

Experiential Education & Study Abroad: The Necessity for Pre-Program Course Development and Implementation

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Dedication

Family: To my mom, Alice Godfrey, for her constant love and support even when the stresses of my life seem to overwhelm me. To my dad, Michael Godfrey, who although is now watching over me from heaven has always been the driving force in my life. To my grandmother, Rita Morath, for being a strong, female role model in my life and for sharing with me her love of travel. She continues to encourage me to travel and question what I discover in the world.

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Abstract

In today's globalized world, it has become increasingly important for people to connect across continents and oceans and between cultures and communities. These connections are critical to the development and success of businesses, non-profit organizations, governments, conservation efforts, cultural survival and sustaining relationships between people. In light of this, it is imperative that young people in particular are given the means to directly experience different cultural lifeways in order to develop (inter)cultural competencies and a sense of global citizenship. My central argument in the thesis will be that while the traditional "study abroad" program remains the best avenue for gaining such competency, sustained and rigorous preparation of students is imperative to both ensure the subsequent success of the overseas experience and sustain the effects on students in their post-matriculation years.

I start with the premise that studying abroad has long been an essential component of higher education insofar as it provides students with the opportunity for cross-cultural exchange, exposure to diverse global perspectives, developing language skills, learning effective verbal and non-verbal communication skills, and gaining independence and maturity. I base my arguments on a concentrated review of research literature on the topic and drawing on my experiences as an international educator and former study abroad student. I then address a significant gap in study abroad programs which I identify as the absence of means and methods to foster action and critical reflection on the part of students in such programs. My intervention in this arena centers on the claim that study abroad programs must include, and be preceded by, a grounding in and critical engagement with the concepts, aims and goals of cultural sustainability. Accordingly, a key component of this document is a model syllabus that I have developed for an intensive college-level course for study abroad participants. It is

entitled “Cross-Cultural Preparation for Study Abroad,” and it aims to introduce students to concepts of cultural sustainability and global awareness, among other such topics. This course will greatly enhance students’ educational experiences by providing them with training and strategies to immerse themselves in and accommodate to distinctly different cultural settings abroad.

Introduction

“The more we know about each other, the more we learn about each other, the more we engage in our differences that we have between our societies and between our social systems and between our political points of view, the better off we are. The more dialogue we have at every level and especially at the academic level, where opinion-makers are located...the better off we are. The more we...understand each other, the more effective we will be in creating a world of global citizens, and the better our chances of achieving peace in our increasingly interdependent world” - Former Secretary of State, Colin Powell (Lantis & DuPlaga, 2010).

Globalization is a recurrent topic of conversation for people around the globe who are connected to a culture or cultural identity. It is this unprecedented and advanced scale of interconnectedness among and between cultures that has put pressure on people to identify with a culture in order for them to successfully interact cross culturally. As a result, cultural communities are engaged in struggles to sustain their cultural futures and lifeways. The term, cultural sustainability is elastic, fluid and evolving. My definition of cultural sustainability is the strengthening of community through purposeful listening and engagement in order to foster mutual respect, understanding and connection within and between cultures in order to nurture global citizenship. “Chen and Starosta (2003) provide a succinct argument in favor of this stance when they note that, “globalization creates a world in which people of different cultural backgrounds increasingly come to depend on one another. Understanding and accepting cultural differences becomes an imperative in order to become an effective intercultural communicator in a global society”. Developing cultural competency and global citizenship is more necessary than ever for the success of future generations, and it is therefore vital that young people become active participants of the world. As a higher education professional I posit that post-secondary educational institutions in the United States are particularly well positioned to take on this crucial task. They can do so by developing to a far greater

extent two critical current methodologies on most college campuses: experiential education and study abroad.

In this paper I will discuss the importance of experiential education and study abroad methodologies as key to developing intercultural competency in students today. Specifically, these students attend higher education institutions and are enrolled in study abroad programs that encourage active participation in the global, learning process that will greatly enable these students to strengthen bonds between the cultural communities with whom they interact. However as effective preparatory educational courses only make up a small percentage of those instituted at higher education institutions, frequently students find themselves ill-prepared for the study abroad experience and are unable to fully participate in or understand the new cultural experiences to which they are introduced.

I discovered this student ill-preparedness after surveying current higher education study abroad professionals across the United States to evaluate the measures in which other higher education institutions take to prepare their own students. The consensus that emerges from my survey collaborators is that a lack of on-campus academic, social, personal and professional support stunts the growth of the students that are studying abroad. Study abroad professionals at several institutions such as Marist College in Poughkeepsie, NY; Bentley University in Waltham, MA; Emmanuel College in Boston, MA; expressed a desire to create pre-departure courses that will prepare students to become more actively engaged during their study abroad program. I believe that providing students with as much information as possible; regarding the new experience they are about to undertake, arms them with knowledge that decreases surprises of the unfamiliar and releases tensions of uncertainty and fear.

My claim is that in order to provide students necessary background and preparation for engaging study abroad experiences, it is necessary to develop and implement appropriate cross-cultural preparation courses.

Rationale

As a previous study abroad student and a current study abroad professional at Ramapo College of New Jersey, I found myself underprepared for my own study abroad experience and I continue to find students today increasingly ill-prepared for their own study abroad programs. I studied abroad in Dublin, Ireland. Although similarities exist between Ireland and the United States in regards to language, government and a troubled history, as I discovered after settling in that there are vast differences in the areas of academics, the pace of life, family dynamics, workplace environments, world views, etc. However, many of these issues topics were not addressed fully or at all in my all-too brief study abroad pre-departure meetings.

Now that I am the one planning pre-departure orientations I do my best to cover a large number of topics. However I still find that there is an inadequate amount of time to cover all relevant materials. Pre-departure orientations at my institution are generally short meetings with a fairly large group of students. They range from 2-3 hours with 15-30 students. These students are traveling to a variety of locations with different health and safety risks, visa requirements, cultural norms, education systems, family dynamics, social makeups, etc. Students have many questions in regards to study abroad overall but also in regards to their specific programs. Is there enough time to address every aspect of study abroad preparation in a 2-3 hour meeting? In my experience, this is not enough time but I do the best I can.

Through my research as well as collegial conversations, I have discovered that I am not the only one struggling with pre-departure preparation. Many study abroad offices, such as at Ramapo College of New Jersey where I work, have limited financial and human resources to meet the needs for all study abroad students in regards to adequate program preparation. I cover many bare bones topics such as health, safety, money, etc. but I only get to scratch the surface in regards to cultural preparation or experiential learning. In my experience I find this to be a huge disadvantage. I have spoken with many students after they return from their study abroad programs who wish they had known more about the cultures in which they lived before they went because they waited to get adjusted before getting involved. Instead they spent a great deal of time struggling with the differences they experienced inside and outside the classroom. They did not have that background knowledge which would enable them to take that next step to successful intercultural interactions with local people.

My research also aided in my discovery that there is inadequate research on a scholarly level with regard to pre-departure programming. Most institutions use best practices when creating their own pre-departure orientation but overall there are not many resources available to help guide institutions in creating their preparation materials. Each school uses their own expertise but this expertise may not provide a well-balance preparations especially considering that many schools are understaffed and do not have the budget to pay for a high end cultural competence assessment programs such as Beliefs, Events and Values Inventory (BEVI); Global Perspective Inventory (GPI) or Intercultural Development Inventory (IDI), which are current models of cultural preparation used by select higher education institutions.

I believe that study abroad offers many benefits to students. Yet if they are not adequately prepared to tackle life abroad in order to take advantage of all those opportunities, will they still benefit from the experience in the long term? International education professionals advocate that study abroad enhances global awareness and academic learning, develops leadership skills, allows for personal growth and provides students with the opportunity to gain fluency in foreign languages (NAFSA, 2012). However this brings up a valid question: Does the involvement in a study abroad program provide students with those skills? In my experience, the answer is no. Students cannot acquire skills without active, experiential learning. Students learn by observation, of course, but they strengthen their learning through interactions and reflection.

I argue that there is a gap in the relationship between the study abroad experience, the method of experiential education and pre-study abroad course development. This study will address the need for continued pre-course development due to the lack of current offerings available for students and lack of resources available for international education professionals. I will address the topic of cultural sustainability as it relates to students' abilities to create cultural connections across existing pre-conceived boundaries. In a time of economic crisis and political conflict in nations across the globe, the importance of study abroad for students - our future world leaders, is crucial not only to the success of the students in their current and future life path but also to the survival of cultural communities everywhere. If we cannot respect, understand and interact with one another the future is bleak for cross-cultural collaboration and human compassion. There is a dire necessity to use experiential education methodologies in order to develop study abroad preparation courses so that

students can maximize their study abroad experiences and reap the true benefits through action not complacency.

The gap that I have identified is readily apparent in the recommendations of the Commission on the Abraham Lincoln Study Abroad Fellowship that preceded the creation of the Senator Paul Simon Act in 2007. The Commission was established by the U.S. Congress with the goal of recommending a program to expand study abroad opportunities to students in U.S. higher education. This legislation produced the Paul Simon Study Abroad Act. Principally, the Simon Act aims to increase the number of U.S. students studying abroad each year to one million within the next ten years (this project is to commence in 2022), encourage diversity in students participating in study abroad programs, diversify the locations of study abroad programs, and encourage institutions of higher education to commit to the expansion of study abroad opportunities (NAFSA, 2012). In 2007 this bill was passed by the House of Representatives but has not become a law due to the fact that it sits with the U.S. Senate as of May 2012.

If the Senator Paul Simon Study Abroad Act becomes law, the benefits for students across the U.S. and the globe would be significant. However, it is my contention that merely marketing and recruiting students for study abroad programs, a potentially transformative experience, without properly preparing them for those overseas experiences will not achieve the transformative goals of such programs. My argument is that, in the absence of specific policy recommendations, study abroad professionals now have to seize on the opportunity created by the Act and strategize to significantly influence the conduct of study abroad programs by introducing and innovating methods.

Methodology

This study encompasses several methodologies. First, drawing upon the growing literature on the topic, I review and critique prominent definitions of key concepts that pertain to study abroad including identity, culture, intercultural communication and cultural sustainability. In regards to cultural competency I address the U-curve culture shock model, the iceberg concept of culture, and the global classroom learning cycle. Experiential education methodologies are examined through the theories of John Dewey, David Kolb and Paulo Freire. I then examine three current models of pre-departure preparation college/university model, study abroad organization model and the GlobalScholar model. I will identify their strengths and their limitations as they relates to benefiting the study abroad student.

I also present my analysis of the results of a survey I conducted with 25 institutions across the United States who offer study abroad programs to their students. This survey was e-mailed to hundreds of colleges and universities across the United States. It was directed towards international education professionals with questions regarding their pre-departure preparation. The survey results helped me formulate a pre-departure course entitled *Cross-Cultural Preparation for Study Abroad*, that aims to expose students to concepts and ways of thinking about cultural interactions, identity and similar topics.

The literature review below examines three key articles. These articles explore connections between study abroad and experiential education and articulate the transformative power of study abroad through the implementation of preparatory courses for students participating in study abroad programs.

Literature Review

My survey of the relevant literature focuses on historical texts that examine the need for study abroad programs, which in the U.S. began mainly after World War II. I evaluate the connection between study abroad and experiential education and analyze these case studies' approach to the topic of study abroad programs and the necessity for curriculum integration in the form of a pre-departure preparatory course. Together these articles provide a brief history of why study abroad programs were initially developed, how they are interconnected, and why preparatory course for students participating in study abroad programs is essential to their cultural development and their success as global citizens.

A Brief History of International Education in the U.S.

Following World War II, renewed calls for cultural understanding were heard in the global conflict's aftermath. Countries were only beginning the process of rebuilding, physically and psychologically, within their own boundaries but they also had to manage to rebuild relationships between their neighbors and countries across the globe. The United States felt that there was one way to build relationships with other countries through that of an international exchange program brought forth by J. William Fulbright; this program is now referred to as the Fulbright Exchange Program (Woods, 1987). I will briefly summarize Fulbright's reasoning behind his passionate plea to create such a program.

In Arkansas in 1944, Fulbright addressed a public audience stating that we either needed to cooperate with our neighbors in Russia, China and others using a system to preserve peace or we would only look forward to a future of warring nations competing

for survival (Woods, 1987). In essence, if we didn't take strides to facilitate friendly, understanding relationships between nations, we would lose the opportunity to maintain peace between nations. Xenophobia was running rampant between nations after the war. Countries called into question as to which nations were their friends and which ones their enemies. Fulbright knew that in this challenging time, the United States needed to act fast towards diplomacy despite its current stance of unwillingness to "surrender any part of its sovereignty for the good of the global village" (Woods, 1987). In response he drafted and re-drafted a bill which he believed would foster peaceful relations between countries.

Fulbright's solution to the lack of understanding and cultural knowledge of U.S. citizens as well as citizens around the world was for the U.S. federal government to sponsor a major exchange program for students from the United States and students from other nations to trade schools for one year (Woods, 1987). It was Fulbright's desire for other students to experience what he had in the highly competitive Rhodes Scholar program so many years prior. It was his hope that the Fulbright Exchange Program would provide an elite group of young people with the opportunity remove cultural blinders and instill tolerance and a sense of public service (Woods, 1987). His determination and tireless effort brought into being a program that fostered intercultural competencies and global awareness. For many, this program was the beginning of study abroad.

Experiential education

"By critically reflecting upon and analyzing problem-based content together with diverse community members in the international setting,

engaging in dialogue and collaborating with others, students can become empowered and develop the skills they need in order to take action that makes a difference in the world, because some of the skills needed are precisely the awareness of cultural differences and the ability to listen to others, to engage in respectful dialogue, and to analyze problems from multiple angles and perspectives, and to collaborate” (Lutterman-Aguilar et. al., 2002).

