%	Six Exams - Including Final Exam	

COURSE POLICIES

Student Responsibilities

Because this is an online Maymester course the flow of **this class moves very quickly**. It is imperative that you stay on the learning module schedule listed in this syllabus. You should be prepared to spend at least 15 or more hours per week on the web. Your time on the web may include but is not limited to: participating in online discussions, working on interactive web activities, online research, preparing assignments, and composing and replying to email messages. Additional time is also required to read and review textbook material and other assigned readings. Students are required to **read assigned chapters completely each day, take personal notes, and ask questions about assigned readings. The amount of time required to successfully complete this online course should not be underestimated.** Consistent reading, organization, research, critical analysis, and self-discipline are essential. **It is imperative that you keep up with all assignments, class discussions and exams.** Do not simply skim through reading materials. **Read all course materials thoroughly, including this syllabus.**

Discussion-Assignments

Your participation in class discussions is essential. You are expected to contribute to collaborative discussions throughout this course. **You must complete the class orientation, introduction discussion.** This discussion is worth 100 points. **There are two additional discussions posted. You must participate in at least one of these additional discussions. If you do not participate in a class discussion by the due date you will receive a grade of zero. There are no make-up discussions. Each discussion is worth 100 points.** The following criteria will be used to grade your responses:

- 90-100 - Instructions followed completely, questions are addressed using relevant social psychology concepts and terminology, responses are clear,

sensible, and relevant, discussion includes practical examples, personal application, minimal grammar or spelling errors; communication is thoughtful and provides additional insight; student engages in effective dialogues with virtual classmates posing vital questions, as well as responding intuitively to others. (Critical thinking evident)

- 80-89 – Most of the above criteria demonstrated but justification of responses may not be well supported in all areas. (Critical thinking evident)
- 70-79 – Hit and miss, some aspects/questions addressed but others may be neglected. Response may not be well balanced, points of interest are mentioned but may not be stated clearly, some examples appear to be relevant but more effective communication is needed. Spelling and grammar corrections needed. Did not respond insightfully to comments made by other virtual classmates. (Critical thinking emerging)
- 60-69 – Floundering, response is given but limited viewpoints are addressed in a general discussion format. Few questions discussed directly. Comments are brief and repetitive. Did not respond to comments made by other virtual classmates or limited responses. Did not follow instructions completely. (Critical thinking not evident)
- 59 and below – Discussion does not reflect that questions were answered thoroughly and completely. Vague details, responses are random, unsystematic and disorganized. Failure to respond to questions directly or give valued replies. Comments to other students, if any, were vague, brief and lacking in significant insight and content. Did not follow instructions. (Critical thinking not evident)
- 0 – Did not respond to question

Discussion-Assignments account for 40% of your overall grade. Regular course login and learning module completion are also used to monitor class online attendance and participation.

Exams

There will be six online **timed** exams.

- If you have any special concerns regarding timed tests, please notify St. Philip's [Educational Support Services at \(210\) 486-2199](https://www.stphilips.edu/educational-support-services).
- Please be aware that **there is a grade penalty for exceeding the time limit on exams. If you exceed the time limit on any exam your answers may not be submitted causing you to lose points on your exam.** Exam time violation penalties will be specifically addressed in the assessments section of Canvas.
- Exams may contain multiple-choice, true/false, and essay questions.
- You will need to study and prepare for online exams just as you would for a regular classroom exam. Exams are timed so that you will have just enough time to complete your exam.
- **Please do not open exam files until you are absolutely sure that you are ready to complete the exam. Once you open the exam you must complete the exam at that time.**
- **Exams 1 and 2 will be posted until Friday, May 30.** You must complete exams 1 and 2 by this day. **There are no make-up exams or retakes.** Students who have not completed exams will receive a grade of zero for

missed exams. **Exams 3, 4, 5 and the final exam will be available until Wednesday, June 4.**

- Should you have difficulties accessing your exam on-line please notify Alamo Colleges Canvas technical support immediately at 485-0555. You should also notify me as soon as possible. Alamo Colleges has a team of technical support technicians ready to assist you with technical problems you may encounter with Canvas, however, please remember that **it is your responsibility to work through technical difficulties that you may experience when taking an online course**. Computer labs are available on campus for your convenience.
- Students who have repeated technical difficulties with exams will be required to take written copies of the exams on campus by June 5. Scheduling of written exams will be at my discretion.

Exams will account for 60% of your overall grade.

Technical Requirements

You must have access to the internet. This access may be through the campus computer labs, library, or from home via an internet provider. Be sure that you have downloaded Mozilla Firefox or Google Chrome as your web browser. Canvas seems to work best on these browsers.

Always use your Alamo College ACES e-mail account in your correspondence. Be sure to use the subject box to type your name, the course name, and course section (e.g. Irene Young – Soc. Psyc. 2319.001). Sending e-mail messages from other e-mail accounts may result in your message being filtered and blocked as junk e-mail or spam. **Compose your e-mail correspondence correctly.** You are not sending a text message. **Use complete sentences, check spelling, punctuation and grammar. Failure to use the correct e-mail format may result in “no reply” to your correspondence or question.** Replies to e-mails typically occur within 24 hours. Please note that I do not reply to e-mails on holidays or weekends.

