



**PROGRAM SPECIFIC AGREEMENT FOR  
VIRTUAL EXCHANGE PROJECTS**

**Between**

**BOARD OF REGENTS OF THE UNIVERSITY SYSTEM OF GEORGIA**

**BY AND ON**

**BEHALF OF GEORGIA STATE UNIVERSITY AND ITS COLLEGE OF EDUCATION & HUMAN  
DEVELOPMENT,  
ATLANTA, U.S.A.**

**And**

**AFRICA RENEWAL UNIVERSITY AND ITS DEPARTMENT OF EDUCATION  
BULOBA, WAKISO, UGANDA**

In order to improve the educational experiences and cultural understanding of their students and faculty, the Board of Regents of the University System of Georgia by and on behalf of Georgia State University and its College of Education & Human Development, Atlanta, Georgia, United States of America ("Georgia State") and Africa Renewal University and its Department of Education, Buloba, Wakiso, Uganda ("AfRU") agree to institute virtual exchange projects in accordance with the terms and conditions set forth in this agreement ("Agreement").

Georgia State and AfRU hereby agree to the following:

**1. Description of Program**

This Agreement is established to facilitate virtual exchange projects and programs of teaching and learning at the partner institution with students and faculty from each institution (collectively, the "Virtual Exchange Project"). Virtual Exchange Projects enable faculty to create academic assignments where students from one university collaborate with students from the other university while working towards a degree or certificate at the university where he or she is formally enrolled (individually, the "Virtual Exchange").

For purposes of this Agreement, with respect to the Virtual Exchanges, the term "Home Institution" shall mean the institution in which a student is formally enrolled as a degree candidate, and where the faculty member and/or researcher is normally employed.

**2. Term and Academic Years**

This Agreement becomes effective on the date it is duly signed by representatives of both institutions. The term of the Agreement shall commence on the effective date and shall be in effect for five (5) years, unless earlier terminated by either party pursuant to Section 9 below. The agreement is renewable for additional five-year terms upon the advance written agreement of both parties.

### **3. Virtual Exchange Courses**

Course offerings for Virtual Exchange Projects will be determined by Georgia State and AfRU in advance of the semester in order to facilitate course registration. The course listings shall be shared with the institutions each semester as an appendix to this agreement.

### **4. Requirements for Participation**

Students will be required to comply with the standard rules, regulations, and enrollment restrictions at their Home Institution in the selection of offered courses.

### **5. Academic Counseling, Credits and Reports**

The school, department or unit involved in this Agreement at each Home Institution will provide academic counseling to its own students to ensure that the Virtual Exchange courses are acceptable with respect to its own degree programs.

At the end of the Virtual Exchange Projects, an indication of program participation will be issued in addition to grades, if applicable, from the students' Home Institution. Georgia State will issue a digital badge of participation in addition to grades.

Participants in the Virtual Exchange Projects will be drawn from the College of Education & Human Development at Georgia State and the Department of Education at AfRU at the discretion of both parties.

### **6. Mode of Delivery:**

To ensure continuity of experience and success of the Virtual Exchange course, each party is responsible for managing the mode of delivery of the Virtual Exchange course.

The Virtual Exchange Project(s) may take any form, including, but not limited to:

- ☐ Single assignments
- ☐ Team assignments
- ☐ Shared online group discussions
- ☐ Cooperative learning
- ☐ Project-based learning
- ☐ Service learning
- ☐ Synchronous collaboration
- ☐ Asynchronous collaboration
- ☐ Other

Faculty will collaboratively decide the mode of delivery and design of their Virtual Exchange Projects, guided by best practices and optional input from the Georgia State or AfRU Virtual Exchange Coordinator or other faculty or staff.

### **7. Compliance with Rules and Regulations**

Students and faculty will be subject to the rules and regulations of their Home Institution and the laws and procedures of the state or province in which the institution is located.

## 8. Equal Opportunity

Both parties to this Agreement subscribe to a policy of equal opportunity, and will not discriminate on the basis of race, color, gender, age, ethnicity, religion, national origin, or disability.