Students will learn through the lens of their personal baggage, observations of new surroundings and analysis of an unfamiliar situation at which point they will act on that learning by encouraging discussions and dialogues with other students. If students want to be effective now and later in life, dialogue and cultural understanding are very important. “Over the past 30 years, educators throughout the world have tried to help students understand our interconnectedness and to help weave a garment of global awareness and mutuality by building international bridges of understanding through the promotion of study abroad” (Lutterman-Aguilar & Gingerich, 2002). It appears that educators have taken on a similar stance as Fulbright who began his fight for international exchange over fifty years earlier. As of 2000, it is estimated that over 2 million U.S. students have studied abroad since World War II (Lutterman-Aguilar & Gingerich, 2002). This is a number that has increased significantly over the past several decades. I believe this has to do with the desire to study abroad to achieve broader goals than that of Fulbright’s original aim. Cultural competence is still a priority but there are other now common benefits including language acquisition, interdisciplinary study with an international focus, undergraduate research opportunities in the field and increased involvement with other cultural communities (Lutterman-Aguilar & Gingerich,

2002). However despite these increased interests and opportunities, not all students are aware of these additional benefits nor are they adequately prepared to take advantage of those opportunities. Hence, I believe that the model of experiential education must be used in the creation of study abroad program preparatory courses.

Experiential education is multi-layered theory that has been discussed and developed for over a century. One of the forerunners in experiential education, John Dewey, believed that experiences were not educational in and of themselves as Ann Lutterman-Aguilar et. al. addresses in the article, *Experiential Pedagogy for Study Abroad: Educating for Global Citizenship*. Our interaction with experience must have a plan and a purpose. According to John Dewey, the first recognized experiential education theorist, “experiential education involves carefully chosen experiences supported by reflection, critical analysis, and synthesis, which are structured to require the learner to take initiative, make decisions, and be accountable for the results” (Lutterman-Aguilar & Gingerich, 2002). During the experiential learning process, reflection on the knowledge being consumed must take place. Reflection is the action that takes place, involving students in the learning process. Paulo Freire, another experiential education theorist, had a similar viewpoint to that of John Dewey in regards to reflection. It is his belief that experiential education promotes critical thinking through collective reflection and analysis of experience (Lutterman-Aguilar & Gingerich, 2002). In other words, it is the reflection process that fosters dialogue between students and between educators.

In addition to Dewey and Freire, I also draw upon David Kolb’s writings, given his background as an experiential education theorist. Kolb took Dewey’s theory of experiential education further within the realm of study abroad stating that learning is a

process whereby knowledge is created through the transformation of experience (Lutterman-Aguilar & Gingerich, 2002). Not only is he claiming experiential education involves action but that it is also meant to transform students by providing more information to arm them with knowledge. Experiential education transformation is a common goal for many study abroad programs but only those that truly understand the goals that Dewey, Freire and Kolb, among many other others, describe in their theoretical research implement the necessary tools and action plans that provide students with that transformative, educational learning. Learning that encourages student empowerment and responsible citizenship.

The final article I analyze contains two case studies in relation to study abroad preparatory courses offered by Beloit College and Kalamazoo College. I will begin with a bit of history and an explanation of the origins of the study abroad preparatory courses at each institution. I will follow that with a review of both institutions course structures and assignments given. I will end with the lessons learned by both institutions.

Beloit College was founded in 1846. However an official study abroad program was not developed until 1960, over 100 years later (Brewer & Cunningham, 2009). Even more recently in 2002 Beloit College began a shift to campus internationalization with an international education mission statement and learning goals for students which asked them to gain new perspectives in their fields of study, develop intercultural competencies and communication skills, learn others' perspectives, reflect on their assumptions and values, and learn about and from their study abroad site (ibid). Over a forty two year period, Beloit was sending a large number of their students on study abroad program. In 2002, approximately 40% of Beloit College students had spent one

or two semesters abroad (Brewer & Cunningham, 2009). This is an incredible number for a single institution.

In 2008 Beloit College was able to beat its own numbers by sending 50% of its students on study abroad programs (Brewer & Cunningham, 2009).

In 2003 a new leaf was turned. An ad-hoc group of faculty and the Director of International Education convened over a period of several weeks to create a study abroad preparation class (Brewer & Cunningham, 2009). They convened to review applications, evaluations and conduct interviews. It was made clear that there were gaps in students' preparation for study abroad and students did not learn as much as anticipated while they were abroad (Brewer & Cunningham, 2009). Thus they decided to develop a course for their students. This course would be taught by rotating Beloit faculty members who would employ comparisons between U.S. and study abroad program countries to help the students "develop the ability to recognize, analyze and understand multiple perspectives, negotiate different modes of communication" and to use reflection as part of experiential learning to understand their own assumptions and values (Brewer & Cunningham, 2009).

Kalamazoo College has a fairly similar history to that of Beloit College. Kalamazoo College was founded in 1833 but only in the past 50 years have they become involved with study abroad programs, sending approximately 85% of their students on study abroad programs (Brewer & Cunningham, 2009). Despite the large number of students studying abroad, faculty still voiced concerns. Were the students viewing study abroad as a separate experience outside of the college experience? Faculty felt that students needed theoretical frameworks to help structure the experience and opportunities for significant reflection on the experience (Brewer &

Cunningham, 2009). As a result, a new program was initiated. Kalamazoo College launched the *Reclaiming International Studies: Helping the Campus Benefit from International Programs* which had similar goals to that of Beloit College (Brewer & Cunningham, 2009). To help students better prepare for, participate in and reflect upon their experience as it relates to their study abroad program.

Both initiatives have paralleled starting points and assumptions for these courses. The first being that their participants will be heterogeneous in background, interests and destinations and will most likely be unsupervised while abroad (Brewer & Cunningham, 2009). Unsupervised meaning that a Beloit College or Kalamazoo College faculty member would not be present during the actual study abroad program. The second assumption being the course should help the students acquire habits, skills and knowledge to prepare them to learn while abroad (Brewer & Cunningham, 2009). In essence both courses would be designed so that students would be best prepared to understand their study abroad undertaking and to best situate themselves to take advantage of experiential learning opportunities while abroad.

The Beloit College structure uses a variety of tools to help prepare the students. They start off with the introduction of map or visual representation of where the students are going; emphasizing geographic information as well as images associated with the host country (Brewer & Cunningham, 2009). This exercise is followed up with a writing assignment asking the students what the map or images tell them about the country and what they may choose to explore over the course of their term abroad (Brewer & Cunningham, 2009). The structure for the remainder of the course is centered on written assignments.

There are two primary writing types; news reporting and short essays. The first is a short essay on a topic of investigation for a particular week; a contemporary issue, historical event, or cultural event (Brewer & Cunningham, 2009). The minimum is two well written paragraphs per assignment, five in total through the semester (Brewer & Cunningham, 2009). Each class session focused on this writing type starts with a roundtable discussion which allows the students to report their findings as well as learn about each other's countries in the hopes that it will trigger ideas for their own research and ideas for sources to use (Brewer & Cunningham, 2009). The second writing type is the essay. These are written in response to readings, research and experiential education learning assignments (Brewer & Cunningham, 2009). It was the hope that these types of assignments would help the students better understand who they are, how they came to be that way and as a reflection tool (Brewer & Cunningham, 2009).

Outside of written assignments, Beloit uses interactive experiential learning methods. One project in particular stuck out in my mind as being quite effective. After an in-class observation skill exercise, students are required to walk a specific route within the town Beloit College is located in order to observe and record as much as they can individually or in pairs (Brewer & Cunningham, 2009). On the way they are asked to look for clues regarding Beloit's past, present and future, and to record information about infrastructure and natural, human and animal worlds (Brewer & Cunningham, 2009). Upon completion of the task as well as the written assignment, students are asked to share with the class what they noticed (Brewer & Cunningham, 2009). In essence they are learning how observant they are. This course ties together knowledge learning, experiential education, and reflection through the use of written, spoken and in-practice assignments.

Beloit College learned a few key lessons from the implementation of the study abroad preparation course. Beloit originally intended students to take the preparation course as well as a post-study abroad course to complete the learning cycle as it relates to study abroad; however most students take one or the other (Brewer & Cunningham, 2009). Unlike the original plan for faculty to rotate instruction of these courses, the director of international education at Beloit College bears the responsibility of teaching the course due to scheduling difficulties with the faculty members (Brewer & Cunningham, 2009). Despite faculty being able to teach the course itself, other benefits have presented themselves. Mainly that faculty implemented the study abroad course practices into their other courses, using a more international focus and experiential education methods to engage the students in their learning. So not are study abroad students being prepared but all students are gaining international insights into their academic curriculum and utilizing experiential education to get a more hands on approach to learning.

Kalamazoo College designed a three part structure to their study abroad courses. I will focus mainly on the first part, the preparation course. Part 1 is a short course with an emphasis on intercultural communication and training on how to become a participant observer (Brewer & Cunningham, 2009). Students are asked to define key concepts such as culture, low and high context culture, cultural patterns, verbal and non-verbal codes and rules of conversation (Brewer & Cunningham, 2009). Students are also asked to write short papers to test their observation skills. For example, visiting a typical U.S. supermarket noting layout and merchandise and how all these elements point towards U.S. individualism (Brewer & Cunningham, 2009). This course primarily uses experiential education to help students better communicate with others as well as

understand cultural differences and how to better prepare to be aware of those differences while abroad.

The study abroad preparation course at Kalamazoo College presented similar lessons learned to that of Beloit College. Students at Kalamazoo College routinely show that they retain and apply concepts they have learned in their preparation course (Brewer & Cunningham, 2009). With the addition of this course to many faculty members course loads, Kalamazoo has needed to hire foreign adjunct faculty to teach foreign language courses so that domestic faculty can manage the study abroad courses in their yearly course load (Brewer & Cunningham, 2009). However, on a positive note, similar to that of Beloit College, Kalamazoo faculty have carried over experiential education practices as well as an international focus on course material and academic curriculum as a whole (Brewer & Cunningham, 2009). Once again making it possible for study abroad students and non-study abroad students to benefit from an international focus and hands on learning through experiential education.

Limitations of Cited Sources

The Fulbright Exchange Program, although a precursor to international exchange is not the appropriate format for students in higher education today. This program is solely for students who have already completed a 4-year degree in higher education. So is only available to students who want to continue to pursue international opportunities after they have already completed relevant degrees. In my opinion we need to start students younger, during their higher education experience. The longer we wait, the more time goes by during which cultural understanding and international education

could be taking place. This program is also highly competitive and only select groups of students are chosen to take advantage of this opportunity.

Yes, the Fulbright Exchange Program is effective for fostering intercultural competencies and connections across borders. However it is not the sole program available to students today. Study abroad programming has grown exponentially to include undergraduate students from various economic, political, cultural, academic and ethnic backgrounds to an increasing number of locations around the world. These programs last from days to years providing students with an increased opportunity to pursue international education possibilities with various aims and goals within those prospects.

The second article I analyzed portrayed experiential education and study abroad as natural partners. They are as such because together they empower students to take action and foster dialogue between cultural communities across the globe. A common misconception, however, lies in the idea that study abroad programs across the board enable students to inherently understand their role as global citizens and to act on this responsibility in an effective way. Participation in study abroad programs cannot consistently elicit the necessary results of students developing a sense of self, intercultural competence and their global, social responsibility unless programs are designed using methods of experiential education. However, Lutterman-Aguilar and Gingerich fail to provide any substantial evidence as to how to prepare students for study abroad programs; focusing primarily on the outline for the study abroad program itself. Although I believe study abroad programs need to be designed carefully, I believe even more strongly that preparatory course for study abroad programs are quite necessary to the success of each individual student as this course has the potential to

empower students to critically facilitate their own experiences, regardless of program structure and delivery. However, I have found that there is a significant lack of research available that ties preparatory courses and study abroad programs in a meaningful way.

The study conducted by Brewer and Cunningham presents an excellent case study for not only the need of study abroad preparation courses but also how they structured their courses and an explanation of the lessons they learned during the process. However I would have appreciated more information about the students, where they were studying abroad, for how long and specific feedback from the students in regards to the preparation course. From the information that was provided about the students, it appears that the majority of students at both institutions were heterogeneous in background, interests and destinations. In order to prove that a study abroad program preparation course is beneficial, this study should have shown that it was relevant for a broader group of students with different backgrounds (socio-economic, ethnic, cultural, etc.) The study also would have been improved if it evaluated students with different interests (academic, personal, etc.) and those traveling to regions of the world. In fact we do not know what the majors of the students were or where they were studying. The reader cannot tell if all the students in the first group were all business majors going to China; which in the end would not reveal a clear picture as to if study abroad program preparation courses are effective with students. I think in this case study a broader selection of students and more information regarding the students at the outside, would expose a more real picture of the necessity for courses that prepare students for their study abroad programs.

Thoughts for the Future

Study abroad is not defined as experiential education. However experiential educators can use study abroad as an example of a successful experiential education opportunity, if developed properly. I agree with Lutterman-Aguilar et. al. that experiential international educators need to design study abroad programs, and in my mind study abroad preparatory courses, that will not only teach students about intercultural communication but also about the complexities of the host country, enabling students to come into contact with diverse populations within their host country. Therefore it is my goal to create a study abroad preparatory course that will institute experiential education methods in order to prepare students for the pre, during and post study abroad program experience so that they will be better equipped to identify, acknowledge and act on their intercultural interactions in the hope of their continued development to become global citizens.

Hypothesis

Through the implementation of experiential education in cross-cultural preparatory courses, students will be better prepared for study abroad program immersion and integration into local cultures thus providing them with the opportunity to develop cultural competencies and global citizenship. If the Senator Paul Simon Study Abroad Act becomes a law, a huge increase in students studying abroad will take place over a ten year period. Cultural communities around the world will be influenced with the influx of U.S. students in their communities. The increase of U.S. students around the world provides an incredible opportunity for them to learn and transform themselves. However a few questions arise. Are students adequately prepared for these

interactions? Are students generally able to handle new cultural situations in a respectful and appropriate manner? These are questions I will address in this study.