Assignments must be submitted in **Microsoft Word (.docx)**

Alamo Colleges technical support is ready to assist you with technical problems you may encounter when taking an online course. **You may call the Alamo Colleges technical support team at (210) 485-0555. Please remember that technical support assistance is limited. It is your responsibility to work through technical difficulties that you may experience.** Computer labs are available on campus for your convenience.

Plagiarism and Scholastic Dishonesty

In conjunction with **The Student Code of Conduct**, “scholastic dishonesty involving, but not limited to, cheating on a test, plagiarism and collusion” are a violation and will not be tolerated. Students may be subject to disciplinary proceedings resulting in an academic penalty or disciplinary penalty for academic

dishonesty. For additional information, refer to the Alamo Colleges, "Student Code of Conduct"

Withdrawal

It is your responsibility to drop or withdraw from this course should you feel that you are unable to successfully fulfill all course requirements. Please be aware of the academic drop/withdrawal dates for each semester. The instructor is under no obligation to drop a student from this course nor to inform students of academic calendar drop/withdrawal dates. A student who is considering dropping this course should meet with his/her academic advisor or counselor and talk with the instructor prior to withdrawing from or dropping this course.

Disclaimer

This psychology course is not a forum to discuss personal, critical-life problems and issues. It is by no means intended to serve as an avenue for professional or lay counseling. Personal issues and challenges are beyond the scope of this course and the instructor will not and is under no personal or legal obligation to provide counseling services to any student. Students should consult with a community mental health professional or Alamo Colleges counseling services when necessary.

SCHEDULE

Tentative Course Outline

This course outline does not include all required discussions and assignments.

- May 19 Introduction and Orientation
- May 19 Chapter 1 – Introducing Social Psychology
- May 20 Chapter 2– Methodology & Social Psychology Research
- May 21 **Exam 1 – Chapters 1 and 2**
- May 21 Chapter 3 – Social Cognition
- May 22 Chapter 4 – Social Perception
- May 23 **Exam 2 – Chapters 3 and 4**
- May 23 Chapter 5 – The Self
- May 26 Chapter 6 – The Need to Justify Our Actions
- May 27 **Exam 3 – Chapters 5 and 6**
- May 27 Chapter 7 – Attitudes and Attitude Change
- May 28 Chapter 8 – Conformity

May 28 Chapter 9 – Group processes

May 29 **Exam 4 – Chapters 7, 8, and 9**

May 29 Chapter 10 – Interpersonal Attraction

May 30 Chapter 11 – Prosocial Behavior

Jun 2 **Exam 5 – Chapters 10 and 11**

Jun 2 Chapter 12 – Aggression

Jun 3 Chapter 13 – Prejudice

Jun 4 **Exam 6 - Final Exam**

Jun 5 Scheduled Exams - on campus only

This syllabus and course schedule is subject to modification at the discretion of the instructor.

INSTITUTIONAL POLICIES

STUDENT RESPONSIBILITIES:

A. Attendance:

Effective Spring Term 2010, student absences will be recorded from the first day the class meets. Regular and punctual attendance in all classes and laboratories, day and evening, is required. Students who are absent for any reason should always consult with their instructors. Course syllabi must provide specific information regarding attendance, including, for courses involving the internet, online activity that constitutes "attendance." Also, both tardiness and early departure from class may be considered forms of absenteeism. In all cases, students will be held responsible for completion of course requirements covered in their absence.

Additionally, it is the student's responsibility to drop a course for nonattendance. Course instructors establish policy with regard to attendance in their respective syllabi and may drop a student for excessive absences. Absences are considered excessive when more than 12.5 percent of the total contact hours of instruction in a semester, including lecture and lab, are missed. For example, in a three-credit-hour lecture class, students may be dropped after more than six contact hours of absences. In a four-credit-hour lecture/lab class, students may be dropped after more than eight contact hours of absences. Absences are counted regardless of whether they occur consecutively.

In special programs with additional accreditation or certification standards, additional attendance requirements may be enforced but faculty must clearly explain these policies in their syllabi. Students who stop attending class for any reason should contact the instructor and the college registrar to officially withdraw from the class. Students may be required to consult with an advisor or designee before dropping.

Failure to officially withdraw may result in a failing grade for the course. It is the student's responsibility to withdraw officially from a class by submitting a completed Withdrawal Form to the Admissions and Records Office.

B. Student Responsibility for Success (Alamo Colleges Policy F.6.2):

As members of the Alamo Colleges learning community, students, faculty, staff and administrators all share the responsibility to create an atmosphere where knowledge, integrity, truth, and academic honesty are valued and expected. A clear acknowledgment of the mutual obligations of all members of the academic community emphasizes this implicit partnership in fostering the conditions necessary for student success.

