HIED 6/76675 ~ DESIGN AND DELIVERY OF EDUCATION ABROAD
Dr. Martha C. Merrill
Spring 2015

Class information:
- Tuesdays, 5:30 to 8:15 pm
- White Hall 124A
- E-reserves password: Design25

Contact information for Dr. Merrill:
- White Hall 411B
- mmerril@kent.edu (Note: One "L" in my e-mail, two "Ls" in my name.)
- 330-672-0646

Office hours:
- Mondays 2-5 (2-4 at the table outside 204 Nixson and 4:15 to 5 on the bench outside 306D Performing Arts Center. These are public places – if you need to discuss something more privately, let me know and we will find another option.)
- Tuesdays 4-5 in my office
- And by appointment.

Catalogue course description:
Participants examine the many critical aspects of designing, planning and implementing an education abroad program; analyze its components, and, with others, design a new program. Students also consider the institutional contexts in which the program design occurs, on a campus or third-party organizational level, including design decisions about curriculum content and program delivery mechanisms, co-curricular activities, safety issues and more. Students also develop skills in conducting needs assessments and program evaluations. Prerequisite: graduate standing.

Learning objectives:

By the end of this course, students will be able to:

1. Define international education, internationalization, internationalization at home (I@H), comprehensive internationalization, comparative education, intercultural education, and multicultural education.
2. Articulate how education abroad fits into a strategy for comprehensive internationalization and into the internationalization goals and strategies of a variety of higher education institutions.
3. Analyze the ways in which the purposes of an education abroad program may differ according to institutional type, institutional mission, student major, and other factors.
4. Describe how education abroad developed in the US, particularly since World War II.
5. Explain why education abroad programs in the US often have different purposes than those in other parts of the world.
6. Define the rationales for education abroad that have been used in the US since World War II.
7. Explain why, for many users, the term "education abroad" has replaced "study abroad."
8. Name the offices, committees, and people within an institution whose support and cooperation an education abroad adviser needs in order for education abroad programs to succeed, and describe the assistance needed from each, including, but

not limited to:

- Dean of Academic Affairs
- Curriculum Committees at various levels
- Faculty and specific departments
- Academic advisers
- Registrar's office
- Business office/Bursar
- Student Services
- Financial Aid
- Health Service
- Residential Life
- Public Relations/Marketing
- Legal counsel
- Admissions
- Career Center
- Instructional Technology
- Human resources
- Risk management

9. Understand the roles and interests of various off-campus stakeholders, including parents, alumni/ae, institutional partners abroad, the press, government officials, donors, employers, and others.

10. Assess his or her own learning needs in the education abroad profession and be able to name sources for continuing his or her learning.

11. Define a range of education abroad program types, and understand the advantages and disadvantages of each for a particular institution and a particular student. These program types include, but are not limited to (categories borrowed from the 2005 NAFSA *Guide*):

- Programs sponsored by your campus:
    o Short-term faculty-led
    o Study center model
    o Direct enrollment (with or without various forms of support from the home campus)
    o Hybrid (host institution abroad with special courses/programs for international students)
    o Independent study
- Programs sponsored by or in cooperation with others:
    o Partnership consortia
    o Agency consortia
    o Program providers ("third party providers")
- Exchange programs
    - Reciprocal exchanges governed by memoranda of understanding

12. Explain some basic concepts of intercultural communication, as they apply to the education abroad experience, and list options for learning more about intercultural issues.

13. Describe the components that may be included in designing programs of various kinds, such as:

- Working with faculty to set learning goals
- Clarifying the bases upon which credit will be granted and who evaluates

       students' work
- Integrating education abroad with the home campus curriculum
- The role of out-of-classwork; making use of the environment as part of the curriculum
- Housing options
- Program length; when the program will be offered
- Travel arrangements, travel documents
- Reaching under-represented populations
- Admissions standards
- Budgeting and setting prices
- Marketing
- Designing pre-departure and re-entry programs
- Planning formative and summative program evaluations
- Assessing risks, safety issues, and legal issues; crisis protocols; health, mental health; insurance, liability
- Student codes of conduct

14. List some of the considerations to take into account when advising students about education abroad options.
15. Reflect on who currently is included and who is less likely to participate in educational abroad programs, and what strategies might be used to increase participation by less-enfranchised groups
16. Name some of the current issues and controversies in the education abroad field and be able to discuss them, recognizing the points of view of different stakeholders.
17. Name and describe the functions of US-based professional associations in education abroad, such as
    - NAFSA: Association of International Educators http://www.nafsa.org/ ,
    - The Forum on Education Abroad http://www.forumea.org/ ,
    - The Association of International Education Administrators http://www.aieaworld.org/index.htm and
    - The Comparative and International Education Society http://www.cies.us/home.htm
18. Describe some sources an international educator to turn to when confronted with ethical issues.

GENERAL INFORMATION

Academic Integrity: Academic integrity, using the definitions common in Western academic institutions, is taken very seriously in this class. Failure to observe appropriate standards of academic integrity can mean failure in the class – and failure in your career. The university's policy on cheating and plagiarism is located here: http://www2.kent.edu/policyreg/policydetails.cfm?customel_datapageid_1976529=2037779 If you have any concerns about APA style and the kinds of citations that are needed, please visit KSU's Writing Center or consult the APA's website (see http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx for a tutorial on the basics) or Purdue's Online Writing Lab section on APA. http://owl.english.purdue.edu/owl/resource/560/01/

Accommodation: University Policy 3342-3.01.3 requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content. See http://www2.kent.edu/policyreg/policydetails.cfm?customel_datapageid_1976529=2037754 If you have a documented disability and require accommodations, please contact Dr. Merrill at the beginning of the semester. Please note, you must first verify your eligibility for academic accommodation through Student Accessibility Services; this office can be reached at 330-672-3391 and is located on the ground floor of the DeWeese Health Center on the Kent campus. http://www2.kent.edu/sas/index.cfm Additional information for students is available through the SAS Student Handbook: http://www2.kent.edu/sas/student/current/sas-student-handbook.cfm

E-reserves: The majority of the readings for this class, with the exception of those from the two required books, are posted on e-reserves at the KSU library. The password for accessing them is **Design25**. When you are not at KSU, you will need to use the **VPN** (Virtual Private Network, which lets library systems know you are a KSU student and have a right to its resources) to connect to e-reserves from off-campus. Information about how to set up the VPN on your computer is available here: http://www.kent.edu/library/services/offcampus.cfm

Electronics: Out of courtesy to classmates, please remember to turn off cell phones and other electronic devices prior to class. If you are on-call for your GA position or otherwise *must* have your phone on, please set it to vibrate. Laptops, tablets, and other devices are welcome for note-taking and doing research related to class, but not for non-course-related work.

Holidays: If you will be observing any religious holidays that fall on a class date, and will be unable to participate in class on those days, please let Dr. Merrill know in advance.

Statement of Inclusion: "Kent State University, as an equal opportunity educational institution, encourages an atmosphere in which the diversity of its members is understood and appreciated, and an atmosphere that is free of discrimination and harassment based on identity categories. Thus, all members of the university are expected to join in creating a positive atmosphere in which individuals can learn and work, an environment that is sympathetic, respectful and supportive." (See http://www.kent.edu/academics/catalog/2010/aboutkent/celebrating/index.cfm)

Technology: This course is supported by Blackboard LEARN. I will post selected readings and other materials on LEARN and/or on e-reserves. You and your classmates may use LEARN to e-mail each other as well as me. (If you want to send something to everyone in the class, please remember to click "all instructors" as well as "all students" [or simply "all users"] so that I receive a copy, too!). You are added to the Learn page automatically when you register for the course.

Writing Commons: Kent State has a Writing Commons designed to help you with all kinds of writing issues, from grammar to transition sentences to writing thesis statements. It's located on the fourth floor of the library. You can schedule an appointment online. If you can't get there, you can e-mail your paper and ask for feedback on a couple of specific problems. The Writing Center will NOT edit your paper for you, but will advise you on requested issues, to help you improve your work. Check the website for details. Contact information:

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- (330)-672-1787
- E-mail: writing@kent.edu
- http://www2.kent.edu/writingcommons/index.cfm

Writing an expository essay: You can find instructions for how to structure an expository essay at the Purdue OWL (Online Writing Lab) website. https://owl.english.purdue.edu/owl/resource/685/02/ I will expect you to follow this style. Please refer to this site if you have any questions about essay writing. You also can find information about mechanics, grammar, and punctuation here: https://owl.english.purdue.edu/owl/section/1/.

HIED and Class Policies

Absences and extensions: Because of the class Teaching and Learning Philosophy described below, in which we use everyone's expertise and perspectives, everyone depends upon everyone else being in class. I am aware that life happens, that it snows in Ohio, and that it is possible that upon occasion you may be *forced* to miss a class. Please contact me *in advance* if at all possible, and please also contact any of your classmates who may be affected by your absence. *You* are responsible for finding out what happened in class. Please also contact me if for some *unavoidable* reason you wish to hand in an assignment late. Lateness *will* affect your grade, because it *will* affect you in your professional life.

Citations: The HIED Program, like most programs in the social sciences, uses APA style. (In the social sciences, the date something was published is important; for example, for an analysis of higher education trends in Europe, you would care whether the book or article was published before the Bologna Declaration was signed [1999], or after. In the humanities, where MLA style is generally used, the date of publication is not quite so important; an analysis of Anna Akhmatova's works, or those of Ismail Bey Gasparali, that's fifty years old still may have useful insights. And some authors will tell you that some commentaries on the work of Confucius that are 2000 years old are still valuable!

The new edition of the APA *Publication Manual* (6th ed.) came out in July 2009. It had many mistakes and has since been reissued. If you do not have a copy, I strongly suggest that you buy one. *Be sure you get the second printing, which corrects the mistakes that were in the first edition.* New copies should be fine, but be wary of used copies. On the APA website, the *Manual* costs $29.95. http://www.apa.org/pubs/books/4200066.aspx. On aggregator sites such as AllBookstores.com, you can find copies for substantially less (be sure to check whether you are getting used or new, and whether you are renting or buying.) You will use APA style not only for classes, but also in your professional writing. (The APA *Manual* actually is designed for writers who wish to publish.)

You can find information about APA requirements online (Purdue's "OWL" – Online Writing Lab – is particularly well known. http://owl.english.purdue.edu/), but having the original source is helpful. (The APA's own website I find rather cumbersome for looking up answers to specific style questions.)