From my conversations with other international education professionals as well as through my own experience in international education, I believe that it is a necessity for higher education institutions to develop study abroad preparatory courses in order to encourage cultural interaction by way of an experiential education approach in order to foster global citizenship. Currently, study abroad preparatory courses are not widespread at higher education institutions so it is important to think ahead and develop these courses through the lens of experiential education. Thus I have developed a study abroad course, *Cross-Cultural Preparation for Study Abroad*, with experiential education and study abroad methodologies in mind. My hope is that it will serve as an example to other higher education professionals of an effective, interactive study abroad preparation model that will aid other international educators in acquiring common study abroad goals. In essence, I am developing an approach to study abroad that strives to transmit and cultivate a disposition to study abroad that will orient students to their experience in deeper and more helpful ways than current practices foster.

Identifying Key Concepts

Identity and Culture

In order to better explain the connection between study abroad programming, experiential education and course preparation; I will introduce key concepts. The first key concept I will discuss is identity. The definition I found consistent with my research is that identity expresses a mutual relation that connotes a persistent sameness within oneself and a persistent sharing of some kind of essential characteristics with others

(Sokefeld, 2001). In other words, identity is a set of attributes, beliefs, desires, or principles of action that distinguish a person in socially relevant ways. Identity not only differentiates individuals from one another but it is also how they identify with social groups. "Identity is the pivotal concept linking social structure with individual action; thus the prediction of behavior requires an analysis of the relationship between self and structure" (Hogg, et. al.). Identity provides an individual his or her individuality but consistently causes individuals to analyze the social groups with whom they affiliate with as part of their daily lives. In essence identity provides individuals with belonging to a larger social group. These groups have their own unique cultural aspects so I think it fitting to next define culture.

Culture is a complex word. There are many variations of definitions that exist today. The most relevant combines two definitions: 1) the social production and transmission of identities, meanings, knowledge, beliefs, values, aspirations, memories, purposes, attitudes and understanding; 2) the 'way of life of a particular set of humans: customs, faiths and conventions; codes of manners, dress, cuisine, language, arts, science, technology, religion and rituals; norms and regulations of behavior, traditions and institutions (Hawkes, 2003). That is quite a bit to unpack but cannot be overlooked due to its complexity. So in relation to identity, an individual's set of characteristics that makes them different from others but also connects them with social groups that have similar characteristics, culture is the way of life of these social groups. Culture is the action and communication of individuals brought together by commonalities, through shared beliefs and shared life practices. Cultural communities are dynamic and constantly evolving over time. Individuals are consistently being exposed to new ways of life, causing them to question or reaffirm their own identity. Globalization has certainly

played a hand in this. Over time the exposure of other cultural communities has brought people together, encouraging interaction and communication. Study abroad programs provide students with this opportunity. Students bring their various identities and their cultural baggage from life in the United States then interact with people who, perhaps to their surprise, have similar and different identities. In my mind there are no typical study abroad students because they all have their own cultural baggage and they experience new cultures differently. Students have different ethnicities, economic backgrounds, academic opportunities, family dynamics, etc. that shape them as a person, as an individual who is also part of a larger social group. It is because students are so diverse that it is important that all students need grounding in intercultural competency. However, before we delve into intercultural competency it is important to comprehend other key concepts.

Intercultural Communication

It is important in a globalized world for students to be able to identify with their own cultural communities as well as having a sense of their own identity. This is important to their development so that they can work towards effectively and actively interacting with other cultures in order to be successful. The world is made up of thousands of different types of these cultural communities and all of them communicate by both verbal and non-verbal means. Intercultural communicative behavior sheds light on discourse functions between communicators such as greetings, small talk, forms of address, managing face, politeness or rapport and the use or non-use of joking and indirectness (Durant & Shepherd, 2009). As Liddicoat (2009) notes, "The intersection of culture and communication is not simply one of the content or meaning of messages, it also applied to the forms of messages, and the ways in which these forms are

evaluated and understood.” The most important element of interaction between cultures is effective communication and providing study abroad students with the opportunity to interact on an intercultural level will benefit them during and after the interaction. One crucial way to provide guidance for students as they prepare for their study abroad program is through a pre-departure course.

The pre-departure course I have created will provide students with methods of intercultural communication, exposure to the principles of cultural competency, tips as to how to manage culture shock, ways to navigate their own cultural adjustment in a new environment and they will learn how to educate themselves about the cultural practices of those with whom they will be living. This course will also address the key concept of cultural sustainability.

Cultural Sustainability

My definition of cultural sustainability is the strengthening of community through purposeful listening and engagement in order to foster mutual respect, understanding and connection within and between cultures in order to nurture global citizenship. One crucial way for students to experience cultural sustainability is by studying abroad during their college career. Studying abroad is more than the simple idea of learning academic material while abroad. It is a “holistic educational experience that affords participants opportunities to develop new academic interests, participate in academic internships, establish friendships with host country nationals, explore a new culture, expand their worldview and sense of self, as well as improve their target language skills” (Norris & Steinberg, 2008). As I previously mentioned, the important idea to remember is that cultural sustainability is about students being able to identify with their

own cultural communities while recognizing and communicating with people from other cultural communities.

According to Kwame Anthony Appiah, *cosmopolitanism* or a cosmopolitan attitude is predicated on the notion that we have obligations to others that stretch beyond those to whom we are related, by blood or shared citizenship, and that we value not just human life in general but that we value specific human life which follows that we take an interest in the practices and beliefs, or cultures, of others (2006). In other words we feel a social responsibility towards others, whether or not they are affiliated with our culture. We feel it important to share our cultural ways of life in order to sustain our own identities while respecting the cultural ways and identities of others. Successful interaction with other people is more than simply walking the streets of the capital city among the masses or eating at a popular restaurant with local residents. It is about making a connection and filtering your understanding through a new pair of eyes, a set of eyes that did not previously have that global context. "Seeking community and cultural health, cultural self-determination and freedom, and responsibility for human and natural creation in its essential diversity, practitioners of cultural sustainability foster mutual respect, understanding, and connection within and between groups of people" (Turner, 2010). In the end intercultural communication and interaction between cultures enforces our own cultural sustainability as well as that of the others.

Study abroad provides students with a global perspective which is different from their fellow classmates who have not had the opportunity to study abroad. Not only does studying abroad open the eyes of students to their national identity but it also extends their identity to include global affinities (Lantis & DuPlaga, 2010). Students in a study abroad setting are taken out of their cultural home and placed in an entirely different

environment, whether it is a rural village in Sierra Leone, a thriving metropolis like London or a religious Mecca like Jerusalem. Every student will interact with and react from their study abroad experience differently as each individual has a different background and a varied set of cultural norms or cultural identities. But no matter the backgrounds of the students studying abroad, it is up to the student to take responsibility to fully immerse in the new cultural community in which they find themselves. And it is equally the responsibility of educators to prepare students for this intercultural interaction through the practices and rubrics of experiential education.

Experiential Education Theories

One of the radical differences between education as a dominating and dehumanizing task and education as a humanistic and liberating task is that the former is a pure act of transference of knowledge, whereas the latter is an act of knowledge...education as a dominating task assumes that consciousness is and should be merely an empty receptacle to be 'filled'; education as a liberating and humanistic task views consciousness as 'intention' toward the world (Freire, 1985).

Education in the world today is frequently referred to as complacent learning. Students are inundated with learning that is modeled around memorization and testing. Do tests really prepare students for the world? For life? What are we really teaching these kids, that teachers are the knowledge holders and that they know nothing? The failure in our education system is that it is not modeled around student initiative in their own learning and growth but instead around this idea that education must be absorbed and understood as an absolute, no questions asked (Dewey, 1940). How is this conducive to engaging and transforming experiences which will in essence develop individuals to live with intention and purpose?

Instead of being an alienating transference of knowledge, education or cultural action for freedom is the authentication of knowledge by which learners and educators as 'consciousness' or as ones filled with 'intention' join in the quest for new knowledge as a consequence of their apprehending existing knowledge (Freire, 1985).

This desired education learning style begs the question as to what we expect from our students. Perhaps we should address the idea of globalization to better answer that question. In one definition, globalization is described as "the intensification of worldwide social relations which link distant localities in such a way that local happenings are shaped by events occurring many miles away and vice versa" (Morrow & Torres, 2000). This definition lends itself to the idea that as social and cultural interactions rapidly increase across time and space, there is a concurrent need for people to become culturally competent on a global scale. In order to be able to develop students to become globally competent, we have to change the current style of learning to that of experiential education. This is a learning style that for students can open up possibilities of aesthetics and connection. From this style of learning and living, different critical interactions may take place and fruitful relationships may develop that are not based on the hierarchies of power, access, or money, but of something else entirely. Through the creation of circumstances and conditions of cultural encounters, specifically in this case, study abroad; students will find themselves challenged and the experience may reframe their assumptions. It is then when they study abroad and engage actively that they will be able to experience the real nature of a place and value that place, its cultural gifts. It is through their active role that they will not only observe on a cultural community but they will reflect on their observations as well.

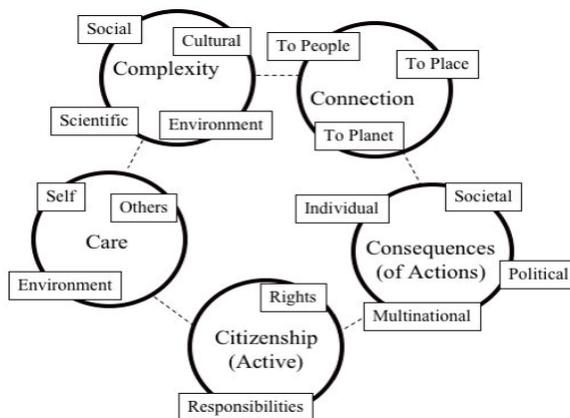
Freire believed that educational praxis should “combine both action and reflection” during which “educators purposefully engage with learners in direct experience and focused reflection in order to increase knowledge” (Breunig, 2005). His theory went beyond that of knowledge sharing to that of critical reflection and action. Not only is the educational experience important (in that moment) but also the continued learning that leads to further questioning; questions the experience raises, the problems they create, the demands for the new information they suggest, the activities they invoke and the expanding fields into which they open (Dewey, 1940). Experiential education provides students with the tools they need to develop skills necessary to be successful, not merely financially, but socially.

Experiential education takes on a more interactive, engaged approach in contrast to traditional models of pedagogy. This form of learning engages the teacher and the learner in the same learn/teach process but in different roles that provide both with intellectual, physical, emotional and aesthetic learning (Higgins, 2009). Experiential education involves mind, body and spirit learning. Student engagement leads to motivation and empowerment in the learning process. Students can tie in their individual, unique goals to experiential learning thus motivating themselves and creating sustained engagement (Sibthorp, et. al., 2011). In other words, a key idea in critical pedagogy and experiential education is that if students are motivated and engaged in their learning, they can reflect on that learning and take responsibility for it.

David Kolb is an experiential education advocate and theorist. It is his critical reflection philosophy that created the “Kolb Cycle” which connects the

themes of experiential education and critical reflection. Figure 1.1 visually relates the themes of taking responsibility, complexity, connection, consequences, care and citizenship (Higgins, 2009). This model connects the learning process to all areas of our lives including the dimensions of the social, scientific, cultural, environment, political, and also the individual self. The model as a whole highlights the need for us to take action and take responsibility for those actions. We are all connected; if not directly to each other, through these themes as they affect our cultures.

Figure 1.1 Kolb Cycle



Critical pedagogy and experiential education are not one and the same but they do complement each other to develop well-rounded learning. Both educational methods have significant educational aims. One key element is that of critical reflection which requires the educator and the learner to examine experiences and reflect on those observations (Higgins, 2009). The experiential process does not end with an observation. Active reflection is paramount and it is needed to connect what we experience and how we process that experience into understanding. We must understand the significance of what we see, hear and

touch (Dewey, 1938). In other words, we need to let culture get under our skin. By allowing it to do so, we are making a connection, fostering community between cultures. In this exchange, we are not only allowing ourselves to connect to another culture but also assert our own cultural identity. Through this process of experiential learning, we are cultivating the opportunity for student transformation.

Making a connection with an individual or a group of people is more than having a conversation. It is much more and involves living with the people, experiencing their daily life in order to better understand their challenges and their successes. A key goal of cultural interaction is to make a connection in order to cultivate learning and it is not to replace their current methods, practices or ways of life based on previous experiences. There are ways to build on their methods but before you can effectively foster a relationship or understanding between cultures, it is necessary to start with observation and purpose. “Go to the people, live among them. Learn from them, love them. Start with what they know, build on what they have” (Turner, 2012). By fostering active and engaged connections between cultures, students will observe, process and understand their role as one with purpose. Intentionally designed experiential activities promote personal and social growth (Seaman, Beightol, Shirilla & Crawford, 2009). Students can continue to develop through these experiences in ways they may not have been able to if they did not participate in a study abroad program. Through our cultural interactions, we become more familiar with our own cultures and with those with which we are actively interacting, making it possible for students to interpret who they are and their responsibility towards others (Turner,

2010). Perhaps our need to connect with others stems from our need to understand our role in the world, therefore creating a need to actively experience other cultures.