In this relationship, the Alamo Colleges provides institutional policies, procedures, and opportunities to facilitate student learning that encourage interaction, involvement and responsible participation. Inherent in the academic climate is the expectation that students will assume responsibility for contributing to their own development and learning. Academic success is directly tied to the effort students put into their studies, the degree to which they interact with faculty and peers, and the extent to which students integrate into the campus life.

1. Engagement

1. Create connections and build relationships with faculty, staff and students (visit during office hours, join clubs and organizations, participate in student activities, etc.);
2. Stay informed of policies, procedures, deadlines and events for academic and co-curricular activities;
3. Complete all requirements for admission, registration, and payment by deadlines;
4. Apply for financial assistance, if needed, complying with all federal, state and local regulations and procedures;
5. Meet all federal, state and local health care regulations.

2. Communication

1. Seek guidance from faculty, advisors or counselors for questions and concerns in regards to degree plans, major selection, academic status, grades, and issues impacting college success;
2. Develop a peer support system to identify student contacts for questions, group assignments, etc. regarding academic and co-curricular activities;
3. Communicate with College personnel promptly regarding academic or co-curricular concerns and assistance requests;
4. Carefully consider the information provided by College personnel and make decisions using that information;
5. Check the Alamo Colleges' Web Services regularly for emails, holds, student records, financial aid status and announcements;
6. Submit disability documentation if seeking services and request academic accommodations in advance of each semester.

3. Academic Success

1. Complete courses with passing grades and maintain in good academic standing (2.0 GPA) status;
2. Read and follow all syllabi;
3. Purchase textbooks and required supplies in a timely manner;
4. Attend classes regularly and on time, with as few absences, late arrivals, and early exits as possible;
5. Arrive to class with all needed materials and completed assignments for that class period;
6. Be attentive in class and actively participate as appropriate;
7. Devote sufficient time for studying;

8. Ensure integrity in all aspects of academic and career development;
9. Accurately represent one's own work and that of others used in creating academic assignments. Use information ethically and exercise appropriate caution to avoid plagiarism on all assignments;
10. Notify faculty in advance or as soon as possible about absences and provide documentation as appropriate;
11. Consult faculty members in advance when unable to complete projects, assignments, or take examinations as scheduled.

4. Self-Responsibility and Responsibility to Others

1. Maintain accurate and complete degree/certificate major selection and contact information including name, address, phone number and emergency contact;
2. Balance personal obligations and educational pursuits. Work with a counselor / advisor to design a realistic schedule that dedicates adequate effort to be successful in college studies;
3. Know and follow the regulations and guidelines outlined in the Student Code of Conduct and Student Handbook;
4. Maintain respectful and appropriate behavior within and outside the classroom;
5. Ask for help when needed. Use all available resources and facilities provided by the College to enhance the learning experience;
6. Attend scheduled advising sessions, tutorials, and other appointments. Cancel or reschedule only with good reasons as early as possible;
7. Arrive prepared for tutorial sessions, bringing all needed materials (books, syllabi, rough drafts, calculators, assignment sheets, etc.).

C. Textbook Availability

A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

COLLEGE REQUIREMENTS:

A comprehensive final evaluation, not to exceed three hours in length, shall be given at the end of each course at the official scheduled final exam time. Any exceptions to this requirement must be approved by the appropriate Dean. Other evaluations are given at the discretion of the instructor.

A student who must be absent from a final evaluation should petition that instructor for permission to postpone the evaluation. A student absent without permission from a final evaluation is graded "0" on the exam.

Incomplete Grades. The conditional grade of "I" may be issued to a student having a passing average on all completed coursework but for a justified reason, such as illness or death in the family or by providential hindrance, has been prevented from taking the final examination or completing other required coursework. The "I" becomes an "F" in one hundred twenty (120) calendar days from the end of the term unless the student completes the balance of the coursework with a performance grade of "D" or higher. Re-enrollment in the course will not resolve the "I." The student and faculty must fill out an Incomplete Contract, clearly defining the work remaining to be finished.

COLLEGE POLICIES

Policies for St. Philip's College:

A. All of the Alamo Colleges are tobacco free.

B. Alamo Colleges DPS Emergency Phone Numbers:

Emergency Phone (210) 485-0911

General Phone (210) 485-0099

Weather Phone (210) 485-0189 (For information on college closures)

Disability Access Statement – In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act, it is the responsibility of the student to self-identify with the campus Disability Support Services office. Only those students with appropriate documentation will receive a letter of accommodation from the Disability Support Services office. Instructors are required to follow only those accommodation and/or services outlined in the letter of accommodation. For further information, please contact the Disability Support Services office at (210) 486-7175 or visit the office located:

MLK Campus

Norris Technical Center 100

SWC

LIFEspace Center, ITC A-135

Web

<http://www.alamo.edu/spc/disability-resource-center/>

If you have specific needs, please discuss them privately with your instructor.