American Psychological Association. (2009) *Publication Manual of the American Psychological Association* (6th ed.) Washington, DC: APA [2nd printing, October 2009. ISBN-10: 1-4338-0561-8]

You *must* cite the sources you have used; otherwise, you are a thief: you have stolen someone else's work. (See Ch. 6 of the APA *Manual* for additional information on what you must provide citations for – basically, anything that is not "common knowledge." <u>Your in-text citation must provide enough information so that the reader can find the full reference in your Reference List (usually the author and publication date). Your Reference List must provide enough information for the reader to find a copy of your source.</u>

Assignments listed in your week-to-week readings do *not* contain all the information you need for a reference entry. Title pages and copyright pages usually are included with readings on e-reserves. You also can look up a source using its library record.

If you cite an author's general line of argument, put the author's name and the publication date of the work in parentheses. If you quote an author's exact words, you must add the page number, or, if you are using electronic material that does not have page numbers, you should use paragraph numbers or other identifying marks, so your reader can find that exact quote.

Sources for research: You should use scholarly journals and other scholarly sources for your research in this class, although articles from reliable HE news sources, such as *The Chronicle of Higher Education* and *Inside Higher Education* will be appropriate for certain assignments. In general, in the HIED program, you will want to use *peer-reviewed* periodicals, which means that other experts in the field (academic peers of the writer) have read the article before it was published and believe it has sufficient merit to warrant publication. (For books, you should look at the author's biography to determine his or her expertise on the topic you are interested in. You also should get to know reliable scholarly publishers.)

<u>Wikipedia is *never* an acceptable source</u>, since anyone, with any degree of knowledge or lack of knowledge, can add material to an entry. (In late August 2009, Wikipedia announced that it would provide editorial oversight of some entries, particularly on political topics. This does *not* mean that the entries will be written by experts in the field. You should *never* use Wikipedia in your research, for this class or any other class in the HIED program.)

Case Studies class: Remember that among the last classes you will take in the HIED Master's program is the Case Studies class, in which you reflect on all that you have learned and the skills you have gained in the program, and try to synthesize your learning across all of your classes and experiences. You apply both theory and practical knowledge and skills to specific case studies in higher education administration, and you create an electronic portfolio of your work. Therefore, you will want to *keep copies* of all of your syllabi, papers, postings to Learn, etc., and periodically to reflect on your own learning, and to how this course and others connect with what you are learning elsewhere in the program and with your own professional goals. Reflection is good!

Dr. Iverson, who teaches the Case Studies class, adds:

> In students' final semester of the HIED program, they enroll in the capstone requirement, Case Studies in Higher Education (HIED 66655). A component of this course is to compile a graduate portfolio - a retrospective of one's experience in the

program and thoughts regarding one's job search and future professional development. One part of the portfolio is to prepare a course work summary. In order to best prepare, students are advised to draft and retain a brief reflection of this course at the end of the semester, and encouraged to retain copies of syllabi and course materials such as papers or projects.

In addition, I will ask you, both in the middle of the semester and at the end of the course, what readings and activities have most helped your learning. Please keep notes on what works for you – not what you "like," but what made you learn the most. I change my syllabi every semester, based on both new material in the field and on what previous students have told me helped them to learn. Help your colleagues who will take this class next time – please give me thoughtful and specific feedback!

TEACHING & LEARNING PHILOSOPHY:

In August of 1994, when I was one of the "Founding Faculty" planning the New College for Global Studies at Radford University in Virginia (it never came into existence, but that's another story), I attended a workshop given by Dr. Barbara Walvoord, an expert on teaching and learning in US colleges and universities, who has consulted at more than 300 higher education institutions. (See a brief biography at http://ideaedu.org/helpful-resources/consulting-consultant/barbara-walvoord/00283-about-barbara-e-walvoord-phd Dr. Walvoord said that learning takes place in many spaces: when a student is working alone, reading, writing, or researching; when a student is working with other students, listening to their ideas and responding with his or her own; when the student is meeting one-on-one with the professor; when the professor is meeting with a group of students; and, finally, when the whole class and the professor are meeting together.

She stated further that *class time thus should be used for learning activities that can not take place in any of those other spaces*, and that the implication of that is that class time should never be used to introduce new material, since students can read or watch or find new material on their own. Class time should be used to *do something* with the material: debate it with classmates, apply it to a real or hypothetical case, contrast it with other material, combine it with other material to come up with an abstract principle, etc. – something that makes use of all of the minds that are in the room, both the students' and the professor's. This is what Bob Barr and John Tagg, the creators of "The Learning Paradigm" have called "teaching as if the students were present." (See http://docushare3.dcc.edu/docushare/dsweb/Get/Version-3000/BarrTagg.pdf) Whether or not you are in class makes a difference. YOU are part of the teaching and learning for all of us.

What "doing something with the course material in class" of course means is that you must come to class having done the reading and other assignments, so that you can *participate* in class, including bringing your own perspectives and experience to the discussion. Mary Field Belenky and her colleagues, in *Women's Ways of Knowing* (1986,1997), distinguished between *received knowledge* and *constructed knowledge*. *Received knowledge* means that you sit passively, like an empty glass, and knowledge is poured into you. *Constructed knowledge* means that you combine what you read and hear in class with your own knowledge from other sources and your professional and personal experience, and you *construct* knowledge, together with your classmates, subject to

rigorous (but kind!) questioning and challenges from all of us, to help you strengthen and refine your thinking.

What we are aiming for is what Chris Argyris (in the *Harvard Business Review,* September-October 1977) has termed "double-loop learning" – that is, challenging and perhaps changing the *underlying assumptions* of actions, as well as changing the actions themselves. See http://infed.org/mobi/chris-argyris-theories-of-action-double-loop-learning-and-organizational-learning/

These concepts, in turn, suggest two more ideas about your learning.

First, to construct knowledge, you need to engage the higher order thinking skills suggested in Bloom et al's *Taxonomy of Educational Objectives* (1956) and since updated by Anderson et al.

> Anderson, L. W., & Krathwohl, D. R. (Eds.). (2001). *A taxonomy for learning, teaching and assessing: A revision of Bloom's Taxonomy of educational objectives: Complete edition*, New York: Longman.

> Bloom, B. S. et al (eds.) (1956) *Taxonomy of Educational Objectives. Vol. 1: Cognitive Domain.* New York: McKay

Old Version
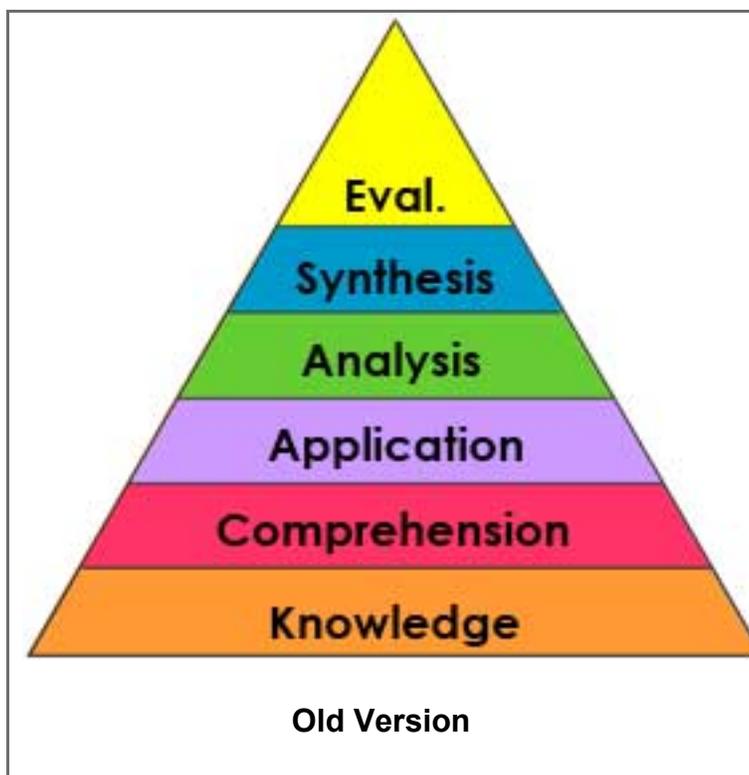
New Version

Remembering: can the student recall or remember the information?	define, duplicate, list, memorize, recall, repeat, reproduce state
Understanding: can the student explain ideas or concepts?	classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase
Applying: can the student use the information in a new way?	choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write.
Analyzing: can the student distinguish between the different parts?	appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test.
Evaluating: can the student justify a stand or decision?	appraise, argue, defend, judge, select, support, value, evaluate
Creating: can the student create new product or point of view?	assemble, construct, create, design, develop, formulate, write.

Source:
Richard C. Overbaugh and Lynn Schultz, Old Dominion University
http://ww2.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm (Last accessed August 16, 2014)

Second, in order to comprehend ideas as well as to simply recall facts, to apply knowledge to new situations, to analyze those situations, to synthesize material from multiple sources, and to evaluate the quality of the materials and the results in your own work and that of others, or to create something new, you need to listen to and collaborate with your

classmates. (Therefore, you need to attend class!) You all have different ideas and experiences, and we all can learn from each other.

What follows from this notion of collaboration and sharing -- education is not a competitive sport! – is my use of _criterion-referenced_ grading. That is, I have constructed criteria for what I would like you to know and be able to do by the end of the semester (and we can discuss whether the criteria, or learning outcomes, I have listed reflect your learning goals as well, and perhaps modify them if not). It is entirely possible that everyone in the class will meet all of those criteria (achieve all of those learning outcomes) in an exemplary way, and that everyone therefore will receive an A.

In _norm-referenced_ grading, the students who do "best" receive an A, and the rest receive lower grades, with the grades often distributed in a bell-shaped curve. That is, "the norm" for the class would be a B or a C, and those who do better than "the norm" earn As. This leads to student competition, as only a few students can receive that top grade. That is not how this class works. The field of higher education changes every day. No one person can know everything you need to know. You need your classmates and their brains, not just now, but as a continuing network throughout your career. Cooperation and not competition will help everyone to learn and to contribute more in his or her career.