Another commonality between experiential education and critical pedagogy pertains to education and purpose. Both methods of experiential education aim to develop a more socially just world (Breunig, 2005). A world of individuals who use their experiences and their reflective observations to make informed decisions as it relates to any area of their lives. Experiential education can develop interdisciplinary skills (communication, problem solving, and critical thinking), social justice skills (responsible, global citizenship, development of ethical/moral values), personal development (self-confidence, maturity, self-awareness), career development (professional competencies) and students' capacities as lifelong learners (Rubin, 2000). Students will be able to measure their success by their attainment of interdisciplinary skills, an understanding of social justice, personal adaptability and career development skills. There are many experiential activities in which they can participate in order to acquire them. A variety of options include cooperative education placements, internships, field studies, fieldwork, field research, service-learning, student teaching, and clinical practice (Rubin, 2000). One overarching activity includes all these experiential activity options: study abroad. The element of success to tackling any of these activities is to be aware of and understand intercultural competence.

Conceptual Framework

Intercultural competence is not an easy concept to define. In fact many disagree as to what this concept encompasses. However, there is one definition I found that fits the needs of this study. Intercultural competence is a “cultural awareness and sensitivity towards a more developed worldview and sense of self” (Lantis & DuPlaga, 2010). This still remains a broad concept. To break it down, there are three principal themes: “1) the ability to develop and maintain relationships, 2) the ability to communicate effectively and appropriately with minimal loss or distortion, and 3) the ability to attain compliance and obtain cooperation with others” (Fantini, 2000). For students, the process of developing intercultural competence will be unique unto themselves. They each come with their own ‘baggage’ that they must unpack when interacting with other cultures. Sometimes this baggage is referred to as ethnocentrism. They have previously developed a lens through which they view the world. However it is our individual experiences that adjust our lens settings to either narrow or broaden our mindset and continued interaction in the world.

Study abroad aligns well with the preferred method of learning, experiential education, and the need for students to develop intercultural competence for future success. Study abroad is considered “a holistic educational experience that affords participants opportunities to develop new academic interests, participate in academic internships, establish friends with host country nationals, explore a new culture, expand their world view and sense of self, as well as improve their target language skills” (Norris & Steinberg, 2008). Norris and Steinberg mention ‘opportunities’ to develop because the act of studying abroad in and of itself, does not mean that you are achieving an experiential education experience nor does it mean that you are achieving

all the above opportunities. The students have to take an active role in the learning process, as to the teachers, parents, study abroad professionals, etc. As it is the responsibility of the students to take advantage of study abroad opportunities because of the numerous benefits they will obtain and experience, it is also the responsibility of all the other parties to remain involved; specifically higher education professionals. Students depend on the preparation that universities and study abroad offices can provide (Streitwieser & Sobania, 2008). Thus, it is our responsibility as study abroad professionals, to better prepare students for the challenges they will face, the culture shock they will experience and opportunities that are being offered to them.

The key to understanding the magnitude of difficulty in regards to the intercultural competency process is to break down the cross-cultural adjustment process step by step. To begin with, what does cross-cultural adjustment refer to in regards to study abroad? This process refers to the phases of culture shock that a student experiences during their attempt to integrate into the host culture from that of an outsider, someone who does not understand or fully appreciate the differences he or she will encounter, to that of someone who understands and appreciates the differences and therefore becomes integrated into the culture. What are the steps? Some institutions, including Ramapo College, have the study abroad professional staff convey to students during pre-departure orientation that there are four stages to the cross-cultural adjustment process; cultural euphoria, cultural confrontation, cultural adjustment and cultural integration.

Each stage affects the physical, social and internal (e.g. emotional and mental) aspects of the students who study abroad (Paige, Cohen, Kappler, Chi & Lassegard, 2002). The physical is addressed in regards to climate, food, methods of communication

(hand shake vs. kiss on the cheek), and much more. The social addresses the need for students to adjust towards acceptance of the new culture's values, beliefs and overall way of life (Paige, et al., 2002). Internal speaks to the emotional and psychological process of a student connecting his or cultural identity to that of the new cultural identity and being able to integrate them into one global context. Realizing that the entire body is affected by this process of cross-cultural adjustment is a big clue to the challenges of this process and the feeling of overall achievement when a student crosses the threshold of the final stage.

The first stage is that of cultural euphoria. Many in the international education field also refer to this stage as the 'honeymoon' period when "everything is new and wonderful, and you are eager to explore it all" (Paige, et al., 2002). At first students are so happy to be in a new place exploring what it has to offer; checking out the tourist highlights, eating delicious food, and buying souvenirs they are often unaware that they are viewing this new place with rose-colored glasses. Students notice all the positive aspects of the new culture; those which are well-known and even similar to their own personal cultural identity. Study abroad professionals and other international educators and administrators have said that it is their hope that once students become more familiar with their host countries they start to notice the similarities between both cultures and better understand their own identity within this new context and they are more accepting of differences without judging, adjusting behavior to fit better in the foreign culture, and hence gaining skills in communicating cross-culturally (Lantis & DuPlaga, 2010). Yet that is more easily said than done.

The next stage is referred to as cultural confrontation or more often as culture shock. Culture shock can be related to a fish out of water experience as students

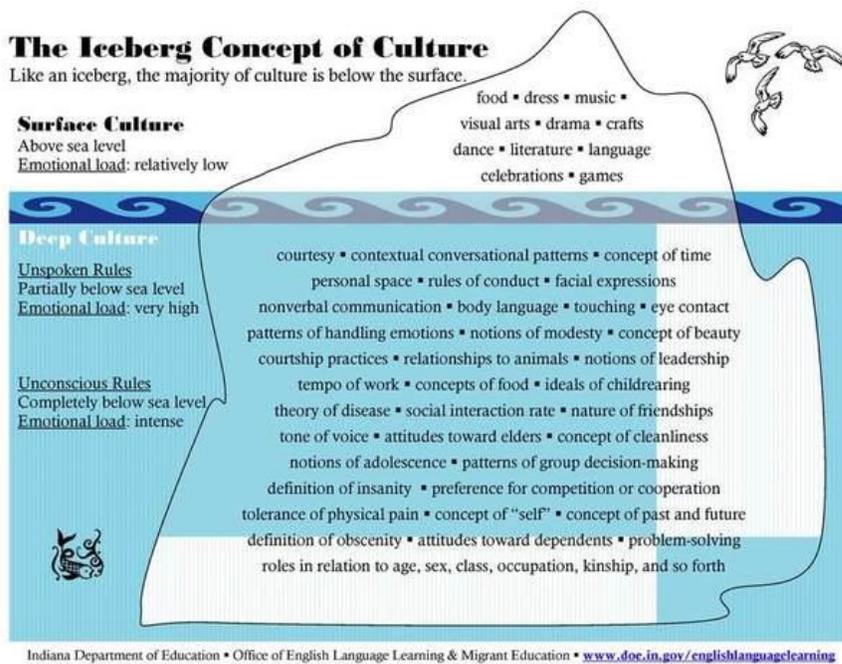
process feelings of anxiety, discomfort in everyday situations in a new environment and in some cases traumatic shock (Rogers & Steinfatt, 1999). The shock of no longer being in the honeymoon phase and having to come to terms with all the differences they are experiencing can at times seem too much to bear for students. It is common during this stage for students to switch from a positive point of view to then perceive their new surroundings through an ethnocentric point of view. According to Rogers and Steinfatt (1999) ethnocentrism is the degree to which individuals judge other cultures as inferior to their own culture. In other words, study abroad students, generally speaking, react to a new culture by comparing everything to their own culture and judge that culture based on its differences, providing that culture with a negative connotation or casting an inferior light on the new culture. During this stage when stereotypes, generalizations about a group of people that oversimplifies reality, are used towards individuals within that culture (Rogers & Steinfatt, 1999). This is also the phase when words similar to “strange”, “weird”, and “backwards” come into play. Students become increasingly uncomfortable with the differences they discover within their new cultural surroundings. Homesickness sets in and students start communicating with their family and friends at home more often than interacting with the new culture. This is the most difficult phase for students to work through in order to make it to the next stage.

Cultural adjustment is the third stage of the cross-cultural adjustment process. It is in this stage that students move beyond that of the emotional/psychological, social and physical shock of a new culture to that of increasing comfort and competence of that culture (Paige, et al., 2002). Students become more comfortable to test the waters to try new activities, to meet and interact with people from that culture and to immerse themselves more into the culture with the mindset to better understand it. This is when

students actively tackle their learning through that of experiential education; observation, reflection and action.

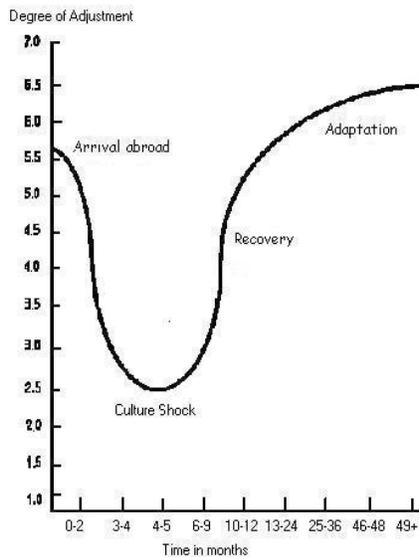
A frequently used symbol in the cultural adjustment phase is the cultural iceberg, *Figure 1.2*. An iceberg is a huge mass of ice however from the surface only a small fraction of the iceberg can be seen, the much larger section of the iceberg is hidden below the surface of the water. This is similar to culture. When students study abroad they witness a small fraction of the culture; in other words they see a culture's dress, language, food, and dance. (<http://www.echospace.org/assets/1843>). However the students must learn to appreciate what is below the surface of culture to truly understand the culture itself by observing as an outsider but also by interacting with people of that host culture in order to make accurate reflections. Some elements hidden under the surface can include; concept of time, personal space, body language, eye contact, notions of leadership, concept of cleanliness, and concept of beauty. (<http://www.echospace.org/assets/1843>). Students become more emotionally, socially, and physically immersed into the culture, the deeper they look into that culture.

Figure 1.2



The fourth and final stage of cross-cultural adjustment is cultural adaptation. In essence they have completed the U-curve process, *Figure 1.3*. (Uwake, (2009). Students began at feeling good toward their experience in a new culture then fell into a slump of negative emotions and feelings of hopelessness only to turn back around to a sense of accomplishment (Hess, 1997). It is during this stage students have developed a great deal of confidence and their ability to effectively communicate and interact with people of the host culture as well as having a deeper understanding or appreciation for the values, customs and behaviors of the culture into which they have been integrated (Paige, et al., 2002). The students are no longer looking through rose-colored glasses but with clear vision, in essence they have achieved understood and are attuned to a culturally relativistic stance/attitude.

Figure 1.3



Cultural relativism evaluates the actions in a culture by the premises of that culture – by its assumptions about society, the environment, technology, religions, and science. The ideas and purposes of the actors - not the spectators - guide the understanding (Rogers & Steinfatt, 1999). In other words students are using the cultural context in which they find themselves to better understand that culture. They are not using their home culture as a tool to judge or shed a skewed light on the new culture. This is no easy feat. Students who are adequately prepared for this intercultural experience through the help of their home institutions, study abroad administrators and parents will be more motivated to push through the challenges of the first three phases and to continue to actively engage in their study abroad experience and intercultural learning. Education is a continuing, reconstructive process (Dewey, 1959). Students who participate in experiential, study abroad will continue to evolve as an individual and as a student of the world over time. Yet they can still be proud of this outstanding achievement; not only in terms of the experience itself but of what this experience has

taught them in regards to self- awareness and self-confidence as well as developing their intercultural competence.

Why is achieving intercultural competence important for students? As previously mentioned, globalization is an active ingredient in the resurgence of interest in exploring cultures around the world. This new experience allows for easy accessibility to connect with people from other cultures in order to start a new business, expand a corporation, connect non-profit organizations with similar missions and bring together governments towards peace building efforts. Recruiters and employers are not solely looking for students with study abroad experience but those who are able to articulate their study abroad experience (Gardner, Steglitz & Gross, 2009). Employers are looking to hire recent graduates who have the skill to not only communicate with people from other areas of the world (e.g. the necessity of foreign language skills) but they are also looking for prospective employees who are aware and understand cultural differences and similarities. Intercultural competence components extend beyond intercultural communication to curiosity of the world, general openness to and respect for other cultures, adaptability, and cultural knowledge that goes deeper than surface knowledge (Deardorff, 2006). In essence, employers need students, potential employees, who have unpacked their baggage, analyzed their experience and have used what they learned about themselves to become global citizens and then to bring those experiences back to their potential place of employment.

Existing Preparation Models

Before I present my research findings, I think it crucial to present three current models of preparation for students before they study abroad; college/university, provider and external resource. The first I will address is a college or university model which

takes shape in the form of a several hour orientation. The specific model I will use is that of Ramapo College of New Jersey. I have been working at Ramapo College since June 2008. The current mission at Ramapo College is founded on 4 pillars of academic excellence; interdisciplinary curriculum, international education, intercultural understanding and experiential learning opportunities (Ramapo College, 2012). The Study Abroad Team at Ramapo College does their best to support all study abroad students before, during and after students' study abroad programs.

One main component before the students depart is the pre-departure orientation session. This session usually lasts 2.5 hours to 3.5 hours depending on the type of program. For example, if the specific program has a visa requirement, there will be an extra hour session to complete visa related paperwork. However, visa applications aside, generally the main topics discussed during a pre-departure orientation session are as follows: logistics, money and budgeting, communication, travel tips, health, safety and security, insurance, cultural adjustment and re-entry opportunities. This is a lot to cover in such a short period of time. We provide the students with packets that include resources for students to read after the orientation as well as other websites they can visit to help prepare them for the experience.