## 9. Modification, Termination, Renewal of Agreement

This Agreement may be modified, revised, or renewed but only upon the mutual consent of the parties in writing. Either party may terminate this Agreement by written notice submitted at least 120 days in advance of the next summer session. Unless renewed by mutual written consent, this Agreement will conclude at the end of the specified academic term or year as defined in Section 2 above.

## 10. Primary Contacts

The Primary Contacts will ensure that the terms of this Agreement are carried out. They will serve as the contact persons at each institution, ensure that necessary approvals are in place, and have administrative oversight of the project.

The primary contacts for the parties to this Agreement are the following:

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**WHEREFORE** the parties to this Agreement signify their acceptance of the terms and conditions contained herein by signing in the spaces below.

**Board of Regents of the University System of Georgia by and on behalf of Georgia State University and its College of Education & Human Development**

By: \_\_\_\_\_

Paul Alberto, Ph.D.  
Dean

Date: \_\_\_\_\_

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**Africa Renewal University by and on behalf of Senate and Management**

By: \_\_\_\_\_

Vincent Byamukama, Ph.D.  
Ag. Vice Chancellor

Date: \_\_\_\_\_

31/01/2024

## Appendix A: 2024 Course Descriptions

What was previously optional is no longer discretionary. Formerly, educators could remain isolated in classrooms, schools, and school districts; now, however, it is imperative that we *“further the global perspective of students, faculty, and staff through experiential learning, research, and community engagement.”* (GSU Strategic Plan Goal 5, Initiative 4)

The virtual exchange will advance that global perspective through a burgeoning relationship between the GSU and Africa Renewal University (AfRU) in Buloba, Uganda (a “suburb” of Kampala). CEHD’s Educational Policy Studies will offer in Spring 2024 the graduate course EPEL 7410- **Instructional Leadership**. Concurrently, at AfRU, select students in the Education department be taking a newly developed “short course certificate” program, which will introduce students to foundational concepts related to learning and teaching.

Students at both universities will participate in a six-eight-week collaborative process (with a culminating product) to share their diverse educational experiences from different geographical locations. The aim is for this exchange to contribute to a growing intercultural competence and global competitiveness in students at GSU and at AfRU.

### 1. GSU course and student population

The GSU course is EPEL 7410- **Instructional Leadership**. It is one of the mandatory classes in the non-degree Tier I Add-on Educational Leadership Certification program (out of a required six classes). This Tier I Add-On program leads to Tier I Educational Leadership certification in Georgia, which is the credential required for those who will work in school-level leadership positions below the principal and district-level leadership positions that do not supervise principals.

### 2. International university, faculty partner(s), and student population

In January 2007, Africa Renewal University began with 35 students. Today, there are over 600 students from 45 different ethnic groups in Uganda, Rwanda, Burundi, Congo, Ethiopia, Tanzania, Sudan, Eritrea, and Kenya, who are being equipped as leaders and community developers. There is also an ethnic diversity in the 44-member staff, and most of the faculty graduated from universities in and near Uganda (e.g., Makerere University in Kampala, Nkumba University, Uganda Christian University, etc.). AfRU’s campus is in a beautiful and green 20-acre environment in Buloba (20 kilometers from Kampala).

AfRU is licensed by the Government of Uganda through the Uganda National Council of Higher Education. It offers several types of credentialing plans, one of which is a bachelor’s degree. There are nine different three-year bachelor’s degree programs available: Journalism and Multi-Media Communication; Community Development; Social Works and Social Administration; Disability Studies and Special Education; Theology; Child Development; Business Administration; Public Health; and Information Technology.

Students in the education-related bachelor’s degree programs can elect to participate in a “short course certificate” program called *Educational Leadership Uganda*. It is important to note that the longer-range plan in the growing relationship between GSU and AfRU is to turn the Educational Leadership Uganda “short course certificate” program into a full bachelor’s and/or master’s degree program at AfRU.