COURSE REQUIREMENTS:

Required book (please purchase):

- Spencer, S. E. and Tuma, K. eds. (2007) _The Guide to Successful Short-Term Programs Abroad_ 2e Washington, DC: NAFSA

Required sources (at the OGE website and on e-reserves):

- Kent State University (2012) _Faculty-led Study Abroad Manual_ Downloadable from: http://www.kent.edu/globaleducation/developing-program
- Kent State University (2014 draft_) Emergency Response Handbook for Faculty-led Programs_ http://www.kent.edu/globaleducation/emergency-resources
- If you want other examples of handbooks, Google "short-term faculty-led study abroad handbooks" and you will find links to dozens of other handbooks, for institutions such as SUNY New Paltz, the U of South Carolina, Towson State, the U of Wisconsin, the U of Northern Iowa, SUNY Potsdam, Gonzaga, Indiana University, Tompkins-Cortland Community College, UT Austin, Adelphi, Sacred Heart, Oakland U, and more.
- The U of Missouri's handbook is 71 pages long, and has substantial coverage of emergency procedures. http://international.missouri.edu/documents/flp-field-guide.pdf

Required source (available on e-reserves):

- Twombly, S. B., Salisbury, M. H., Tumanut, S. D.,and Klute, P. (2012) _Study Abroad in the New Global Century: Renewing the Promise, Refining the Purpose._ ASHE Higher Education Report, vol. 38, no. 4

<u>Information on the *NAFSA Guide:*</u>

- The third edition of the NAFSA *Guide* was published in 2005 and the fourth edition was published in 2014. (My copy arrived in December.) The readings currently on e-reserve are from the third edition; I will add a couple of chapters from the fourth edition. It's 150 pages longer than the fourth edition. The fourth edition has a few good additions, such as a chapter on Education Abroad Research, but the third edition has more information on a number of topics, such as credit hours and faculty roles, which may be useful to those of you who have been focused on student services rather than the academic side of higher education. The Table of Contents for the fourth edition is available here: https://www.nafsa.org/_/File/_/gea_4_toc.pdf. The third edition no longer is for sale on the NAFSA website, and used copies, as of January 2015, range from $144 to $391 on Allbookstores.com. The fourth edition, on the NAFSA website, in January 2015, costs $101.99 for nonmembers and $76.99 for members. An e-book version is forthcoming but, as of the start of this semester, is not yet available. The library does not yet have a copy of the fourth edition; I will ask staff to order one.

  - Brockington, J. L., Hoffa, W.W., and Martin, P.L., eds. (2005) *NAFSA's Guide to Education Abroad for Advisers and Administrators* 3e Washington, DC: NAFSA: Association of International Educators
  - Hernandez, M., Weidenhoeft, M., and Wick, D., eds. (2014) *NAFSA's Guide to Education Abroad for Advisers and Administrators* 4e Washington, DC: NAFSA: Association of International Educators

<u>Books recommended for purchase</u>:

- Hoffa, W. W., and DePaul, S. C., eds. (2010) *A History of U.S. Study Abroad: 1965- Present* (A special publication of *Frontiers: The Interdisciplinary Journal of Study Abroad*) Carlisle, PA: Frontiers Journal
  - See http://www.frontiersjournal.com for information. $30 for this volume and $20 for *A History of U.S. Study Abroad* up to 1965.
  - Bill Hoffa was able to write the first volume, the history of education abroad up to 1965, by himself, but needed over a dozen authors to write the second volume, which tells you something about where the field is going and its increasing level of complexity.
  - Noted as *History* in the week-by-week listing.
- Lewin, R., ed. (2009) *The Handbook of Practice and Research in Study Abroad: Higher Education and the Quest for Global Citizenship* New York and London: Routledge.
  - $87.95 paperback on the Routledge site; partial preview available on the site. http://www.routledge.com/books/details/9780415991612/ [Noted as the *Handbook* in the week-by-week listing.]
  - Although the book is organized around the concept of "global citizenship," its thirty chapters cover a broad range of relevant topics, including connecting education abroad with education on the home campus, making education abroad accessible to populations currently excluded (including a chapter on pre-service teachers by Ken Cushner), and thinking seriously about what the purposes of education abroad are.

Other sources:

All required readings from other sources and many of the recommended readings are available on e-reserves. Check http://www.kent.edu/library/about/depts/reserves/index.cfm to see what is available and to download articles. You will need the KSU VPN (Virtual Private Network) to access e-reserves from off campus. If you have not yet downloaded the **VPN**, you may do so from here: http://www.kent.edu/library/services/offcampus.cfm. You can look up the course under my name. You also will need a password to access the e-reserves. For this semester, the password for this course is: ***Design25***.

Most of the books for the course also are on hard-copy reserve at the library. You may go to http://kentlink.kent.edu/search/p and type in my name to see what is on hard-copy reserve for the course.

Sources for other readings:

If you cite these sources, use the complete bibliographic information here, and not the shortened version in the week-by-week listing in the syllabus. Sources for which a PDF or URL is included in the week-by-week listings are not included here. If you have questions, check the source in the e-reserves or hard-copy reserves or the KSU library – don't give an incomplete source!

All articles from Frontiers: The Interdisciplinary Journal of Study Abroad*, except those in the current issue, are available for free PDF download from* http://www.frontiersjournal.com/backissues.htm*.*

• Bolen, M. C., ed. (2007) *A Guide to Outcomes Assessment in Education Abroad* Carlisle, PA: Forum on Education Abroad

• Brewer, E. and Cunningham, K., eds. (2009) *Integrating Study Abroad into the Curriculum: Theory and Practice Across the Disciplines* Sterling, VA: Stylus

• Chisholm, L. A. (2000) *Charting a Hero's Journey* New York: International Partnership for Service-Learning

• Chisholm, L.A., and Berry, H. A. (2002) *Understanding the Education – and Through It the Culture – in Education Abroad* New York: International Partnership for Service-Learning

• Cushner, K. and Brislin, R. W. (1995) *Intercultural Interactions: A Practical Guide* Thousand Oaks, CA: Sage

• Deardorff, D. K. (2011, Spring) Assessing intercultural competence. *New Directions for Institutional Research* Special Issue: Assessing Complex General Education Student Learning Outcomes. Volume 2011, Issue 149, pages 65–79

• Deardorff, D. et al., eds. (2012) *The Sage Handbook of International Higher Education* Los Angeles: AIEA and Sage

- Diamond, R. M. (1998) *Designing and Assessing Courses and Curricula: A Practical Guide* (revised edition) San Francisco: Jossey-Bass

- Guruz, K. (2008) *Higher Education and International Student Mobility in the Global Knowledge Economy* Albany: State University of New York Press

- Grunzweig, W. and Rinehart, N. (2002) *Rockin' in Red Square: Critical Approaches to International Education in the Age of Cyberculture* Munster: Lit Verlag

- Knight, J. (2012) Concepts, Rationales, and Interpretive Frameworks in the Internationalization of Higher Education. In Deardorff, D. et al., eds. *The Sage Handbook of International Higher Education* (pp. 27-42) Los Angeles: AIEA and Sage.

- Lattuca, L. R. and Stark, J. S. (2009) *Shaping the College Curriculum: Academic Plans in Context* (2e) San Francisco: Jossey-Bass (Wiley)

- Mikk, B. K., et al. (2009) *Maximizing Study Abroad: An Instructional Guide to Strategies for Language and Culture Learning and Use* Minneapolis: Center for Advanced Research on Language Acquisition, University of Minnesota [Listed as the *MAXSA Guide* in the reading list.

- Paige, R. M., et al. (2009) *Maximizing Study Abroad: A Students' Guide to Strategies for Language and Culture Learning and Use* (2e) Minneapolis: Center for Advanced Research on Language Acquisition (CARLA), The University of Minnesota

- Sanderson, G. (2008, September) A Foundation for the Internationalization of the Academic Self. *Journal of Studies in International Education*. Vol. 12 Issue 3, pp. 276- 307. 32p. DOI: 10.1177/1028315307299420.

- Savicki, V., ed. (2008) *Developing intercultural competence and transformation: Theory, research, and application in international education* Sterling, VA: Stylus

- Suskie, L. (2009) *Assessing Student Learning: A Common Sense Guide* (2e) San Francisco: Jossey-Bass (Wiley)

- Tonkin, H. et al. (2004) *Service-Learning Across Cultures: Promise and Achievement (A Report to the Ford Foundation)* New York: International Partnership for Service-Learning

- Vande Berg, M., Paige, R. M., and Lou, K. H., eds. (2012) *Student Learning Abroad: What Our Students Are Learning, What They're Not, and What We Can Do About It* Sterling, VA: Stylus

- Ward, C., Bochner, S., and Furnham, A. (2001) *The Psychology of Culture Shock* London: Routledge (2e)

MAJOR ASSIGNMENTS:

- o Participation: Come to class with the readings done, ready to engage in discussions with and learn from your classmates. Some readings are for your reference as you are designing your program and some are recommended. Those are designated in the syllabus.
- o SECUSS-L reading: Read as many of the SECUSS-L posts as you can, throughout the semester. Get a sense of what practitioners in the field feel are current issues and problems they encounter on a day-to-day basis. Note SECUSS-L posting rules: PROG is for announcements about programs, publications, etc. – something the poster is, in effect, trying to sell. DISC is for discussions – a problem or issue the poster wants help with. SECUSS-L "netiquette" rules suggest that responders answer the DISC poster directly (not writing all 7000+ people on the list) and that the original poster summarize the results of the query for the whole list (removing institution and individual names when appropriate). Sign up here: http://wings.buffalo.edu/intled/secussl/index.htm
- o SECUSS-L presentation: "What I found interesting and significant in a recent posting on SECUSS-L was ..."
  - o *Short* presentations (5 minutes) on a posting or series of related postings that showed up on the SECUSS-L list in the week or so preceding the class in which you speak.
  - o E-mail a copy of the e-mail or series of e-mails to your classmates (and to your professor!) by midday the Thursday before class. (You can do this from Learn.)
  - o Be ready to present the *implications* of the posting and the broader issues it raises. Don't just summarize the posting; think about what it means.
  - o Note the home institution and position of the person posting the issue. In what ways might that context be relevant?
  - o Be prepared for about ten minutes of Q&A with your classmates. Prepare a specific question to get the discussion started.