There are limitations to this approach. One limitation is that the group of students usually have diverse study abroad locations and program focus, so the Study Abroad Team need to be somewhat general in their presentation but can be more specific in terms of the handouts and other resources provided to each student. Some would question, why don't we have several smaller sections of the pre-departure orientation instead of one longer session? In response, I would say because of the lack of resources in regards to time, staff and money. It is difficult enough to get a large group

of students together who all have different schedules and responsibilities, but this challenge is compounded by limited staff availability, especially since pre-departure sessions at Ramapo College take place in the evening or on the weekends. Staff are often not reimbursed for their extra time. In regards to man power, at Ramapo College we are only a staff of two study abroad professionals and we currently work with over 150 study abroad students per year. This ratio is out of balance making it problematic to meet every student's needs in regards to cultural preparation. Although many higher education institutions provide pre-departure orientations for their students, some schools simply do not have the resources to do so. Therefore the second model comes in quite handy for those schools that lack resources but it can also act as additional preparation with the schools that already host orientations.

The second model is that of the study abroad provider that develop a majority of the study abroad programs offered to students today. I will use SIT Study Abroad as my example. This organization envisions a just world with engaged citizens and thriving communities (SIT, 2012). One way to help engage citizens is through "international education and exchange programs that provide rising leaders with transformative international experiences" (SIT, 2012). Their mission ties in well with my personal mission of helping develop global citizens. While this paper does not seek to evaluate current program structures, it is still useful to review their current pre-departure process for students participating in SIT programs.

The SIT website has a wealth of information for their study abroad students as it relates to pre-departure preparation. There are a standard set of documents for students, regardless of the SIT program in which they choose to participate. Students are encouraged to read the following documents; country review, packing guidelines,

health, safety and security, related readings and resources, necessary pre-arrival assignments and the SIT Study Abroad student handbook (SIT, 2012). The SIT Study Abroad website also makes mention of additional materials available to students in regards to diversity abroad, disability services abroad, and student support abroad. Furthermore, based on my professional relationship with SIT Study Abroad I attest that they also provide the students with an on-site orientation when the students arrive in country to continue to provide students with materials and knowledge about the journey on which they have embarked.

The limitation of this type of pre-departure preparation is that it is up to the student to seek out the information and spend time reading and reviewing it. There is no one directing them, guiding them through the pre-departure process. So although study abroad organizations, generally, have the man power, time and resources to assist students, they are not located at any particular institution to provide a “hands-on” orientation experience. If students do not take the initiative to read all the materials, they will find themselves quite underprepared for the life abroad and culture shock may be more apparent upon arrival.

A third model has recently developed; that of the external resources. These are resources for study abroad students that are not provided by the college or university nor from the study abroad affiliated organization. One example of external resources is that of GlobalScholar. The GlobalScholar Program was developed and created by leaders in the international education field with the help of a grant provided by the federal government. In essence, GlobalScholar has developed online courses for study abroad students. These online courses are a product of “The Project for Learning

Abroad, Training, and Outreach (PLATO)—a national project developed by the Center for Global Education at Loyola Marymount University, and funded by a grant from the U.S. Department of Education with additional support from the IFSA Foundation” (GlobalScholar, 2012). This program was developed to provide resources and training for students throughout the study abroad process; before, during and after. So not only does this resource provide students with pre-departure training but they have also crafted courses for while students are abroad and when those students return from their study abroad program. One key benefit of these courses is that students can pursue completing these courses and potentially earn a GlobalScholar certificate when all three courses have been completed. Also, these courses are free to students so another added benefit. However, the GlobalScholar program is not without limitations.

In my mind, there is one big issue with this type of external resource. Again students will need to seek this opportunity on their own. As this program is non-credit bearing and not required, I anticipate only very motivated students will seek it out. Institutions could potentially use these courses, specifically the pre-departure course to develop their own pre-departure orientation or even better their own pre-departure course. The course syllabi would need to be reviewed by study abroad professionals at each institution to determine if they would want to use it instead of or in addition to their current pre-departure orientation model. If the study abroad professionals wanted to provide this course for credit, it would need to be reviewed by each institution’s academic review board. These steps all require additional steps and work on behalf of the study abroad professional and the institution but could potentially make their lives easier in the long run. One way to ensure a smooth transition, as most schools are very

different in regards to academics and study abroad, is for the study abroad professional to use the GlobalScholar course as an example to further develop their own pre-departure course based on the needs of that particular institution and the needs of their study abroad students. Some colleges and universities already have pre-departure courses in place while others still rely on pre-departure orientations. Next I will delve into the core of my research as it relates to pre-departure preparation that is currently being offered to study abroad students at colleges and universities across the United States.

Data/Findings

How do we prepare students for study abroad so that they achieve intercultural competence and become global citizens? This study will show that pre-departure course development is one avenue that many institutions are considering but few have implemented on-campus. I recently conducted a survey among international education professionals to determine the range of existing study abroad preparation courses and those schools self-reported if they used assessment tools that targeted student learning outcomes. Thus, I created a survey with 6 questions. They are as follows:

- Is your course mandatory or optional for study abroad students?
- Is your course for credit?
- Is your course available online or in-classroom format?
- Does your course use experiential education methodologies in the required assignments?

- What are your overall findings pertaining to student assessment (e.g. intercultural competency, maturity, self-awareness, global citizenship to name a few)?
- Do you analyze student success between those students who take the course and those who do not? What are your findings?

These questions prompted 20 international educators to respond, representing colleges and universities across the United States. The institutions involved in this research are as follows: University of Minnesota in Duluth, MN; University of Washington in Seattle, WA; Bentley University in Waltham, MA; Abilene Christian University in Abilene, TX; College of Wooster in Wooster, OH; Endicott College in Beverly, MA; Emmanuel College in Boston, MA; Valparaiso University in Valparaiso, IN; University of Texas Law School in Austin, TX; Stonehill College in Easton, MA; Northeastern University in Boston, MA; Ohio University in Athens, OH; Marist College in Poughkeepsie, NY; School of International Training in Brattleboro, VT; St. Edwards University in Austin, TX; Old Dominion University in Norfolk, VA; Drew University in Madison, NJ and Ramapo College of New Jersey located in Mahwah, NJ.

The overall response fell into two categories, either a pre-departure course does not exist at their institution or a course is currently being developed and they would appreciate that I share my findings with them so they can continue course development. The institutions that do not currently offer a pre-departure course but would like to or are in the process of developing such courses are Endicott College, the University of Texas School of Law at Austin, Emmanuel College, Valparaiso University, Old Dominion University, Stonehill College, Ohio University, Northeastern University and Ramapo

College of New Jersey. A few colleges and universities responded stating they did offer a pre-departure course for their students. I present a summary of their efforts and their analysis below.

Bentley University does not require a specific course for all students but instead provides a list of possible courses to take before a student studies abroad; including language, global studies, etc.

Marist College does not have a pre-study abroad course but they do offer a re-entry course for students. This course is for credit and is optional for study abroad in general but required for their students with a Global Studies minor.

The College of Wooster is currently in the process of developing a pre-study abroad and post-study abroad course for one credit each. This course is optional for study abroad students and would take place in a classroom not online. As this is the pilot year for the program, no assessment has taken place.

St. Edwards University is unique to this research in that they offer a pre-departure course, a re-entry course and a special course for their Global Studies students focused on similar topics. All three classes are credit bearing and take place in a classroom with online components. Experiential education learning is utilized but currently there is no formal assessment around student outcomes of those students who choose to take these courses and those who do not.

Abilene Christian University created a course ten years ago titled Introduction to Global Studies. This course one for one credit and it was required for students participating in short term programs. This course would take place mainly before the students left for the study abroad program but would continue for a few weeks upon

their return home.

Drew University offers a pre-departure course for all their International Seminar programs which have been offered for 20 years now. Five to six seminars take place each year and are taught by rotating faculty members based on which programs are offered during the summer or winter breaks. The students spend the entire semester preparing for their experiences abroad reviewing topics such as; cross-cultural training, health and safety issues and foreign language training.

The University of Washington sends about 2300 students abroad each year, a significant number in the world of international education. They administer a course titled, Cross Cultural Understanding: Preparing to Study Abroad. This course was piloted during the fall 2011 semester and was offered for credit but is optional for study abroad students. This course covers the following topics: academic considerations, financial aid, scholarships, health, safety, emergency resources, drugs and alcohol, social/emotional preparation and goal setting. As this was the first semester, no assessment has yet taken place.

The University of Minnesota is one of the leading institutions in the international education field. Not only do they send their own students abroad but they also act as a study abroad provider so that students from other colleges and universities can participate in their programs on a mass scale. They offer three courses; Intercultural Communication Theory and Practice, Global Identity and Intercultural Re-Entry. The first course is taught pre-study abroad experience. The second course is taught during the study abroad experience. The third course is taught post-study abroad experience. All three courses are credit bearing but only the first and third courses are in-classroom

courses whereas the course in-country is taught online. They had no assessment data to report as it relates to this research.

Ramapo College of New Jersey has a mission that encompasses interdisciplinary curriculum, international education, intercultural understanding and experiential learning. Based on my experiences as an employee, this Ramapo College takes pride in the study abroad offerings made available to its students. We on the Study Abroad Team do our best when preparing students for their study abroad program by conducting pre-departure orientation sessions. This is currently our only tool as we do not offer any pre-departure courses. However, I have developed a course syllabus as well as lesson plans for each class section and grading rubrics for each major assignment. This course will be reviewed by the Ramapo College Academic Review Committee during the next academic year and if approved will hopefully be implemented during the spring 2013 semester.

The key finding of the survey points to a pronounced lack of institutional mechanisms to track and assess the development of students' cultural awareness prior to and after their study abroad experiences. This gap in analysis holds true for all higher education institutions offering study abroad programs, whether they offer pre-departure courses or not. The lack is not unnoticed by administrators, however, as a number of survey respondents were both intrigued by my proposed program's inclusion of such measurements and wanted access to my results, with a view toward implementing similar metrics in their own programs.

It is clear that a great deal of work remains to be done into developing self-assessment methods so that higher education institutions may implement them to

measure students' developing awareness and understanding of cultural differences. This in turn is a critical step in students' development as global citizens. I view my program as a concrete first step to wider adoption of such methodologies among higher education study-abroad programs.

Conclusion

The Commission on International Education stressed that America's future depends upon our ability to develop a citizen base that is globally competent...The United States needs many more people who understand how other peoples think, how other cultures work, and how other societies are likely to respond to American action (Hunter, White, Godbey, 2006).

Global citizenship is the success path to global awareness, human connection and understanding and the key to cultural sustainability. My interpretation of cultural sustainability is the strengthening of community through purposeful listening and engagement in order to foster mutual respect, understanding and connection within and between cultures in order to nurture global citizenship. Our role with and between cultural communities is active participation, not idle contact or a lack of connection but to continue to actively engage with people around the world. "Greater understanding and recognition of others leads to greater 'self-knowledge'" (Zink, 2010). Study abroad programs designed around experiential education methods can help students to actively participate in the culture with which they are interacting in order to strengthen their own understanding of the world but to also to strengthen connections between people in other cultures in order to achieve true global citizenship.

In order for students to be able to engage with the cultural communities they are living with, even for a short time, they must prepare for the experience. This preparation piece is usually addressed through short orientations, highlighting safety, health, etc.

with international education administrators at the helm. My preliminary research findings indicate that study abroad program offices at a range of institutions recognize the deficiency in the current approach and desire more focused programs to prepare their students for life abroad. But while the need exists for such pre-departure courses, few schools are able to implement these courses because of financial and human resource limitations. I believe it necessary for the U.S. government to provide more resources to maintain study abroad offices, especially with the Paul Simon Act close to becoming a bill addressing the desire to increase the number of students studying abroad to 1 million over the next ten years. If the increased number of students do not have resources that can support this aim, this program will be a failure, despite its best intentions. With a lack of educational, human and financial resources, students will not be provided with enough support at home which can lead to potentially dangerous situations while abroad.

If funding is provided to study abroad offices, it is my hope that these offices would take the opportunity, as I would, to use some of the funding to create better preparation processes; including a study abroad preparation course. This course would need to address not only the basics such as health and safety but also the cultural elements. This course would need to teach students how to better interact and engage with other cultures and how to use the experiential education method abroad. It is my hope as a study abroad professional that these teachings would encourage students to make the most of the opportunity to be immersed in a new culture. I think there is a great deal of research that still needs to be done in this barely touched upon topic relating study abroad, cultural sustainability and course preparation. We need to start now. If the Paul Simon Act gets passed, or even if it does not, I believe that study

abroad professionals need to put their heads together to create these courses and implement them soon so that as the number of study abroad students rise, these students will also find themselves better prepared to engage abroad in order to broaden their cultural knowledge and their cultural awareness.

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Appendix A - Syllabus

Syllabus Cross-Cultural Preparation for Study Abroad – 2 credits Fall 2013

Instructor

Kathryn Godfrey, Study Abroad Advisor and Adjunct Faculty
Office: ASB-123
Phone: (201) 684-7463
Hours: 8:30am – 4:30pm
E-mail: kgodfrey@ramapo.edu

Pre-requisite

There are no prerequisites for this course.

Course Description (100-200 words)

Studying abroad has become an essential component in higher education. Students participate in opportunities for cross-cultural exchange, exposure to diverse global perspectives, strengthen or develop language skills, learn effective verbal and non-verbal communication skills, and gain independence. As students venture out into the world beyond familiar boundaries, it is important for them to prepare for their experience in order to bring a level of cultural competency to the experience. This course introduces students to concepts of cultural competency through group discussions, guest speakers, films, research, and other experiential activities.

Course Objectives

Students will be able to:

- 1.) Identify and manage their goals and expectations for studying abroad.
- 2.) Understand cultural similarities/differences, identify culture shock, and implement cultural awareness skills to help reduce the effects of culture shock.
- 3.) Effectively use cross-communication skills, verbal and non-verbal communication in a variety of contexts.
- 4.) Identify and describe the current political, social, cultural, and economic trends in the countr(ies) in which they choose to study abroad.
- 5.) Identify potential health and safety risks and methods to mitigate those risks.
- 6.) Identify and describe the key concepts global awareness and global citizenship and to develop a plan of action while abroad to become global citizens.
- 7.) Successfully apply and be admitted to a study abroad program.