### 3. *VE activities*

The virtual exchange will occur during a six-eight-week period that both classes/universities have in common in Spring 2024. EPEL 7410 at GSU will involve graduate students who are teachers currently and who aspire to leadership. *Educational Leadership Uganda* at AfRU will involve undergraduate and graduate students who aspire to be teachers, school social workers, etc. Therefore, the collaboration process will be designed and implemented so that the varied levels of students can access the exchange process and production of a final project.

During the six-eight-week collaboration, there will be a few whole-group activities, but mainly the activities will occur in smaller groups. Students will compile their activities in a Google Site for each small group, serving as a collection of the collaborative work and as a presentation tool that students can use in other contexts.

The small group collaboration will be progressive, starting with basic personal introductions, moving to introductions to technology tools, then to explorations of the similarities and differences of experiences in the different education systems, and culminating in a collaborative project related to learning and teaching (e.g., work together to build a model classroom). Each phase/activity of the collaboration will be captured on a different web page of the small groups' Google Site.

### 4. *Facilitation of student interaction and grading of VE activities*

Students from GSU and students from AfRU will be invited to a common Canvas "course" for this six-eight-week collaboration. Within Canvas, announcements can be made to all students, files can be shared, and each small group will be given their own "Discussion" topic that will serve as their virtual collaborative space. Within that topic, each small group can interact regularly, and instructors can follow the progress of the interactions and collaborative work.

For EPEL 7410 students at GSU, this exchange process and product will replace a major assignment in the current syllabus. Students will be given clear criteria for what constitutes success for this work. For the *Educational Leadership Uganda* "short course certificate" program at AfRU, this six-eight-week process and its resulting product will be included in the program and factored in the completion criteria for the program.

### 5. *Technology utilized*

Four technology tools will contribute to the success of this exchange:

- For large-group (both classes), small-group (collaborative teams), and one-to-one communication, we will use WhatsApp. This app is the main mode of communication among Ugandans. It is also available in the U.S., and it is free and safe. It is a messaging tool (mobile and web-based) that is easy to use and effective. WhatsApp will provide the means to communicate quickly, often, and efficiently.
- For facilitating student interactions, collecting student products, sharing announcements, files, expectations, etc., we will use Canvas, a free, effective, and user-friendly LMS. I will create a "course" in Canvas for the six-eight-week experience and invite GSU and AfRU students to join the course. GSU students will be accustomed to Canvas, so they will be helpful in introducing the AfRU students to the tool. There are also some interesting

features (e.g., the ability to make audio and visual recordings within Canvas itself) that will make the exchange experience even more dynamic.

- For collecting the small group work and project results, we will use Google Sites, which is free and the simplest tool available to (co)create and share websites. Each small group will create together its own site and curate their collaborative work. They will share the URL of their group Google Site in Canvas so that instructors and other students can follow the collaboration. At the conclusion of the exchange, each small group will have their completed website that can be used for multiple purposes.
- Since students will be using a Google product with Google Sites, for any synchronous meetings (there is a seven-hour time difference so these will have to be fewer and planned strategically), we will use Google Meet. Not only is it free and easy to use, but it also has helpful features like captioning, chatting, whiteboard sharing, etc.

6. *Identification of student learning outcomes*

The GSU and AfRU students will, because of participating in this six-eight-week virtual exchange:

- Become more agile in their communication skills (including technology)
- Collaborate cross-culturally around the critical issue of effective instruction
- Develop the ability to recognize diversities in partners' cultural groups and educational beliefs, values, and practices
- Develop a wide range of future-forward skills
- Explore themselves and their own capabilities
- Increase their curiosity

7. *Sustainability of VE activities in future course*

The six-eight-week process and product will be included in the GSU EPEL 7410 syllabus and in the Canvas course shell for EPEL 7410. This syllabus and course shell will be shared with any future instructors of EPEL 7410. This will increase the likelihood that the exchange component will remain if/when other faculty teach the course.

For *Educational Leadership Uganda* at AfRU, the exchange component will be built into the recurring "short-course certificate" program. Furthermore, the experience of co-teaching the class will help instructors feel more confident in the process of leading future cohorts.