• LEARNING JOURNAL:

- • As an individual, you will keep a journal about what you are learning. Please make an entry at least once a week, at least a couple of paragraphs or a page long. Please focus on what *you* are learning and not on what you think I think is important!
- • If you are thinking about a career in education abroad, you may also want to note learning that you want to remember for when you are working in education abroad.
- • Please keep the journal electronically in a form that allows you to submit it to me as an attachment. Please do not submit the journal as a PDF, because then I can not put comments on it.
- • This is a reflective journal, so your entries need not be in a standard essay format (introduction, body, conclusion), but the journal is an academic assignment, and you should document the sources you refer to, using APA style.
- • The journal should explain what you are learning about education abroad and what is causing you to think the most that week. This includes, but is not limited to, your group project. Because I want to focus on your *learning*, I need a way of documenting what you are learning. If I evaluate only your project design, then you will be likely to let people who already have a particular skill (e.g. budgeting, designing a marketing plan) practice that. I would prefer that those who do not yet

have a skill get a chance to learn it – hence, the Learning Journal.

- Your entries could be about the process of designing your program and a component that you are working on, or something in one of the readings that never occurred to you before, something that confuses you, that you disagree with, or that you want more information on. It could be a situation someone describes on SECUSS-L, or an article you see in *The Chronicle of Higher Education* or *Inside Higher Education.* (You *do* subscribe to the free electronic versions of both of them, don't you?? www.chronicle.com and scroll down for "free newsletter" on the right-hand side. http://www.insidehighered.com/ and click on "Get daily e-mail" at the top of the page.) Or it could be something someone at work or in the class said. Try to apply the course readings or discussion topics whenever possible, but write about whatever has you excited, agitated, puzzled, confused, or otherwise engaged.
- Take a look at David Labaree (2007) "Getting it Wrong" to see what a professor has to say about learning, writing, and changing your mind as a result!

• SHORT-TERM PROGRAM DESIGN (Group project):

- In groups of four or five, you will design a short-term education abroad program. According to the 2014 OpenDoors Fast Facts report (downloadable at http://www.iie.org/Research-and-Publications/Open-Doors), 60% of US students who participated in education abroad programs last year went abroad for eight weeks or less.
- I recommend that you focus on the learning needs of graduate students in higher education administration, as an undergraduate degree in a field will not give you the disciplinary expertise to choose readings, site visits, etc. in other disciplines. Plus, you will have enough to learn about ed abroad – I do not recommend trying to learn about the needs of an academic discipline as well! If you work in an education abroad office, and design a short-term program there, the faculty director would provide the content expertise and you would provide the expertise on safety, security, budgets, insurance, travel, etc., as well as expertise in intercultural communication and in pre-departure and re-entry issues.
- You are welcome to adapt forms needed from Spencer and Tuma, from the KSU *Manual*, and other sources, but you MUST MUST MUST provide attributions to your sources, e.g. "adapted from Smith, 2012, as included in Spencer and Tuma, 2007, p. 129."
- Please choose at least one group that traditionally has been excluded from education abroad, and provide specific strategies for including that group or groups in your program.
- Your proposal (maximum 35 pages) should include:

  o A syllabus, including:
    ▪ learning objectives
      • content objectives
      • intercultural learning objectives
    ▪ readings, papers, and other assignments and requirements. Be sure to indicate how the location will contribute to the learning.
    ▪ a statement of how learning will be assessed

  o Criteria and qualifications for a faculty leader of the program
  o A discussion of the program type you have chosen and why (embedded,

consortium, hybrid [using a program provider for some elements], etc.)
- o An itinerary, including travel arrangements and housing
- o A budget
    - See Appendix B of the KSU *Manual*
    - See Chapter 9 of Spencer and Tuma
    - See http://chronicle.com/article/2013-14-AAUP-Faculty-Salary/145679/#id=table to get estimates of what you would need to pay the faculty leader. This is a link that allows you to put in the name of an institution you are searching for. http://chronicle.com/article/2013-14-AAUP-Faculty-Salary/145679/#id=203517 This link should take you directly to KSU Kent campus faculty salaries, but you can put in the institution if it doesn't. You will need to know the rank of the person you are hiring, how many credits he or she is being paid for, and if the course is in-load or overload – assuming the program needs to be self-supporting, which is the EHHS model.
    - Your budget categories will depend on your program design.
- o A timeline for when what will happen:
    - Your deadlines (curriculum forms, budget deadlines, academic calendar issues, date for deciding whether or not you have sufficient enrollments to make the program financially feasible, due date for course grades, etc.)
    - Student deadlines (application, deposit, etc.)
    - Travel reservation deadlines
    - Dates for pre-departure and re-entry programs
    - See Appendix A of the KSU *Manual* for ideas
- o An application form for students, including deadlines for applying, making a deposit, and full payment
- o Your criteria for accepting students (GPA, language ability, conduct records, etc.)
- o A plan for marketing the program (including to students who are less represented in education abroad populations)
- o A plan for pre-departure and re-entry sessions and their content
- o Reflections on how to integrate the experience abroad into students' overall learning in the program
- o A student conduct agreement (you may adapt yours from one of the ones we review, but be sure to give credit to those you are adapting from!)
- o A liability waiver for students to sign (you may adapt yours from one of the ones we review, but be sure to give credit to those you are adapting from!)
- o A safety (personal, health, crime) and security (political disruptions, natural disasters) plan, including insurance requirements, emergency evacuation procedures and what you will do if the program leader becomes ill or has some other emergency (you may adapt yours from one of the ones we review, but be sure to give credit to those you are adapting from!)
    - See SAFETI http://www.globaled.us/safeti/
        - And more information in Week 7
    - Subscribe to OSAC https://www.osac.gov/Pages/Home.aspx, click on "Newsletter," and choose your options (morning, afternoon, weekly) and regions. (Although once you see all the security concerns there are to worry about, you may not want to get out of bed in the

morning!)

- o Program evaluation, including but not limited to student evaluations (and student evaluations should be evaluations, not simply satisfaction surveys, although if you see a need for satisfaction surveys, you can include those). You want to have a method of evaluating the *program,* including instruction, housing, field trips, travel, safety, etc.

- The proposal also should include a statement (maximum 2-3 pages, not included in the 35) about what the most important learning outcomes were for you, as a group, from putting together the proposal.
- Although the assignment is to produce a proposal for an education abroad program, the main issue I am concerned about is that you *learn,* which is why I also am asking you to keep an individual learning journal.
  - o If you have never worked on a budget before, work on it! If you have never prepared a proposal for a curriculum committee, designed a marketing plan or thought about admissions criteria or figured out an emergency evacuation plan before, do it! It is more important that you learn new skills than that this program your group designs be perfect. Use the expertise of group members who have experience in a field, but what I do *not* want you to do is to let someone who is already skilled do all the work on a particular issue, because you think that will make the best program.
  - o Of course, make the program as good as you can, but the point of the exercise is for you to *learn* the skills you need to plan, evaluate, propose, and advise about education abroad, so it's more important for you to try out something you're not yet skilled at and to become competent than it is for you to produce a perfect program.
  - o Designing this program is a pedagogical tool to help you learn the skills involved; the *process* is as important (if not more so) than the *product.*
- I am making this a group project, because, as you will see, planning an education abroad program is WAY more work than any one person can do. Moreover, designing an education abroad program requires that you work with people all across campus. You will need the assistance and knowledge of others to create such a program.
- I am making this a project on the education abroad learning needs of graduate students in higher education administration because, as both I and the readings will emphasize throughout the semester, the purpose of education abroad is *learning*, and higher education is a field in which most of you will have enough expertise to design learning objectives, decide on a place which you can learn from, plan excursions, think about program evaluation, and more. Some students in the class are from other programs and may make valuable contributions from their areas of expertise. If you were working in an office of international education, you would provide administrative support and the professor leading the short-term program would design the academic content. The learning objectives are the most important component of the program; they drive everything else.
- I am making this a short-term program because you don't have time to plan anything more complex. You actually don't have time to plan a short-term program, either, because you don't have time to go through new course approval processes. (in HIED, you could make your program a Special Topics course the first time it is offered.) (For what you would need to do at Kent State to get a new course

approved, see p. 51 of
http://www2.kent.edu/provost/curriculum/guidelines/upload/curriculum-guidelines-2014.pdf.) KSU is now using a system called CurricuNet, which is an online processing system, but information about it is not yet on the KSU web site. In real life, you need to start planning a short-term program about a year and a half in advance at most institutions.

- You should be able to answer all the questions on the "Proposal for a Short-Term Off-Campus Program" (pp. 65-66 of Spencer and Tuma) and relevant questions in "Logistics" (pp. 91-96) and "Financial Matters" (pp. 97-101).
- You will also want to follow the steps in the KSU *Faculty-Led Study Abroad Manual,* except that you will submit your work to me, and not to OGE and a curriculum committee. Nevertheless, <u>think of the audience for your proposal as being those official approval bodies in a higher education institution, and the audience for your learning journal as being me</u>.
- We will have *informal* group check-ins (be organized, but no Power Points, about 10 minutes per group, focusing on anything you would like help with) in Weeks 3, and 6, and time for you to ask for assistance with problem areas in Week 11. Think of these as opportunities to get advice from the rest of the class on any issues you have concerns about.
- <u>Final presentations will take place on April 14 and 21. Plan on 20 minutes for your presentation and 10 minutes for Q&A.</u> So that you can have the (mock) experience of presenting to a Curriculum Committee and to OGE representatives, pretend that is what you are doing, and the class will act as a Curriculum Committee and as staff of OGE would.
- <u>Your final paper (program proposal) is due Tuesday after the semester ends, April 28</u>, so that you can make changes, if you like, based on the feedback from your presentation.