Required Readings/Text

- 1.) Lantis, Jeffrey S., and Jessica DuPlaga, *The Global Classroom: An Essential Guide to Study Abroad*. Boulder: Paradigm, 2010. Print.
- 2.) Slimbach, Richard. *Becoming World Wise: A Guide to Global Learning*. Sterling: Stylus, 2010. Print.

Recommended Readings/Text

- 1.) Storti, Craig. *The Art of Crossing Cultures*. Boston: Intercultural Press, Inc., 2007. Print.
- 2.) Suarez-Orozco, Marcelo and Desiree Baolian Qin-Hilliard, eds. *Globalization Culture and Education in the New Millennium*. Los Angeles: University of California Press, 2004. Print.

Course Assignments

Assignments	Percent of Grade
Class Participation	15%
Experiential Reflection Papers (3)	15% (5% each)
Group Project	20%
Country Project	20%
Final Project	20%
Final Presentation	10%
Total	100%

Course Assessment

The goals of the assignments listed above are such that assignments builds off the next in order to help each student and the instructor assess where the student is in regards to their cultural competency continuum. Various tools will be used to help in this assessment.

Course Meeting Schedule

This class is scheduled to meet every 2nd and 4th Tuesday from 2pm to 5pm. During each class session the instructor will cover two modules; one during the first hour and 15 minutes, followed by a 15 minute break; and the second during the last hour and 30 minutes.

Attendance

Arriving to class late or leaving early requires permission from the instructor. If a student arrives late or leaves early without permission that student is required to meet with the instructor outside of class time. These cases will be reviewed on a case by case basis.

It is required that you attend all class sessions as our time in class is precious. You are allowed one missed attendance and a written explanation is necessary. I will evaluate emergency situations on an as-needed basis. In the case that class is canceled by the college or by me, the course material will be used during the next class session.

Grading

A	= 94-100%
A-	= 90-93%
B+	= 87-89%
B	= 84-86%
B-	= 80-83%
C+	= 77-79%
C	= 74-76%
C-	= 70-73%
D+	= 67-69%
D	= 64-68%
F	= 63% and lower

Academic Integrity

Policy

All members of the Ramapo community are expected to be honest and forthright in their academic endeavors. Since violations of academic integrity erode community confidence and undermine the pursuit of truth and knowledge at the College, academic dishonesty must be avoided.

Procedures

The Office of the Provost/Vice President for Academic Affairs has the responsibility for the oversight and enforcement of the academic integrity policy and for making the policy an institutional priority. The Office of the Provost/Vice President for Academic Affairs is also responsible for publishing the policy and for educating both faculty and students about the policy.

Faculty members play a crucial role in the academic integrity policy. They are responsible for educating their students about the importance of academic integrity and for communicating to students their expectations with respect to academic integrity in course work.

Students have the responsibility to understand the College academic integrity policy and to comply with the policy in all their academic work.

Criteria

There are four broad forms of academic dishonesty:

1. Cheating

Cheating is an act of deception by which a student misrepresents his or her mastery of material on a test or other academic exercise. Examples of cheating include, but are not limited to:

- copying from another student's work;
- allowing another student to copy his/her work;
- using unauthorized materials such as a textbook, notebook, or electronic devices during an examination;
- using specifically prepared materials, such as notes written on clothing or other unauthorized notes, formula lists, etc., during an examination;
- collaborating with another person during an examination by giving or receiving information without authority;
- taking a test for another person or asking or allowing another to take the student's own test.

2. Plagiarism

Plagiarism occurs when a person represents someone else's words, ideas, phrases, sentences, or data as one's own work. When a student submits work that includes such material, the source of that information must be acknowledged through complete, accurate, and specific footnote references; additionally, verbatim statements must be acknowledged through quotation marks.

To avoid a charge of plagiarism, a student should be sure to include an acknowledgment of indebtedness:

- whenever he or she quotes another person's words directly;
- whenever he or she uses another person's ideas, opinions, or theories, even if they have been completely paraphrased in one's own words;
- whenever he or she allows another individual to contribute to the work in some significant fashion (for instance, through editing or sharing of ideas);
- whenever he or she uses facts, statistics, or other illustrative material taken from a source, unless the information is common knowledge.

3. Academic Misconduct

Academic Misconduct includes the alteration of grades, involvement in the acquisition or distribution of unadministered tests, and the unauthorized submission of student work in more than one class. Examples of academic misconduct include, but are not limited to:

- changing, altering, falsifying, or being the accessory to the changing, altering, or falsifying of a grade report or form or other academic record or entering any computer system, College office or building for that purpose;
- stealing, buying, selling, giving way, or otherwise obtaining all or part of any unadministered test or entering any computer system, College office or building, for the purpose of obtaining an unadministered test;
- submitting written work (in whole or in significant part) to fulfill the requirements of more than one course without the explicit permission of both instructors;
- disregarding policies governing the use of human subjects or animals in research;
- sabotaging another student's work through actions designed to prevent the student from successfully completing an assignment;
- knowingly facilitating a violation of the Academic Integrity Policy by another person.

4. Fabrication

Fabrication refers to the deliberate use of invented information or the falsification of research or other findings with the intent to deceive. Examples of fabrication include, but are not limited to:

- citing information not taken from the source indicated;
- listing sources in a "works cited" that were not used in that project;
- altering, stealing, and/or falsifying research data used in research reports, theses, or dissertations;
- submitting as one's own any academic work prepared in whole or in part by others, including the use of another's identity;
- falsifying information or signatures on registration, withdrawal, or other academic forms and records.

Course Outline and Assignment Schedule

Class #1 – Tuesday, September 10, 2013

Module 1: Why Study Abroad?

- Review Chapter 1 – The Global Classroom
- Review Introduction – Becoming World Wise
- Group Discussion – Value of Study Abroad now and later

Module 2: Managing Expectations

- Review Chapter 3 – The Global Classroom
- Group Discussion - What are you expecting?
- Guest Speakers - Global Roadrunner feedback on their expectations – realized and unrealistic
- Explain Experiential Reflection Paper and event

Class #2 – Tuesday, September 24, 2013

Module 3: Understanding Culture and Cultural Identity

- Review Chapter 4 – The Global Classroom
- Group Discussion – What are your identities? How can you relate to other cultures?
- Group Activity – What do you think you know about the culture of the country or community of people where/with whom you will be studying?

Module 4: Culture Shock and Cultural Adjustment

- Review Chapter 6 & 7 – Becoming World Wise
- Film Clips – show brief clips of popular movie characters dealing with culture shock
 - Lost in Translation
 - The Matchmaker
 - Eat, Pray, Love
 - The Namesake
 - The Spanish Apartment
- Explain Group Project Assignment

Assignment Due: Experiential Reflection Paper #1

Class #3 – Tuesday, October 8, 2013

Module 5: Cross-Cultural Communications

- Review Chapter 3 – The Global Classroom
- Review the differences between verbal and non-verbal communication

- Group Activity – When verbal communication fails, what can you do?

Module 6: Language – Removing Communication Barriers

- Group Discussion – Are you hesitant about the language barrier that exists in the country to which you will be traveling? Why?
- Guest Speakers – Global Roadrunners who have lived through that challenge will explain their methods and what they learned
- Explain Experiential Reflection Paper #2 and event
- Explain research/data gathering for next class

Assignment Due: Group Project

Class #4 – Tuesday, October 22, 2013

Module 7: Current Political and Economic Issues

- Group discussion – students share information they learned about current political and economic issues in their study abroad country

Module 8: Current Social and Cultural Issues

- Group Discussion – students share information they learned about current social and cultural issues in their study abroad country
- Explain country project

Assignment Due: Experiential Reflection Paper #2

Class #5 – Tuesday, November 12, 2013

Module 9: Health Abroad

- Review Chapter 4 – Becoming World Wise
- Review Chapter 4 – The Global Classroom
- Group Discussion – Resources available to you while abroad
 - Use insurance website, CDC website, etc.

Module 10: Safety Abroad

- Review Chapter 3 – The Global Classroom
- Group Discussion – Resources available to you while abroad
 - Use government websites, school website, etc.

- Scenarios & Plans of Action
- Explain Experiential Reflection Paper #3

Assignment Due: Country Project

Class #6 – Tuesday, November 26, 2013

Module 11: Global Awareness

- Review Chapter 1 & 8 – Becoming World Wise

Module 12: Global Citizenship

- Guest Speaker – Ben Levy, Director of International Education
- Group Activity – How can you actively and effectively become a global citizen?
- Explain final paper and presentation

Assignment Due: Experiential Reflection Paper #3

Class #7 – Tuesday, December 10, 2013

Module 13: Reflection

- Review Chapter 5 – The Global Classroom
- Review Chapter 5 – Becoming World Wise
- Group Discussion – What are some ways you can encourage reflection during your study abroad experience and once you return?

Module 14: Looking Forward

- Review Chapter 6 – The Global Classroom
- Group Discussion – How do you see yourself getting involved or using your study abroad experience in the future
- Group Discussion – What have you learned in this course that you have found valuable?

No Assignment Due

Finals Week – TBD December 2013

Assignment Due: Final Project and Presentation

Appendix B – Lesson Plans

Lesson Plan for Class Session #1 – Module One & Two

Why Study Abroad? Managing Expectations

Goals: Identify and manage goals and expectations for studying abroad.

Program Outcomes: To provide the opportunity for students to clarify and describe the reasons why they have chosen to study abroad, to express their concerns about studying abroad, and to address any expectations and/or goals for their study abroad experience. Students will learn about and reflect upon the opinions, concerns, expectations and goals held by students who previously studied abroad prior to their study experience.

Student Outcomes: Students will explain why they chose to study abroad, what they expect from their experience, and their goals related to studying abroad. Students will reflect on their previously verbalized expectations and goals after listening to previous study abroad participants describe their experiences.

Materials Needed: Two textbooks: *Becoming World Wise* and *The Global Classroom*

Time Required: 3 hours

Introductory/Motivational Activity: Students will introduce one another, describe where they plan to study abroad, and explain why they have chosen to study abroad.

Development Activities: To review the required reading chapters/sections for the class session. Required reading chapters/sections will be provided in the syllabus. The professor will highlight key concepts for the students. Any student questions will be addressed in each class session.

Teacher Guided Activities: Guest speakers will participate in the second half of this class. These guests will be previous study abroad participants. They will address what their expectations and goals were for study abroad and how those may have changed over the course of their study abroad program.

Assessment: The homework assignment for this class session is for the students to attend the Study Abroad Welcome Back Dinner so that they can interact with previous study abroad participants. The purposes for this interaction are to enable students to learn more about how the previous study abroad participants benefited from such an experience as well as the opportunities they have had to utilize their experience upon their return. The written component of the assessment will be a three-page paper that will focus on how the students plan to

manage their expectations and goals as well as what they learned by attending the experiential activity.

Accommodations/Enrichment: Any student struggling with class content can choose to receive peer assistance from fellow classmate or the course instructor. The professor is available to meet with students during office hours to review material one-on-one. The Office of Specialized Services is available to respond to mental, physical or emotional needs or concerns.

Closure: The class will end with a reflection discussion about what students learned from the guest speakers. The professor will then introduce the homework or assessment assignment due at the next class session.

Lesson Plan for Class Session #2 – Modules Three & Four

Understanding Cultural Identity, Culture Shock and Cultural Adjustment

Goals: Identify and explain key concepts of cultural identity, culture shock and cultural sustainability.

Program Outcomes: To provide students with the opportunity to identify their own cultural identity. To provide students with the tools they need to identify culture shock and the resources they can use to help manage their culture shock symptoms. To provide students with the definition of cultural sustainability and give them the opportunity to suggest ways to sustain their own cultural identity while abroad.

Student Outcomes: To be able to identify his or her own cultural identity. To identify necessary resources to help with culture shock. To define cultural sustainability and ask the students to identify how they sustain their own cultural identity.

Materials Needed: Two textbooks: *Becoming World Wise* and *The Global Classroom*; Maximizing Study Abroad activity chart, and DVD clips from the following films: *Lost in Translation*; *Eat, Pray, Love*; *The Namesake*; *The Spanish Apartment*; and *The Matchmaker*.

Time Required: 3 hours

Introductory/Motivational Activity: The instructor will show short film clips of characters experiencing culture shock to introduce the focus of class session on cultural identity, culture shock, and cultural adjustment.

Development Activities: To review the required reading chapters/sections for the class session. Required reading chapters/sections will be provided in the syllabus. The professor will highlight key concepts for the students. Any student questions will be addressed in each class session.

Teacher Guided Activities: The professor will offer several definitions of culture to create a basis for class discussion. The professor will then invite students to share their cultural values with the class so that they can identify with specific cultural values, beliefs, attitudes, preferences, customs, learning styles, and communication styles. The professor then will introduce the concept of culture shock, specifically highlighting the four stages of culture shock: the honeymoon stage, culture stress and shock, integration, and adaptation and acceptance. The professor will introduce the culture iceberg analogy used in study abroad pre-departure orientations across the nation. Next, the professor will discuss key concepts related to stereotyping, ethnocentrism, individualism vs. collectivism, equality vs. hierarchy, cultural relativism and cultural adjustment, and provide specific examples of each.

Independent Activity: The students will offer possible examples of suggestions for potential conflicts or adjustment issues related to the concepts of culture shock discussed during the class.

Assessment: The students will be assessed on their class participation and on the group project assignment due during the next class session. The group project assignment will require each group to compare and contrast U.S. cultural values vs. the cultural values of the study abroad country. Each group will be comprised of students studying abroad in a particular country (for the more popular destinations) or in the same region of the world. Each group will use the chart from Maximizing Study Abroad and will be required to create a power point presentation based on their findings.