• <u>Doctoral students</u>:

- In order to receive 7-level credit for this course, doctoral students must do an <u>additional assignment</u>. This assignment may be anything you like that meets your learning needs, as long as it fulfills these criteria:
  o It in some way deals with education abroad in higher education.
  o It requires approximately 20 hours of work.
  o It leads to a product of some kind that lets me see what you have learned.
- In other classes, doctoral students have compiled annotated bibliographies, written a book review of publishable quality, responded to a critique of some aspect of education abroad, or investigated a course topic in more depth. You are welcome to design an assignment that meets your needs.
- <u>The Twombly et al book has a substantial reference list</u>. If you are interested in populations that study abroad less often than others (minority groups, males, STEM majors, students entering licensed professions, lower income students, adults, community college students, athletes, etc.) you should be able to compile a preliminary set of readings for an annotated bibliography from the Twombly reference list. You then can follow up with sources those sources use. The same would hold for sources on the learning outcomes of education abroad. Note Twombly et al's caveats on the quality of the research available. <u>LOTS of options exist for doctoral students interested in doing high-quality research in the education abroad field.</u>

- Some doctoral students have never read a dissertation, even though they need to write one to complete the Ph.D. program. If this describes you, you may want to read and critique a dissertation on education abroad. A good way to find topics that need researching is to read the last chapter of a dissertation; an author often will write something like, "I was not able to research XYZ, but this emerged as an important question." You, as a future researcher, have the benefits of all the learning that author already has done (although you may disagree with his/her conclusions). Twombly et al include 14 dissertations in their list of references. Authors and titles are given below. (Darla Deardorff's dissertation is well known and has shaped the rest of her career; she used an innovative (and time-consuming) methodology to answer a question that needed to be answered in the field.) See Twombly et al's references list for URLs and accessing information. You may also use the ProQuest dissertation database in the library to access and to search for dissertations. This database is under D in the library's alphabetical list of databases. The dissertations in the Twombly et al list of references are:
    - Deardorff, D. (2004) *The identification and assessment of intercultural competence as a student outcome of internationalization at institutions of higher education in the United States* North Carolina State
    - Du, F. (2007) *Self-authorship as a learning outcome of study abroad: Towards a new approach for examining learning and learning conditions* U of Minnesota
    - Flash, S. J. (1999) *Study abroad program participation effects on academic progress* SUNY-Buffalo
    - Golay, P. (2006) *The effects of study abroad on the development of global-mindedness among students enrolled in international programs at Florida State University* Florida State University
    - Hamir, H. B. (2011) *Go abroad and graduate on-time: Study abroad participation, degree completion, and time-to-degree* University of Nebraska
    - Kasravi, J. (2009) *Factors influencing the decision to study abroad for students of color: Moving beyond the barriers* University of Minnesota
    - Lucas, J. M. (2009) *Where are all the males? A mixed methods inquiry into male study abroad participation* Michigan State University
    - Mistretta, W. (2008) *Life-enhancing: An exploration of the long-term effects of study abroad* SUNY-Buffalo
    - Patterson, P. K. (2006) *Effects of study abroad on intercultural sensitivity* University of Missouri-Columbia
    - Posey, J. T. Jr. (2003) *Study abroad: education and employment outcomes of participants and nonparticipants* Florida State University
    - Salisbury, M. H. (2011) *The effect of study abroad on intercultural competence among undergraduate college students* University of Iowa – Iowa City
    - Shaheen, S. (2004) *The effect of pre-departure preparation on student intercultural development during study abroad programs* Ohio State University
    - Wallace, D. H. (1999) *Academic study abroad: The long-term impact on alumni careers, volunteer activities, world, and personal perspectives* Claremont Graduate University
    - Wiggins, G. and McTighe, J. (2006) *Understanding by Design* 2e Upper Saddle River, NJ: Pearson and Merrill/Prentice Hall

- o Young, D. Y. (2003) *Participation in a study-abroad program and persistence at a liberal arts university* University of North Texas

- **Due dates** (send documents to me as an e-mail attachment):

  - o Class 3: One or two paragraph statement of your plans – e-mail to me – and be ready to mention in class what you are thinking of working on (classmates may be able to help you with sources and ideas)
  - o Class 8: Written update to me and brief (5 minute) class presentation on where you are with your project
  - o Class 13: Final presentations
  - o April 28: E-mail me your final projects

Grading:

• MASTER'S STUDENTS

- • Class participation 20%
- • Learning journal – 30%
- • SECUSS-L presentation – 10%
- • Proposal
  - o Informal check-ins – 10% total
  - o Final presentation --10%
  - o Final paper -- 20%

• PHD STUDENTS

- • Class participation 15%
- • Learning journal - 20%
- • SECUSS-L presentation – 10%
- • Proposal
  - o Informal check-ins – 10%
  - o Final presentation – 10%
  - o Final paper – 20%
- • Doctoral project – 15% total, divided as follows:
  - o Mid-semester check-in & Final presentation – 5%
  - o Final project – 10%

WEEK-BY-WEEK SCHEDULE

- • **Do not be alarmed when you see the amount of reading that is listed. Many of these are REFERENCES, not assignments – you may to refer to them later, as you are designing your program (and maybe even after you have graduated and are working!), and depending on the content of your program, some will be more relevant than others. Remember that ed abroad program planning is an iterative process – not a linear one! You will start with one idea, discover that someone else already has a similar program or that the State Department has a travel warning on that location or that the costs are prohibitive, and**

then you will rethink how you might achieve your objectives in another location or working with another provider (if you go that route) and then ….! So I have tried to give you lots of sources for reference.

- Twombly et al and the Lewin *Handbook* and more theoretical; the *NAFSA Guide* and Spencer and Tuma are more pragmatic, and the *History* is some of each.
- **REQUIRED READINGS ARE PRECEDED BY AN ASTERISK (*).**
- Do the readings *before* class.
- ***Schedules may change***. I have asked several people to be guest speakers, but we have not yet confirmed dates.
- Check the schedule of the Read Center for international events you may which to add to your schedule: http://www2.kent.edu/ehhs/ciie/events/index.cfm. As of January 11, 2015, the fall semester schedule was still posted, but the spring events should be posted soon.

Recommended readings (general):

- History
    - Hoffa, W. W. (2007) *A History of US Study Abroad: Beginnings to 1965* Carlisle, PA: Frontiers Journal
    - Twombly et al., "History and Purposes of Study Abroad" pp. 13-26
- If you want a career in education abroad:
    - In the *History:*
        - Sideli, K. "The Professionalization of the Field of Education Abroad" (pp. 369-417).
            - How has the preparation needed for working in education abroad changed in the last several decades, and why?
            - What skills and knowledge do you have, and what do you need?
            - What are some of the "Pathways to the Profession" that Sideli describes?
            - What does she see as the future regarding requirements for work in education abroad?
            - (Note that the author, although long active in NAFSA, was one of the founders of the Forum on Education Abroad.)

Class 1 – January 13
- Introductions
    - You and your experiences and interests in education abroad
    - Your learning needs
- Why many educators use the term "education abroad" rather than "study abroad"
- Definitions: international education, internationalization, global, intercultural, multicultural, comparative education
- SECUSS-L presentation dates –
    - Subscribe at http://wings.buffalo.edu/intled/secussl/index.htm
- 4 conferences dealing with ed abroad:
    - AIEA - http://www.aieaworld.org/2015-annual-conference
        - February 15-18, Washington, DC
        - Association of International Education Administrators
    - CIES - http://cies2015.org/index.html

- - - March 8-13, Washington, DC
    - Comparative and International Education Society
  - Forum - http://www.forumea.org/training-events/annual-conference/registration
    - March 25-28, New Orleans (during Spring Break)
    - Forum on Education Abroad
  - NAFSA - http://www.nafsa.org/Attend_Events/Annual_Conference/
    - May 24-29, Boston
    - NAFSA: Association of International Educators
  - And, in the fall:
    - EAIE - http://www.eaie.org/home/conference/glasgow.html
      - September 15-18, Glasgow, Scotland
      - European Association for International Education
    - IAU - http://www.iau-aiu.net/civicrm/event/info?reset=1&id=601
      - October 28-30, Siena, Italy
      - International Association of Universities
- Ed abroad in context of internationalization
  - If you have not yet taken the Internationalization class:
    - Go to the library home page, put "Deardorff" in the search box, click on "author" and then search. The first source that will turn up is *The Sage Handbook of International Higher Education* (2012), which you can download for free (I think you can download 120 pages at a time). This is a $150+ book – download it!
    - Read, in the Sage *Handbook:* Knight, J. (2012) Concepts, Rationales, and Interpretive Frameworks in the Internationalization of Higher Education. In Deardorff et al., eds. *The Sage Handbook of International Higher Education* (pp. 27-42) Los Angeles: AIEA and Sage.
    - Go to the American Council on Education's Center for International and Global Education http://www.acenet.edu/news-room/Pages/Center-for-Internationalization-and-Global-Engagement.aspx. Look around the site in general, and check out ACE's model of comprehensive internationalization http://www.acenet.edu/news-room/Pages/CIGE-Model-for-Comprehensive-Internationalization.aspx , which has clickable links for each section. (ACE, and many others, use "student mobility" to designate both incoming international students and outgoing ed abroad students.) You also may wish to download the publication *Mapping Internationalization on US Campuses* (2012) which will give you data on the internationalization efforts at HEIs across the US.
    - You may also download John Hudzik's *Comprehensive Internationalization: From Concept to Action* (2011) from NAFSA at http://www.nafsa.org/uploadedFiles/NAFSA_Home/Resource_Library_Assets/Publications_Library/2011_Comprehen_Internationalization.pdf
    - You should be familiar with the annual OpenDoors reports of the Institute for International Education, which come out every fall, and provide data on student mobility in and out of the US. http://www.iie.org/Research-and-Publications/Open-Doors

- Ed abroad as academic affairs
- Introduction to the major assignment
  - Planning as an iterative process
  - Preliminary ideas about forming groups