Accommodations/Enrichment: Any student struggling with class content can chose to receive peer assistance from fellow classmate or the course instructor. The professor is available to meet with students during office hours to review material one-on-one. The Office of Specialized Services is available to respond to mental, physical or emotional needs or concerns.

Closure: The class session will conclude with the professor reviewing the group project assignment that involves the students evaluating the U.S. cultural views versus the cultural views of the study abroad destination country with the use of the Maximizing Study Abroad chart. The professor will encourage students to locate and examine additional resources such as literature, films, and newspapers) to learn more about the culture of the country they plan to visit.

Lesson Plan for Class Session #3 – Modules Five & Six

Cross-Cultural Communications and Language Challenges

Goals: To identify and explain the differences between verbal and non-verbal communication and how to best navigate when situations call for either form of communication. To identify body language messages related to the culture to which they will be adjusting.

Program Outcomes: To provide students with the tools they need to identify verbal and non-verbal communication and the resources they can use to help them adjust to different cultural communication queues and different languages.

Student Outcomes: Students will identify the specific language(s) of their study abroad location as well as common non-verbal communication messages; negative and/or positive.

Materials Needed: Two textbooks: *Becoming World Wise* and *The Global Classroom*. Additionally, each student is required to bring his or her laptop to class to conduct online research.

Time Required: 3 hours

Introductory/Motivational Activity: The professor will ask the students to participate in group activity during which each student will contribute examples of culturally specific cues from the country in which they will be living. This discussion is intended to create a context for students to learn about the culture in which they will be immersing themselves for an extended period of time.

Development Activities: To review the required reading chapters/sections for the class session. Required reading chapters/sections will be provided in the syllabus. The professor will highlight key concepts for the students. Any student questions will be addressed in each class session.

Teacher Guided Activities: The professor will lead a panel discussion with former study abroad students regarding their experiences with cross-cultural communications and the challenges they experienced with learning a new language, gaining fluency in an already familiar language and the differences they experienced between verbal and non-verbal communication.

Assessment: Each student will be asked to share five cultural communication cues s/he has learned in regards to the country in which s/he will be studying. The professor will provide packets of resources from related textbooks. Following this discussion, the professor will

describe the Experiential Reflection Paper #2 assignment that will be due at the next class meeting.

Accommodations/Enrichment: Any student struggling with class content can choose to receive peer assistance from fellow classmate or the course instructor. The professor is available to meet with students during office hours to review material one-on-one. The Office of Specialized Services is available to respond to mental, physical or emotional needs or concerns.

Closure: The class session will conclude with the professor reviewing the requirements for the Experiential Reflection Paper #2 assignment that each student will be responsible for completing by the next class session.

Lesson Plan for Class Session #4 – Modules Seven & Eight

Political, Economic, Social, and Cultural Issues in Country

Goals: Identify and describe the current political, environmental, social, cultural and economic trends in the country or countries in which the student chooses to study abroad. Students will be expected to conduct their own research outside of class to find out more about the country's history to better understand current conditions.

Program Outcomes: To identify current issues in the country in which the student will be studying. These topics include political, social, cultural, economic and environmental issues.

Student Outcomes: Students will identify and explain current issues within the study abroad destination host country in order to better understand the place in which they will be living and the people with whom they will be living.

Materials Needed: Two textbooks: *Becoming World Wise* and *The Global Classroom*. Additionally, each student is required to bring his or her laptop to class to conduct online research.

Time Required: 3 hours

Introductory/Motivational Activity: The professor will ask the students to participate in a class discussion during which they will contribute examples of current global issues. This discussion is intended to create a context for students to learn about the resources they will need to conduct more in-depth research regarding the study abroad country they plan to visit.

Development Activities: To review the required reading chapters/sections for the class session. Required reading chapters/sections will be provided in the syllabus. The professor will highlight key concepts for the students. Any student questions will be addressed in each class session.

Teacher Guided Activities: The professor will provide and review helpful website references and additional resources for the students to conduct their own research to learn more about the current issues in their host country. Examples of websites to be introduced include the following:

Travel Background Notes - <http://www.state.gov/r/pa/ei/bgn/>

Library of Congress, Country Studies - <http://lcweb2.loc.gov/frd/cs/>

National Geographic, Travel & Cultures - <http://travel.nationalgeographic.com/travel/>

World Newspapers - <http://www.world-newspapers.com/>

The Economist, Country Briefings - <http://www.economist.com/topics>

Independent Activities: Students will be broken up into groups depending on the location of their planned study abroad experience. Each group will be responsible to conduct research on their country's current issues. These issues will then be reported to the entire class during the last hour.

Assessment: Each group will be asked to share with the class the current issues affecting the country of their study abroad destination. Following this discussion, the professor will describe the country project assignment that will be due at the next class meeting.

Accommodations/Enrichment: Any student struggling with class content can choose to receive peer assistance from fellow classmate or the course instructor. The professor is available to meet with students during office hours to review material one-on-one. The Office of Specialized Services is available to respond to mental, physical or emotional needs or concerns.

Closure: The class session will conclude with the professor reviewing the requirements for the eight page country project that each student will be responsible for completing by the next class session.

Lesson Plan for Class #5 – Modules Nine & Ten

Health and Safety Abroad

Goals: Identify potential health and safety risks and methods to mitigate those risks.

Program Outcomes: To provide students with the resources they need to research health and safety concerns in the countries to which they will be traveling in addition to general travel health and safety issues.

Student Outcomes: Students will identify health and safety concerns in the countries they will be visiting. Students will use the resources provided by the professor to share their findings with the class.

Materials Needed: Two textbooks: *Becoming World Wise* and *The Global Classroom*. Additionally, each student is required to bring his or her laptop to class to conduct online research.

Time Required: 3 hours

Introductory/Motivational Activity: Each student will publicly present their research findings on the country and the city in which they will live and study. They will be asked to share why they chose that particular location, including but not limited to the following factors: academic (classes available), professional (internship or volunteer opportunity), housing availability, heritage seeking, access to other travel opportunities, and language immersion.

Development Activities: To review the required reading chapters/sections for the class session. Required reading chapters/sections will be provided in the syllabus. The professor will highlight key concepts for the students. Any student questions will be addressed in each class session.

Teacher Guided Activities: The professor will provide and review helpful website and additional resources for the students to conduct their own research to learn what health and safety risks may affect them during their study abroad experience. Examples of websites to be introduced include:

Health

The Center for Disease Control (CDC) - <http://www.cdc.gov/>

International Travel and Health (WHO publication) - <http://www.who.int/ith/en/>

HTH Worldwide (Ramapo's recommended international insurance carrier) -

<http://www.hthworldwide.com/>

Safety

U.S. Department of State – Travel Warnings & Advisories - <http://travel.state.gov/travel/>
“A Safe Trip Abroad” article - http://travel.state.gov/travel/tips/safety/safety_1747.html
World Travel Watch - <http://www.worldtravelwatch.com/>

Independent Activities: Students will form groups based on the location of their planned study abroad experience. Each group will be responsible to research their country’s health and safety issues. These issues then will be reported to the entire class.

Assessment: The students will be assessed during class by their participation within their group activity. At the end of class, the students will be given the information about the last required experiential learning event. They must attend the Study Abroad Pre-departure meeting in order to review logistics, academic structure differences and to share what they have learned with their country groups who did not enroll in the study abroad course. After the pre-departure meeting, the students will be required to prepare a three-page reflection of what they were able to learn at the meeting and how they felt they contributed to the meeting.

Accommodations/Enrichment: Any student struggling with class content can chose to receive peer assistance from fellow classmate or the course instructor. The professor is available to meet with students during office hours to review material one-on-one. The Office of Specialized Services is available to respond to mental, physical or emotional needs or concerns.

Closure: The class session will conclude with the professor reviewing the requirements for the final three-page experiential learning reflection paper.

Lesson Plan for Class Session #6 – Modules 11 & 12

Global Awareness and Global Citizenship

Goals: To identify and define global awareness and global citizenship.

Program Outcomes: To provide students with the information they need to facilitate their transition into global citizenship.

Student Outcomes: Students will identify the role they play in a global context in relation to their experiences abroad.

Materials Needed: Two textbooks: *Becoming World Wise* and *The Global Classroom*.

Time Required: 3 hours

Development Activities: To review the required reading chapters/sections for the class session. Required reading chapters/sections will be provided in the syllabus. The professor will highlight key concepts for the students. Any student questions will be addressed in each class session.

Teacher Guided Activities: The professor will introduce a guest speaker, Ben Levy the Director of International Education at Ramapo College of New Jersey. He will introduce the idea of global citizenship using specific examples of previous study abroad students as well as his own experiences as a global citizen.

Independent Activities: Students will be broken up into groups in which they will discuss ways they can achieve active global awareness and methods they plan to use while abroad to effectively transition to a global citizen.

Assessment: Each group will be asked to share with the class ways they plan to effectively incorporate methods of becoming a global citizen during their study abroad programs.

Accommodations/Enrichment: Any student struggling with class content can choose to receive peer assistance from fellow classmate or the course instructor. The professor is available to meet with students during office hours to review material one-on-one. The Office of Specialized Services is available to respond to mental, physical or emotional needs or concerns.

Closure: The class session will conclude with the professor explaining the requirements for the final paper and presentation; which will not be due until the scheduled finals date and time.

Lesson Plan for Class Session #7 – Modules 13 & 14

Reflection and Looking Forward

Goals: To identify the ways students can reflect on their study abroad experience before, during and after. To identify the ways students can get involved and continue to engage with their study abroad experience after it has ended.

Program Outcomes: To provide the tools students can use to effectively reflect on their study abroad experience and the resources the students have to continue to engage with that experience once they return home.

Student Outcomes: Students will identify the ways they plan to reflect on their experiences abroad as well as utilize those experiences once they have returned whether academically, professionally, personally, emotionally or socially.

Materials Needed: Two textbooks: *Becoming World Wise* and *The Global Classroom*.

Time Required: 3 hours

Development Activities: To review the required reading chapters/sections for the class session. Required reading chapters/sections will be provided in the syllabus. The professor will highlight key concepts for the students. Any student questions will be addressed in each class session.

Teacher Guided Activities: The professor will facilitate three class discussions centered on three questions:

What are some of the ways in which you can engage in self-reflection during your study abroad experience and once you return from it?

How do you see yourself using your study abroad experience in the future?

What have you learned in this course that you have found valuable in terms of feeling better prepared for your study abroad experience?

Assessment: Each student will be asked to share with the class how they plan on reflecting on their study abroad experience and how they want to get involved when they return from being abroad.

Accommodations/Enrichment: Any student struggling with class content can chose to receive peer assistance from fellow classmate or the course instructor. The professor is available to meet with students during office hours to review material one-on-one. The Office of Specialized Services is available to respond to mental, physical or emotional needs or concerns.

Closure: The class session will conclude with the professor reminding the students of their scheduled finals session and what is expected of them during this session. Course evaluations will be submitted at the end of class and collected by a student after the professor leaves the classroom.

Appendix C – Grading Rubrics

Grading Rubric: Experiential Reflection Papers

For each Experiential Reflection paper, the student will be required to attend one internationally themed event at Ramapo College of New Jersey.

*The first event the students must attend is the Study Abroad Welcome Back Dinner to interact with previous study abroad students in order to learn more about those students benefited from their study abroad experience and how they plan on utilizing that experience now that they are back at Ramapo College. The written component of the assessment will be a 3-page paper that will focus on how the student plans to manage their expectations and goals while abroad.

** The second event the student's choose to attend is at their discretion based on the calendar of events offered during that particular term. Past events have included; film screenings, lecturers, and internationally themed dance/music events. All events and topics must be approved by the professor before attending. Papers written based on a student's experience at a non-approved event, will not be taken into consideration for grading.

*** The third event the students must attend is the Study Abroad Pre-departure Orientation in order to review logistics, academic structure differences and to share what they have learned with their country groups who did not enroll in the study abroad course. The students will be required to prepare a 3-page reflection paper of what they learned at the meeting and how they felt they contributed to the meeting.

All three Experiential Reflection papers must be 3 pages in length, double-spaced, 12 point Arial Narrow font with 1-inch margins.

Criteria	Poor (0-79)	Good (80-89)	Excellent (90-100)
<p><u>Format/Layout</u> (10%)</p> <ul style="list-style-type: none"> * Presentation of the text * Structuring of text * Follows requirements of length, font and style 	Follows poorly the requirements related to format and layout.	Follows, for the most part, all the requirements related to format and layout. Some requirements are not followed.	Closely follows all the requirements related to format and layout.
<p><u>Content</u> (70%)</p> <ul style="list-style-type: none"> * All elements of the topics are addressed 	The essay is not subjective and addresses poorly the issues referred in the proposed topic. The	The essay is subjective and for the most part addresses with an in depth analysis most of the	The essay is subjective and addresses with an in depth analysis all the issues referred in the

<ul style="list-style-type: none"> * The information is technically sound * Information based on careful research * Coherence of information 	<p>provided information is not necessary or not sufficient to discuss these issues.</p>	<p>issues referred in the proposed topic. The provided information is, for the most part, necessary and sufficient to discuss these issues.</p>	<p>proposed topic. The provided information is necessary and sufficient to discuss these issues.</p>
<p><u>Quality of Writing</u> (20%)</p> <ul style="list-style-type: none"> * Clarity of sentences and paragraphs * No errors and spelling, grammar and use of English * Organization and coherence of ideas 	<p>The essay is not well written, and contains many spelling errors, and/or grammar errors and/or use of English errors. The essay is badly organized, lacks clarity and/or does not present ideas in a coherent way.</p>	<p>The essay is well written for the most part, without spelling, grammar or use of English errors. The essay is for the most part well organized, clear and presents ideas in a coherent way.</p>	<p>The essay is well written from start to finish, without spelling, grammar or use of English errors. The essay is well organized, clear and presents ideas in a coherent way.</p>
<p>Overriding criterion: Originality and authenticity. If the essay is identified as not being original, and/or not done by the student, the instructor has the right to grade the paper as an F.</p>			

Grading Rubric: Country Essay

In this essay, the student will be required to research the current political, economic, environmental, social and cultural issues/trends that exist in the country of their study abroad interest. At least four issues/trends must be addressed in the essay. Research resources will be provided during class session #4 but the professor expects at least 3 additional research resources to be used and cited. Course textbooks can be used. This paper must be 5 pages in length, double-spaced, 12 point Arial Narrow font with 1-inch margins.