Class 2 – January 20

- **I understand that even the asterisked articles are more than you can read in depth for this week. But look at all of them, to have an idea of what you are getting into, and what sources will be available to you and your group as you plan programs. All contain concepts you should be familiar with. At a minimum, read the chapters from Spencer and Tuma.**
- Confirm groups
- SECUSS-L presentations 1, 2, 3
- Focus on learning & learning outcomes
  - Overview
    - Twombly et al, "Study Abroad Outcomes" pp. 67-94*
    - Vande Berg, M. (2007) Intervening in the Learning of Students Abroad, *JSIE*, pp. 392-399 DOI:10.1177/1028315307303924 (and on e-reserves) *
    - Vande Berg, Paige, & Lou, Student Learning Abroad: Paradigms and Assumptions, in Vande Berg, Paige, & Lou, pp. 3-28 (e-reserves)
    - Suskie, L. Developing Learning Goals, pp. 115-134 (How to write them) (on e- reserves)
    - Paige & Vande Berg, What Students Are and Are Not Learning Abroad: A Review of Recent Research, pp. 29-58 (e-reserves)
    - Brewer & Cunningham, "Capturing Study Abroad's Transformative Potential" pp. 1-19
    - Peterson, C. et al. (2007) Defining Terms for Use in Designing Outcomes Projects. In Bolen, ed. pp. 163-203 (on e-reserves)
      - 40 pages of higher ed and international ed terms defined. As you will see, Knight and others may have different definitions for some of the international terms (and this was published in 2007, which is a lifetime ago in the IE field). But I would guess that all of you will gain clarity on at least one or two terms by looking at this reference.
    - Cluett, R. (2005) From Cicero to Mohammed Atta: People, Politics, and Study Abroad. *Frontiers* vol. 8, pp. 17-35 http://www.frontiersjournal.com/issues/vol8/vol8-05_cluett.pdf (and on e- reserves)
      - Cicero studied abroad in 79 B.C.; Peter the Great went to Europe as a 24-year-old in 1696-7, and Yung Wing was the first Chinese person to graduate from Yale, in 1854. All of them had positive experiences and achieved much as a result. But Muhammed Atta, the lead hijacker on 9/11, studied abroad in Hamburg, Germany, and eventually came to despise the west. See what Cluett thinks are the reasons why.
    - Chisholm, L. A. "Hearing the Call" from *Charting a Hero's Journey* (e-reserves)
      - Chisholm compares the student's journey to the "monomyth" of

the hero's journey that Joseph Campbell analyzes. Using contemporary authors from a variety of cultures, she asks students to reflect on a range of issues, from what they are packing and what that suggests about what they assume will happen while they are abroad to what kinds of stories they are telling about their home culture to their hosts, and why.

- Chisholm, L. A. and Berry, H. A. "Gathering and Assessing Information" from *Understanding the Education – and Through It the Culture – in Education Abroad*

  - Chisholm and Berry suggest that higher education institutions abroad reflect the culture in which they are based – issues as simple as who buildings are named for and as complex as who is included and excluded from attendance can help a student understand the society he or she is visiting.
- Recommended, for thinking through the activities that will and will not help students meet learning outcomes:
  - Citron, J. L. "U.S. Students Abroad: Host Culture Integration or Third Culture Formation?" (pp. 41-56) in Grunzweig and Rinehart, *Rockin' in Red Square* (on e-reserves)
    - Citron maintains that many students abroad form a "third culture" – they are not part of their home culture, nor are they integrated into the host culture, but rather form a "third culture" with other students and young expatriates abroad. What are the implications of this for student learning outcomes?
- Content learning
  - Depends on the subjects you are focusing on.
- Intercultural communication learning
  - MAXSA *Guide*, Ch. 4, "Culture Learner Strategies" pp. 55-80*
  - MAXSA *Guide,* Ch. 6, "Instructional Strategies for Facilitating Language and Culture Learning" pp. 95-125*
  - Deardorff, D. K. (2011, Spring) Assessing intercultural competence. *New Directions for Institutional Research* Special Issue: Assessing Complex General Education Student Learning Outcomes. Volume 2011, Issue 149, pages 65–79 (on e-reserves and online through the KSU library) *
    - When you plan learning, you should also be thinking about how you will assess that learning.

  - Cushner and Brislin, (1995) 18 themes, 5 pp. (e-reserves)
  - Pusch & Merrill, (2008) Reflection, Reciprocity, Responsibility, & Committed Relativism: Intercultural Development through Intercultural Service-Learning (in Savicki) pp. 297- 321 (e-reserves)
  - Recommended:
    - From the *NAFSA Guide:*
      - Hoff, J. G.and Kappler, B. "Integrating Intercultural Learning into Education Abroad Programming" (pp. 193-206)
        - What are the myths about teaching intercultural

communication to student participants? What kinds of resistance may you encounter? What strategies can you use to overcome resistance? Where can you go to learn more?

- In the *History:*
    - Bennett, M. "A Short Conceptual History of Intercultural Learning in Study Abroad" (pp. 419-450)
        - How did the field of intercultural communication develop?
        - How does it connect with experiential education? What does that mean for program design?
- In Savicki:
    - Deardorff, D. "Intercultural Competence: A Definition, Model, and Implications for Education Abroad" (pp. 32-52).
        - What is an interculturally competent student? How will you know?
        - What are the implications of Deardorff's model for program design and for the development of staff abroad and at home?
- Ward, C., Bochner, S. and Furnham, A. "Sojourners: International Students" (pp. 142-167) in Ward, Bochner, and Furnham.
    - A summary of research that has been done on student sojourners and their intercultural adjustments.
    - Remember that when students are learning interculturally, other people are involved. What are your ethical responsibilities to be sure that your students are sensitive to the cultural differences they may encounter?
  - Experiential ed
    - "The country is the curriculum" Howard Berry
    - Spencer & Tuma, Ch. 6, "Internships, Independent Study, and Service-Learning" pp. 75-85*
    - If you are not familiar with Kolb's model of experiential learning, take a look at page 178 of Spencer and Tuma for a brief introduction.
    - Passarelli & Kolb, Using Experiential Learning Theory in Programs of Education Abroad, in Vande Berg, Paige, & Lou, pp. 137-161 (on e-reserves)

- Overview of Program Planning and Considerations
  - Spencer & Tuma, Ch. 1, "Building Institutional Support" pp. 1-6*
  - Spencer & Tuma, Ch. 2, "Administrative Processes" pp. 7-28 *
  - KSU education abroad policies* (If you are planning a program based at another college or university, check to see what policies may be in place there.)
    http://www2.kent.edu/policyreg/policydetails.cfm?customel_datapageid_1976529=3592785
- Curriculum design process

- Spencer & Tuma, Ch. 5, "Designing the Academic Course: Principles and Practicalities" pp. 47-73 (Pages 59-73 are sample forms)*
- Lattuca and Stark, Curriculum: An Academic Plan, pp. 1-22 (e-reserves)
- Diamond, Systematic Design: Model & Benefits, pp. 13-29 (e-reserves)
- "Backwards design" from Wiggins and McTighe (readings will be on e-reserve)
- Program designs
  - Spencer & Tuma, Ch. 4, "Program Models" pp. 41-45*
  - Twombly et al, "Types of Programs and Providers" pp. 27-36*
  - Rodman, R. and Merrill, M. "Unlocking Study Abroad Potential: Design Models, Methods, and Masters" (pp. 199-251)*
    - What are some rationales for education abroad?
    - How might these differ by institutional type?
    - What other factors might influence institutional rationales for education abroad?
    - Why do rationales for education abroad change over time?
    - How do the functions of higher education change over time and how these changes connect to functions of education abroad?
    - How do the four cases of education abroad program development that are described (AIFS, Rockland Community College, Kennesaw State College, and Warren Wilson College) differ, and why?
  - Engle & Engle, (2003) Study Abroad Program Levels: Toward a Classification of Program Types, Frontiers pp. 1-20. On e-reserves and available at: http://www.frontiersjournal.com/issues/vol9/vol9-01_engleengle.pdf
  - In the NAFSA *Guide:*
    - Johnson et al. Program Designs and Strategies, pp. 345-371 (on e-reserves)
      - Why do you need to know what your campus or organizational mission is, and how would you find that out?
      - What are the kinds of programs a home campus might offer?
      - What kinds of programs might be organized in cooperation with other institutions?
      - What are the plusses and minuses of each kind of program?

- Faculty roles & administrative support
  - Spencer & Tuma, Ch. 13, "Roles and Preparation of Program Directors" (written by MacNally & Spencer) pp. 141- 166 (includes sample job descriptions, contracts, and other forms)*
  - From the NAFSA *Guide:*
    - Wallace, J. et al. "Faculty Roles" (pp. 75-92). (on e-reserves) *
      - What are the roles that faculty may play in education abroad?
      - What may hinder their participation?
      - In what ways can an education abroad office support faculty?
      - What roles do faculty play on the home campus that can benefit education abroad?
      - What roles do faculty play overseas?

- o The KSU manual for faculty leading short-term education abroad programs is available here: https://kentstatedev2.prod.acquia-sites.com/globaleducation/developing-program. It is also on e-reserves. *

Class 3 – January 27
- SECUSS-L presentations 4, 5, 6
- Working in a HEI
  - o Spencer & Tuma, Ch. 3, "It Takes a Campus to Run a Study Abroad Program" pp. 29-37*
  - o Lambert, M. S., and Bolen, M. "Education Abroad in the Campus Context" (pp. 61-74) (on e-reserves)*
    - ▪ The authors write, "The mantra 'know your campus" can not be repeated too often." (p. 63) Why do they say that?
    - ▪ Does it matter where the IE office is located administratively?
    - ▪ What are some strategies that the education abroad office can use if education abroad seems to be an "add-on" or not central in the institution?
    - ▪ What should an education abroad adviser know about the curriculum of his or her institution?
    - ▪ What administrative offices on campus does the education abroad office need to have connections with, and why?
- Ed abroad in the context of campus internationalization
  - o Twombly et al, "Introduction," pp. 1-12*
  - o Look around the "Global Learning" section of the AAC&U website. http://www.aacu.org/resources/globallearning/index.cfm AAC&U supports liberal education in general, and thus its take on education abroad is how that supports global learning, which in turn supports liberal education outcomes.
- Group initial goals presentation
  - o Have your learning objectives printed out for your classmates and e-mail them to me before class. These are *not* cast in concrete – the idea is to present them to your classmates and get feedback.
  - o Be ready to discuss the location you have chosen and why. Emphasize the ways in which that location helps your students meet their learning objectives.
  - o Explain what kind of a program design you are planning to use and why.
  - o Discuss where you are in the process, what your next steps are, and any roadblocks you are beginning to encounter.
  - o The point is feedback and discussion!
  - o Take a look at Spencer & Tuma, Ch. 7, "Feasibility Studies" pp. 89-90 for some basic questions you should think about right at the beginning
  - o Does KSU have a program on the topic or where you are thinking of going? How will yours be different? Why is it needed? (If you are planning a program at another institution, see if it has a similar search function.) https://educationabroad.kent.edu/index.cfm?FuseAction=Programs.AdvancedSearch
  - o Check www.goabroad.com and www.iiepassport.org also to search for programs similar to what you are thinking about.
  - o Is there a need for your program?

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- In the NAFSA *Guide:*
  - Brick, S. H., et al. "Planning, Budgeting, and Implementation" (pp. 389- 416)*
    - Read now: How do you know if a new program is needed? Does your institution have the resources to support it? How will you decide where a program should be located?
    - Read later, as you are working through various pragmatic issues: What should you include in a budget? What are the different models for charging students? What are the legal issues you will encounter? How will you choose staff? How will you handle housing, classrooms, credit transfer, applications, co-curricular activities, program assessment, working with hosts, and more?

- Doctoral students – e-mail me your topics and be ready to discuss them briefly in class

Class 4 – February 3
- Learning journal #1
- Curriculum integration
  - In the Lewin *Handbook:*
    - Hovland et al. It Takes a Curriculum: Bringing Global-Mindedness Home, pp. 466-484*
      - What is global learning?
      - What learning outcomes do the authors recommend? (Note that two of the authors are based at AAC&U, so their recommendations will resemble those you read about earlier.)
      - What competences does Ann Kelleher recommend for students at Pacific Lutheran University?
      - What do you think of having an education abroad experience during the student's first year?
      - What did the students in the program that went to Equatorial Guinea learn, and how did they learn it?
      - What is needed to "bring global mindedness home"?

  - Recommended:
    - Brewer, E. and Cunningham, K. eds. (2009) *Integrating Study Abroad into the Curriculum: Theory and Practice across the Disciplines* Sterling, VA: Stylus
- Credit hours
  - In the *NAFSA Guide*:
    - Cressey, W. and Dumont, S. "Credits and Grades" (pp. 93-105) (on e-reserves)*
      - What is academic credit? How is it figured out at most US HEIs?
      - What is the role of the academic director abroad with regard to grades? What is the role of the education abroad office?

- What kinds of activities may be considered creditworthy?
  - Howard Berry, the founder of the International Partnership for Service-Learning, used to say: "You never give credit for the service. You give credit for the demonstrated learning for which the service was the pedagogy."
- What is the "school of record"?
- What is the role of third-party providers that are not degree-granting institutions regarding grades?
- What's the difference between a transcript and a grade report?
- What's the difference between "home institution credit" and "transfer credit"?
- In what way may grading systems at institutions abroad differ from US grading systems?
- Who can assign grades, and who can change them?
- How can grades for education abroad be recorded on a transcript? What are the pluses and minuses of each of the systems the authors describe?

- Pre-departure, re-entry, "intervening in the learning" (Vande Berg, Paige, & Lou)
  - Spencer & Tuma, Ch. 15, "Orientation and Reentry" (written by Kinsella, Smith-Simonet, and Tuma), pp. 175-200*
  - MAXSA *Guide,* Ch. 7, "Orientations and workshops" pp. 127-137 plus 400 pages of activities and handouts
  - In the NAFSA *Guide:*
    - Thebodo, S. W., and Marx, L.E. "Predeparture Orientation and Reentry Programming" (pp. 293-312)
      - What goals will you have for pre-departure and re-entry programming? What are some ways you can design programs? What are the pragmatic topics you need to include and what are the intercultural topics you will include?
  - Recommended:
    - Brewer & Solberg, "Preparatory Courses for Students Going to Divergent Sites: Two Examples" pp. 41-62
    - Orientation courses section of the SAFETI website - http://globaled.us/safeti/orientation_courses.asp
    - Pre-departure and Re-entry materials in the MAXSA Instructional Guide (Mikk et al) (Hard copy reserve) o
    - Online: "What's Up with Culture?" University of the Pacific http://www2.pacific.edu/sis/culture/
      - Try working through some of the exercises in "Module 1: What to Know Before You Go" and "Module 2: Welcome Back! Now What?". These materials were developed by Bruce LaBrack, with assistance from Peggy Pusch, with Federal funding, on the condition that they be made publicly available. Therefore, there materials are available for you to use with students, free of charge. An intern who worked in the offices of the International Partnership for Service-Learning and Leadership, a graduate student at the University of Denver,

went through all of the exercises in both modules for me. That took her nine hours! English was not her native language, and you don't need to try every exercise, but work through a few and get a sense of what's available.

Class 5 – February 10
- SECUSS-L 7, 8, 9
- Logistics overview
    - Spencer & Tuma, Ch. 8, "Logistics" (written by Keith, Jackson, & Pauly) pp. 91-96*
- Marketing
    - Spencer & Tuma, Ch. 10, "Marketing and Promotion" pp. 111-120*
    - In the *NAFSA Guide:*
        - Yarabinec, M. et al. "Marketing, Promotion, and Publicity" (pp. 417-444) *
            - How will you promote programs on campus? How would you promote the IE office and its work in general? How can you promote programs electronically?
            - How can you involve returning students? How can you involve faculty? How can you use the media? How can you work with program providers?
            - Will you admit students who are not enrolled on the home campus? How will you reach them?
            - Who produces your materials and how do you pay for them?
            - Will you go to study abroad fairs?
- Admissions
    - Spencer & Tuma, Ch. 11, "Student Selection and Enrollment" pp. 115-120*
- Under-represented groups
    - Twombly et al. "Who Studies Abroad and Who Does Not" pp. 37-65*
    - In the *NAFSA Guide:*
        - Lebold, Carol, et al. "Reaching Underrepresented Constituencies" (pp. 207-238) (on e-reserves)
            - How has the student profile in US higher education changed in the last several decades?
            - What does this mean for education abroad?
            - What seven groups do the authors identify as being underrepresented in US education abroad?
            - How might an institutional student profile affect the definition of who is underrepresented?
            - In what ways is the population of education abroad advisers diverse and not diverse?
            - How might that affect who enrolls?
            - What recommendations do the authors have for international educators, both in terms of self-education and in terms of the campus climate?
            - What issues are cross-cutting?
            - What needs affect specific constituencies?
            - What is a "heritage" student?
            - What are "reasonable accommodations"?

- What are "hidden disabilities" and how might these be accommodated?
  - Under-represented groups – recommended readings
    - In the *History:*
      - Stallman, E. et al. "The Diversification of the Student Profile" (pp. 115- 160)
        - In what ways have enrollments in education abroad changed and not changed in the last several decades, in terms of race and ethnicity, socio-economic status, field of study, gender, age, and disability?
        - What has caused the changes, and what has prevented changes?
          - For your reference:
            - In the *Handbook:*
              - Cushner, K. "The Role of Study Abroad in Preparing Globally Responsible Teachers" (pp. 151-169)
              - Picard, E., et al "Global Citizenship for All: Low Minority Student Participation in Study Abroad – Seeking Strategies for Success" (pp. 321-345)
              - Martinez, M. D. et al. "Creating Study Abroad Opportunities for First-Generation College Students" (pp. 527-542)

- Advising
  - From the *NAFSA Guide:*
    - Andersen, L. C., and Murray, C. S. "Advising Principles and Strategies" (pp. 173-191) (on e-reserves)*
      - How do principles of student development theory affect advising?
      - What are the stages of advising?
      - What are some practical advising issues you may encounter?
      - How might you develop your skills?

Class 6 – February 17
- Financial models
  - Spencer & Tuma, Ch. 9, "Financial Matters" (written by Lund) pp. 97-109*
  - Revisit (see Week 3) Brick et al. Planning, Budgeting, Implementation, pp. 389-416*
  - Cressy, W. and Stubbs, N. The Economics of Study Abroad (pp. 253- 294). (on e-reserves)*
    - Be sure you can define all the italicized terms on pp. 255-6.
    - Why have higher education prices risen in the last forty years?
    - What has happened to the prices for education abroad during the

same time period? Why?
- What are some of the costs of running a program abroad?
- What do planners need to consider in setting prices? What are the plusses and minuses of each?
- How can education abroad programs affect institutional finances?
  - o Check www.goabroad.com and www.iiepassport.org again. How does your tentative program price compare with the prices of other programs going to the same destination?*
- Group presentations – updates
  - o Planned elements
  - o In process elements
  - o Questions & roadblocks
  - o Where are you stuck? What questions do you have? What would you like to use your classmates as consultants or idea generators for?
  - o Don't design a Power Point; this is meant to be an informal conversation, about 10 minutes per group. You can provide handouts if the questions you have require that the class understand data.
- Written summary
  - o Include a draft budget

Class 7 – February 24
- SECUSS-L 10, 11, 12
- Safety & security
  - o Spencer and Tuma, Ch. 16, "Safeguards for Short-Term Programs" (written by Slind and Spencer) pp. 201-231 (sample forms start on p. 213)*
  - o In the 4e of the *NAFSA Guide:*
    - Gilbert, G. "Crisis Management" pp. 191-210
  - o KSU Emergency Response Handbook for Faculty-Led Study Abroad Programs*
    - Download from https://kentstatedev2.prod.acquia-sites.com/sites/default/files/Emergency%20Response%20Handbook%202014%20draft.pdf
  - o See also: KSU web page for faculty resources and planning for emergencies http://kentstatedev2.prod.acquia-sites.com/globaleducation/emergency-resources
  - o In the 3e *NAFSA Guide:*
    - Martin, P. "Advising Students on Safety and Security Issues" (pp. 279-292) (on e-reserves)
      - What good practices should you follow?
      - What do you need to do, and what do students need to do, regarding their safety and security?
      - What is under your control and what is not?
    - Lindeman, B. et al. "Maximizing Safety and Minimizing Risk in Education Abroad Programs" (pp. 479-509) (on e-reserves)
      - What is risk? Why do the authors speak about "managing" risk?
      - What kind of data should you collect, and why?
      - What are your responsibilities?
      - How do you assess risk?