Criteria	Poor (0-79)	Good (80-89)	Excellent (90-100)
<p><u>Format/Layout</u> (15%)</p> <ul style="list-style-type: none"> * Presentation of the text * Structuring of text * Follows requirements of length, font and style 	Follows poorly the requirements related to format and layout.	Follows, for the most part, all the requirements related to format and layout. Some requirements are not followed.	Closely follows all the requirements related to format and layout.
<p><u>Content</u> (50%)</p> <ul style="list-style-type: none"> * All elements of the topics are addressed * The information is technically sound * Information based on careful research * Coherence of information 	The essay is not objective and addresses poorly the issues referred in the proposed topic. The provided information is not necessary or not sufficient to discuss these issues.	The essay is objective and for the most part addresses with an in depth analysis most of the issues referred in the proposed topic. The provided information is, for the most part, necessary and sufficient to discuss these issues.	The essay is objective and addresses with an in depth analysis all the issues referred in the proposed topic. The provided information is necessary and sufficient to discuss these issues.
<p><u>Quality of Writing</u> (20%)</p> <ul style="list-style-type: none"> * Clarity of sentences and paragraphs * No errors and spelling, grammar and use of English 	The essay is not well written, and contains many spelling errors, and/or grammar errors and/or use of English errors. The essay is badly organized, lacks clarity and/or does not present ideas in a	The essay is well written for the most part, without spelling, grammar or use of English errors. The essay is for the most part well organized, clear and presents ideas in a coherent way.	The essay is well written from start to finish, without spelling, grammar or use of English errors. The essay is well organized, clear and presents ideas in a coherent way.

* Organization and coherence of ideas	coherent way.		
<p><u>Bibliography</u> (15%)</p> <p>* Scholarly level of references</p> <p>* How effective the references are used in the essay</p> <p>* Soundness of references</p> <p>* APA style in reference list and for citations</p>	<p>Most of the references used are not important, and/or are not of good/scholarly quality. There is not a minimum of 5 scholarly resources, and/or they are not used effectively in the essay. References are not effectively used, and/or correctly cited and/or correctly listed in the reference list according to APA style.</p>	<p>Most of the references used are important, and are of good/scholarly quality. There is a minimum of 5 scholarly resources that are for the most part used effectively in the essay. Most of the references are effectively used, correctly cited and correctly listed in the reference list according to APA style.</p>	<p>All the references used are important, and are of good/scholarly quality. There is a minimum of 5 scholarly resources that are used effectively in the essay. All the references are effectively used, correctly cited and correctly listed in the reference list according to APA style.</p>
<p>Overriding criterion: Originality and authenticity. If the essay is identified as not being original, and/or not done by the student, the instructor has the right to grade the paper as an F.</p>			

Grading Rubric: Group Project

For this project, students will be placed into groups of 3 or 4 based on their study abroad location of interest; whether that is city, country or region of the world. The group project assignment will require each group to compare and contrast U.S. cultural values vs. the cultural values of the study abroad country/region. Each group will use the chart from “Maximizing Study Abroad” and will be required to create a power point presentation based on their findings. This presentation will be conducted during the next class session and it must be 15 minutes in length with time evenly divided between all group members.

Criteria	Poor (0-79)	Good (80-89)	Excellent (90-100)
Knowledge/ Understanding <p style="text-align: center;">20%</p>	The presentation uses little relevant or accurate information, not even that which was presented in class or in the assigned texts.	The presentation uses knowledge which is generally accurate with only minor inaccuracies, and which is generally relevant to the group’s topic.	The presentation demonstrates a depth of understanding by using relevant and accurate detail to support the topic.
Thinking/ Inquiry <p style="text-align: center;">30%</p>	The presentation lacks focus on the compare/contrast of the U.S. cultural values and that of the group’s country of interest.	The presentation focus is based on the compare/contrast of U.S. cultural values and that of the group’s country of interest but no insight is taken beyond the obvious explanation of facts.	The presentation focus is based on the compare/contrast of U.S. cultural values and that of the group’s country of interest which shows a highly developed awareness of their country of interest.
Communication <p style="text-align: center;">20%</p>	The presentation fails to capture the interest of the audience and/or is confusing in what is to be communicated.	Presentation techniques used are effective in conveying main ideas, but a bit unimaginative. Some questions from the audience remain unanswered.	The presentation is imaginative and effective in conveying ideas to the audience. The presenter responds effectively to audience reactions and questions.
Use of visual aids <p style="text-align: center;">20%</p>	The presentation includes no visual aids or visual aids that are inappropriate, and/or too small or messy to be understood.	The presentation includes appropriate visual aids, but these are too few, in a format that makes them difficult to use or understand,	The presentation includes appropriate and easily understood visual aids which the presenter refers to and explains at

	The presenter makes no mention of them in the presentation.	and/or the presenter does not refer to or explain them in the presentation.	appropriate moments in the presentation.
Presentation skills 10%	The presenter cannot be heard and/or speaks so unclearly that s/he cannot be understood. There is no attempt to engage the audience through eye contact, gestures, or body language.	The presenter speaks clearly and loudly enough to be heard, but tends to drone and/or fails to use eye contact, gestures, and body language consistently or effectively at times.	The presenter speaks clearly and loudly enough to be heard, using eye contact, a lively tone, gestures, and body language to engage the audience.

Grading Rubric: Participation

During each class session students are expected to participate. Not only is participation 15% of their final grade but it is also the best learning tool to engage with their classmates, the professor and the academic material. Participating is a matter of active engagement, rather than passive observation, and is shown through working effectively in diverse groups and teams, as well as through cooperation and respect for others.

Students will be evaluated using the following four categories based on the following criteria:

Poor (0-74)	Fair (75-79)	Good (80-89)	Excellent (90-100)
<ul style="list-style-type: none"> • Little or no advance preparation • Lets others set and pursue the agenda • Observes passively and says little or nothing <ul style="list-style-type: none"> • Responds to questions • Gives the impression of wanting to be somewhere else • Attendance record is haphazard and inconsistent; may be absent or late without notice 	<ul style="list-style-type: none"> • Moderately prepared in advance • Takes some part in setting group goals and agendas <ul style="list-style-type: none"> • Participates in discussions, letting others provide the direction • Occasionally introduces information or asks questions • If likely to be absent or late, informs others ahead of time and arranges to cover own responsibilities 	<ul style="list-style-type: none"> • Well prepared in advance • Takes a large part in setting group goals and agendas • Actively participates in discussion and asks questions • Listens actively and shows understanding by paraphrasing or by acknowledging and building on others' ideas • Volunteers willingly and carries own share of the group's responsibilities 	<ul style="list-style-type: none"> • All of the markers of proficient participation, plus: <ul style="list-style-type: none"> • Draws out ideas or concerns of others, especially those who have said little • Re-visits issues or ideas that need more attention • Helps the group stay on track • Summarizes group decisions and action assignments
<p>Overriding criterion: Originality and authenticity. If the essay is identified as not being original, and/or not done by the student, the instructor has the right to grade the paper as an F.</p>			

Grading Rubric: Final Essay

In this final essay, the student will be required to write a 10-page paper addressing their study abroad action plan. This action plan will address their continued preparation for their study abroad experience, their goals during their study abroad program and their engagement post-study abroad experience. Four main categories of action must be addressed: academic, professional, social and personal. Each category was mentioned in previous class sessions so students can refer to their notes for background information. Continued research is recommended. The paper wrap-up must address the student's action plan and how that relates to their becoming global citizens. This paper must be 10 pages in length, double-spaced, 12 point Arial Narrow font with 1-inch margins.

Criteria	Poor (0-79)	Good (80-89)	Excellent (90-100)
<p><u>Format/Layout</u> (15%)</p> <ul style="list-style-type: none"> * Presentation of the text * Structuring of text * Follows requirements of length, font and style 	Follows poorly the requirements related to format and layout.	Follows, for the most part, all the requirements related to format and layout. Some requirements are not followed.	Closely follows all the requirements related to format and layout.
<p><u>Content</u> (50%)</p> <ul style="list-style-type: none"> * All elements of the action plan are addressed: academic, professional, social and personal * Information based on class sessions and additional research * Coherence of information 	<p>The essay is not objective and poorly addresses the student's action plan. The provided information is not necessary or not sufficient to formulate a plan.</p>	<p>The essay is objective and for the most part addresses the student's action plan with an in depth analysis of the four main categories: academic, professional, social and personal. The provided information is, for the most part, necessary and sufficient to discuss their action plan.</p>	<p>The essay is objective and addresses the student's action plan with an in depth analysis four main categories: academic, professional, social and personal. The provided information is necessary and sufficient to discuss their action plan.</p>
<p><u>Quality of Writing</u> (20%)</p> <ul style="list-style-type: none"> * Clarity of sentences and 	The essay is not well written, and contains many spelling errors, and/or grammar errors and/or use of	The essay is well written for the most part, without spelling, grammar or use of English errors. The	The essay is well written from start to finish, without spelling, grammar or use of English errors.

<p>paragraphs</p> <ul style="list-style-type: none"> * No errors and spelling, grammar and use of English * Organization and coherence of ideas 	<p>English errors. The essay is badly organized, lacks clarity and/or does not present ideas in a coherent way.</p>	<p>essay is for the most part well organized, clear and presents ideas in a coherent way.</p>	<p>The essay is well organized, clear and presents ideas in a coherent way.</p>
<p><u>Bibliography</u> (15%)</p> <ul style="list-style-type: none"> * Scholarly level of references * How effective the references are used in the essay * Soundness of references * APA style in reference list and for citations 	<p>Most of the references used are not important, and/or are not of good/scholarly quality. There is not a minimum of 10 scholarly resources, and/or they are not used effectively in the essay. References are not effectively used, and/or correctly cited and/or correctly listed in the reference list according to APA style.</p>	<p>Most of the references used are important, and are of good/scholarly quality. There is a minimum of 10 scholarly resources that are for the most part used effectively in the essay. Most of the references are effectively used, correctly cited and correctly listed in the reference list according to APA style.</p>	<p>All the references used are important, and are of good/scholarly quality. There is a minimum of 10 scholarly resources that are used effectively in the essay. All the references are effectively used, correctly cited and correctly listed in the reference list according to APA style.</p>
<p>Overriding criterion: Originality and authenticity. If the essay is identified as not being original, and/or not done by the student, the instructor has the right to grade the paper as an F.</p>			

Grading Rubric: Final Presentation

The final presentation will be based on the student's final paper which addresses their study abroad action plan. Students are required to develop a creative PowerPoint presentation that utilizes additional media resources to convey their plan (i.e. video, photo, blog, audio, animation, etc.). This presentation must be 15-20 minutes in length and must engage the audience. Students will be evaluated using the following four categories based on the following criteria:

Poor (0-74)	Fair (75-79)	Good (80-89)	Excellent (90-100)
<ul style="list-style-type: none"> • Focus: the action plan is not stated or elaborated upon; the main points are not addressed (i.e. academic, professional, social or personal goals); the student makes no mention of global citizenship in relation to their action plan • Organization: there is no logical plan to the presentation, the student makes no mention of previous class sessions • Delivery: no eye contact is made with the audience; gestures and non-verbal cues are not used effectively and distract from the presentation; vocalized pauses are used 	<ul style="list-style-type: none"> • Focus: the action plan is unclear and only partially elaborated upon; some main points are addressed but not all (i.e. academic, professional, social or personal goals); the student makes a brief mention of global citizenship but does not relate the topic to their action plan • Organization: there is partial organization to the presentation but it is not logical, the student makes no mention or very little mention to previous class sessions • Delivery: eye contact with the audience is hardly established; gestures and non-verbal cues are seldom used; vocalized pauses are used frequently • References: outside sources are used but inappropriately or unclearly; documentation is infrequent 	<ul style="list-style-type: none"> • Focus: the action plan is clearly stated but not elaborated upon sufficiently; all main points are related to their academic, professional, social or personal goals; the student concludes with their action plan in relation to the idea of global citizenship but does not go into sufficient detail • Organization: the presentation is clear but better transitions are needed to address cohesion; the student makes some reference to previous class sessions in their action plan • Delivery: the student establishes eye contact with the audience; the student uses gestures and non-verbal cues to reinforce important ideas; some use of vocalized pauses (e.g., "ah, um"); student is articulate • References: outside sources are incorporated logically and insightfully; sources are documented 	<ul style="list-style-type: none"> • Focus: the action plan is clearly stated and elaborated upon sufficiently; all main points are related to their academic, professional, social or personal goals; the student concludes with their action plan in relation to the idea of global citizenship • Organization: the presentation is clear and cohesive in style (i.e. points are bulleted not written in full), the student references previous class sessions in their action plan; • Delivery: the student establishes eye contact with the audience; the student uses gestures and non-verbal cues to reinforce important ideas; no excessive use of vocalized pauses (e.g., "ah, um"); student is extremely articulate • References: outside sources and incorporated logically and insightfully; sources are documented accurately

frequently		inconsistently	
<ul style="list-style-type: none">• References: outside sources are not incorporated or incorporated inappropriately or unclearly; documentation is inaccurate			
Overriding criterion: Originality and authenticity. If the essay is identified as not being original, and/or not done by the student, the instructor has the right to grade the paper as an F.			