- What should be included in a student code of conduct and why?
- How should you screen applicants?
- What should you include in an emergency plan?
- Who should be part of the emergency response team?
- How might new technologies affect your plan?
- Who is responsible for speaking with the press?
- Under what conditions do you suspend or cancel a program?
- What resources are available to you?
  - At least one person in your group should sign up for OSAC's free newsletters at https://www.osac.gov/Pages/Login.aspx (OSAC stands for Overseas Security Advisory Council. It is a service run by the US State Department. The newsletters will keep you informed of events and crises around the world that may affect your program.)
  - Resources:
    - SAFETI A-Z Index http://www.globaled.us/safeti/safeti_index.asp
    - SAFETI Resources for Program Administrators: http://www.globaled.us/safeti/health_and_medical_care/advising.asp; http://www.globaled.us/safeti/personal_safety/index.asp; http://www.globaled.us/safeti/insurance/index.asp
    - Crisis management: http://www.globaled.us/safeti/crisis_and_management/index.asp
    - SAFETI Handbook, adapted from the Peace Corps (for Reference) http://globaled.us/peacecorps/crisis-management-handbook.asp

- Insurance
  - In the 4e of the *NAFSA Guide:*
    - Brockington, J. L. "Insurance for Education Abroad" pp. 175-190*
- Legal issues
  - From the 3e of the NAFSA *Guide:*
    - Rhodes, G. et al. "Legal Issues and Education Abroad" (pp. 511-533) (on e-reserves)*
      - What is the difference between contract law and tort law?
      - What does "forum selection" mean, and why should you care?
      - What are the four elements of tort of negligence?
      - How do you deal with third-party providers with regard to legal issues?
      - How do US laws affect programs abroad?
      - What kinds of personal liability issues might affect you? What kinds of preventative measures can you take?

- Student health issues
  - Soneson, (2009) Advising Students with Disabilities, (18 pp) http://www.nafsa.org/uploadedFiles/NAFSA_Home/Resource_Library_Assets/Publications_Library/AdvisEAstudDis.pdf
  - Mobility International USA http://www.miusa.org/, particularly Going Abroad: A Guide for Americans with Disabilities http://www.miusa.org/ncde/goingabroad/index_html
  - Lindeman, B. ed. Best Practices in Addressing Mental Health Issues Affecting Education Abroad Participants, 73 pp (on e-reserves)

- In the *NAFSA Guide:*
  - Gore, J. E., and Green, J. "Health Issues and Advising Responsibilities" (pp. 261-277) (on e-reserves)
  - Where will you get information about health issues?
  - What are your responsibilities, and what issues are beyond your competency?
  - How will you collaborate with health care professionals?
  - What responsibilities do you and your institution have regarding health care abroad?

Class 8 – March 3
- Learning journals #2
- Doctoral students: updates of where you are with your projects
- Mid-semester feedback
- Assessing student learning
  - Spencer & Tuma, Ch. 12, "Strategies for Assessing Student Learning" (written by Quade) pp. 121-137*
  - From the *NAFSA Guide:*
    - Zukroff, S., et al. "Program Assessment and Evaluation" (pp. 445-478). on e-reserves) *
      - What is the "culture of assessment" in US higher education?
      - What is the difference between "student satisfaction surveys" and program evaluation?
      - Who should be involved in program evaluation?
      - How do you evaluate external programs?
      - How do you set up an ongoing process so that you have regular information about programs coming to you?
      - Are you assessing immediate results or long-term impact? What do you need to have in place in order to conduct a longitudinal assessment?

- Program evaluation
  - Program evaluation and assessment of students is a field of study in and of itself. The readings below are simply an introduction to the issues involved. When you are working in the field, you will need to collaborate with a range of practitioners on campus and off to design effective program evaluation strategies.
  - Forum on Education Abroad, Standards of Good Practice for Short-Term Education Abroad Programs, 15 pp (reference)*
    http://www.forumea.org/documents/ForumEAStandardsShortTermProg.pdf
  - Forum on Education Abroad, Standards of Good Practice for Education Abroad (2011 4e) 50 pp (reference)*
    http://www.forumea.org/documents/ForumEA- StandardsGoodPractice2011-4thEdition.pdf
  - IES MAP (Model Assessment Practice) 2011 5e Especially pp. 9-16 (reference. Downloadable from: http://www.iesabroad.org/study-abroad/advisors-faculty/ies-abroad-map/map-for-study-abroad (bottom of page)*
  - From the *History:*

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- - Comp, D. and Merritt, M. "Qualitative Standards and Learning Outcomes for Study Abroad" (pp. 451-489)
    - How has the evaluation of education abroad programs changed over the years, and why?
    - What organizations have been involved?
    - What is the role of accrediting agencies?
    - What kinds of factors should be evaluated?
    - What kinds of learning outcomes are possible for programs of different lengths?
    - Should affective as well as intellectual outcomes be assessed?
  - On E-reserves:
    - Deardorff, D.K. and Deardorff, D. L. (2007) An Overview of Basic Methods of Outcomes Assessment. In Bolen, pp. 89-95.*
      - The authors describe basic methods for direct assessment, indirect assessment, and assessment in practice, but caution that you need to know what you want to know before you select an assessment method! They also emphasize the need for multiple methods of assessment in order to obtain a complete picture of student learning and program effectiveness.
    - Rinehart, N. "Utilitarian or Idealist? Frameworks for Assessing the Study Abroad Experience" (pp. 75-83) in Grunzweig and Rinehart, *Rockin' in Red Square.*
      - What should be assessed, and why?
      - Whose interests are served by the achievement of various competencies?
      - How challenging should education abroad be – and why?
  - Recommended:
    - Tonkin, H. et al (2004) "The Research Plan" in *Service-Learning Across Cultures*. (on e-reserves)
      - The International Partnership for Service-Learning received Ford Foundation funding for a full examination of its programs. The process took three years. Humphrey Tonkin, then a Vice President of IPSL, describes what was involved in the research plan. You are unlikely to ever have three years in which to conduct an evaluation of your programs, but the plan that Tonkin lays out may give you some ideas of how to design program evaluations.
  - Online: (for reference)
    - Forum on Education Abroad – the QUIP Program (Quality Improvement Program) http://www.forumea.org/get-involved/quality-assurance-programs/quip

March 10 – No class
- Dr. Merrill will be presenting at CIES. http://cies2015.org
- Continue working on program designs

Class 9 – March 17
- SECUSS-L 13, 14, 15
- Critiques of ed abroad

- Twombly et al. "Study Abroad: Critical Perspectives" pp. 95-103*
- Zemach-Bersin, Selling the World: Study Abroad Marketing and the Privatization of Global Citizenship, in the Lewin Handbook, pp. 303-320. (on e- reserves) *
  - How valid do you think Zemach-Bersin's critiques are? How would you address them?
- Engle, J. and Engle, L. "Neither International nor Educative: Study Abroad in the Time of Globalization" (pp. 25-40) in Grunzweig and Rinehart, *Rockin' in Red Square.* (on e-reserves)*
  - What assumptions do international educators sometimes make about what will happen while students are abroad?
  - What do the authors mean when they refer to "the hermetic American self"?
  - What do you need to think about in program design in order to deal with the issues Engle and Engle raise?
  - How do they critique the emphasis on "process" that you may see on the SECUSS-L list, and why?
  - In what ways may the emphasis on access to education abroad programs undermine the learning goals of those programs?
- Grunzweig, W. "The Rockies in Poland: International Education as Frontier Experience" (pp. 105-116) in Grunzweig and Rinehart, *Rockin' in Red Square.* (on e-reserves)
  - In what ways has the "frontier" metaphor invaded education abroad discourse?
  - What are the implications of that for education abroad practice and student perceptions?
  - In what ways may that metaphor impede student learning?
- Ogden, A. (2007) "The View from the Veranda: Understanding Today's Colonial Student" *Frontiers: Interdisciplinary Journal of Study Abroad* vol. XV. Winter 2007 (22 pp) *http://www.frontiersjournal.com/documents/OgdenFRONTIERSJOURNALX VWinter2007-08-3.pdf (and on e-reserves)
  - Ogden maintains that many students abroad today are like colonial rulers of the past: they want to sit on the veranda with a cool drink and observe the natives, without really getting involved in the society and questioning their own privileged positions. Do you agree? In what ways might Ogden's critique affect program design?
- *Schemo, D.J. (2007) "In Study Abroad, Gifts and Money for Universities" *The New York Times* August 13, 2007. http://www.nytimes.com/2007/08/13/education/13abroad.html?_r=1&scp=2& sq=Schemo,%20Diana%20Jean%20Study%20Abroad%20August%202007 &st=cse
  - This article caused enormous discussion in the field when it was published, and a number of legal cases were filed by the Attorney General of the State of New York, Andrew Cuomo (who is now the Governor of New York). What do you think of the critiques Schemo raises? Are they valid, not valid, valid in part? How might they affect you?

March 24 - Spring Break

- Forum on Ed Abroad – New Orleans - http://www.forumea.org/training-events/annual-conference/registration

Class 10 – March 31
- SECUSS-L 16, 17, 18
- Ethical issues
  - Forum on Education Abroad *Code of Ethics* 2e 2011*
    - Downloadable at http://www.forumea.org/wp-content/uploads/2014/10/ForumEA-CodeofEthics2011-2ndEdition.pdf
  - NAFSA's *Statement of Ethical Principles* 2009*
    - Downloadable from http://www.nafsa.org/_/File/_/ethical_principles_2009.pdf
  - Recommended: EAIE's series of articles on ethics in international education http://www.eaie.org/blog/tag/winter-forum-2014/
- Research needs in ed abroad
  - Twombly et al, "Conclusions, Final Thoughts, and Recommendations" pp. 105-118*
  - In the 4e of the *NAFSA Guide:*
    - Contreras, E. "Education Abroad Research" pp. 125-147*

Class 11 – April 7
- SECUSS-L 19, 20, 21
- Learning journals #3
- Time for covering topics that were postponed due to guest speakers
- Time for groups to work on presentations and papers
- Time to ask the rest of the class for advice on any issues you are encountering with your program design

Class 12 – April 14
- SECUSS-L 22, 23, any make-ups
- Group presentations

Class 13 – April 21
- Group presentations
- Doctoral student presentations
- KSU feedback

April 28 – No class
- **Send your final papers to me by the end of the day on the 28th.**
- **Doctoral students send final written projects.**
- Dr. Merrill will be teaching in the Master's of Intercultural Competencies program at Danube University Krems in Austria. http://www.donau-uni.ac.at/en/studium/interkulturellekompetenzen/index.php DUK is a University of Continuing Education, providing "blended learning" (short-term residency and distance education) professional master's degrees for adult students from throughout Europe and beyond. For a 4-minute film (in German with subtitles) see http://www.donau-uni.ac.at/en/universitaet/ueberuns/kurzfilm/index.php. Educators in Europe are aware that in the 21st century learning needs to be lifelong and have been incorporating policies and practices that support continuing education and

adults' access to education into the European Higher Education Area since 2001: http://www.ehea.info/article-details.aspx?ArticleId=14

Class 14 – May 5
- My feedback forms
- Final reflections
- Final Learning journals