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Development of a Graduate Level Faculty Led Study Abroad Course

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Capstone Project Submitted in Partial Fulfillment of the Master of Education in Higher Education

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Abstract

As the world becomes more globalized, society must create ways to adapt to these changes. One result is more internationalization at the higher education level (Mckenzie, Lopez & Bowers, 2010). Internationalization includes recent efforts to increase study abroad participation for graduate students. This exploratory study sought to understand best practices for the creation of a faculty led study abroad course in a higher education Master's degree program. Topics of research included preparatory travel logistics, coursework to maintain academic rigor, and outcomes as it relates to personal and professional growth. Faculty leaders from across the U.S. who lead their own courses abroad were interviewed to learn about these courses' goals, logistical issues, and outcomes. Additionally, Higher Education Master's students in a private Catholic college in the Northeast were also interviewed regarding their interests and needs for such a program. Findings show that the creation of a course overseas will increase cultural awareness, provide unique comparative learning opportunities and promote professional skills. The study recommends that the Northeast Catholic college create a study abroad course to Ireland in order to give students the opportunity to explore a new culture, improve their resumes, increase marketability in the workforce, and to obtain a better understanding of education policies practiced in American higher education.

Table of Contents

Abstract	2
Introduction	5
Literature Review	6
Study Abroad Outcomes	6
Study Abroad Planning	9
Study Abroad Coursework	15
Post Trip Learning and Study Abroad	18
Methodology	20
Findings	25
Benchmark Findings	25
Course Basics	25
Pre-Departure Planning	27
Academic and Cultural Activities	30
Challenges	32
Assessment and Program Improvement	33
Focus Group Findings	35
Course Creation Factors	35
Course Curriculum and Itinerary	38
Outcomes	39
Recommendations	40
Recommendation for Course Creation	41

Recommendations Regarding Logistics _____	42
Recommendation for Alumni Donations _____	46
Recommendation on Coursework _____	46
Recommendations Discussing Course Itinerary _____	51
Recommendations for Marketability _____	52
Conclusion _____	53
References _____	55
Appendix A _____	59
Appendix B _____	61
Appendix C _____	62
Appendix D _____	63
Appendix E _____	71

Introduction

Studying abroad is more than a vacation; it is a chance for a student to have a learning experience outside the classroom. As defined by the Forum on Education Abroad (2011), a study abroad program is education that occurs outside the participant's home country that results in academic credit (2011). From the academic year of 2012/2013 to 2013/2014 there was an increase of 15,059 U.S. students, or 5.2%, studying abroad (Institute of International Education, 2014). However, during that same time frame there was a decrease of 8% of U.S. Master's students studying abroad (Institute of International Education, 2014). This study focuses on the graduate student population studying abroad. This research will look at creation of a faculty led short term study abroad course for a Master's degree in Higher Education. A faculty led short term trip is defined as an international experience organized and led by a faculty member, and sponsored by a college or university. It can last in length from one to eight weeks. The location of the program can be a single city or multiple cities (NAFSA, 2002). In this qualitative study, I conducted benchmark interviews with members of faculty (or faculty champions, as they are also called), who have created and led their own higher education-based program abroad. In doing so, I gained a better understanding of the logistical planning that goes into the creation of a short term study abroad program as well as the beneficial outcomes.

I then interviewed students at St. Benedict College, a small private Catholic college in the Northeast, in a Higher Education Master's degree program to gain a student perspective on what aspects of study abroad are most appealing. By utilizing the qualitative approach, I obtained an understanding of what the best practices are for creating a program for higher education graduate students. This included areas such as trip location, accommodations, cost, course content and assessment. As I spoke with the students, I hoped to expand my comprehension of factors that

play a role in the decision to study abroad or not. These included time of trip, cost, curriculum, and career development. The results of this study shed light to why studying abroad is important for all degree levels. It also showed insight into what transferable professional and cultural competency skills are obtained by studying abroad in a graduate level program that future employers are looking for. As little research has been done on graduate students studying abroad, this research opens the door for future investigation on the subject which will lead to more study abroad options for graduate students.

Literature Review

The world is becoming more globalized every day. There is more of a push for internationalization on college campuses than ever before (Mckenzie, Lopez & Bowers, 2010). As a result, there is an increased interest in study abroad, specifically short term programs (Institute for International Education, 2014). Moreover, there has been an increase in faculty undertaking the opportunity to create their own program and courses abroad. Although this study deals with the creation of a graduate level study abroad course, the information presented is mainly about undergraduates. This paper also includes limited information about students in an education major or higher education program. Therefore, much of the research presented is inferred based on similar characteristics of major or type of program.

Study Abroad Outcomes

The responsibility of any study abroad program includes defining and meeting specific learning outcomes. As a faculty champion creating a new course, it is important to remember that “the organization’s mission, goals and operations prioritize student learning and development” (The Forum on Education Abroad, 2015, p.4). The following will exemplify different modes of assessing learning from a study abroad experience.

Professional Skills. Studying abroad is not something that a large number of students take advantage of. According to the 2014 Open Doors Report, less than 40,000 graduate students studied abroad during the 2012/2013 school year (IIE, 2014). Comparatively, there were 751,751 Master's degree students enrolled in 2012/2013 (National Center for Education Statistics, 2014). Looking at that in a different perspective, 40,000 graduate students may gain skills and experience that the majority of Master's students do not. An important outcome of studying abroad deals with professional development and leveraging the skills learned while abroad to potential employers. Wilson (2014) explored the professional skills gained by four alumni of a Master's in higher education study abroad program that travelled to England, Scotland or Ireland during 2004-2011. The purpose of their program was to understand the higher educational system of the United Kingdom or Ireland. Wilson found that although the abroad program did not directly impact the career decisions of the participants, it did impact the life choices and day-to-day actions in the workplace. The students studied by Wilson (2014) were already enrolled in a higher education Master's program, which limited the opportunity for the trip abroad to directly impact the career choice. However, more learning opportunities in the field of higher education, such as leading a group of students on an international trip as a resident advisor, became available to the participants due to their previous study abroad experience.

Georgiev (2014) also studied alumni of a faculty led program at Furman University. She focused on how studying abroad during the undergraduate years impacted their life ten years after graduating. Through her survey she found that by studying abroad, students' skills in "adaptability, tolerance for ambiguity and stress, problem solving, integration into new groups and communicating across barriers" (p.33) were most improved. Not only did students enhance their skills, but the improvements of the ability to communicate across cultures and navigate a

new place were most advantageous in career searches (Georgiev, 2014). As Master's students enter the workforce, they need to recognize and utilize their skills learned abroad.

Cultural Competency. An important aspect of a study abroad program is to be immersed and learn about another culture. If not for that factor, the learning could possibly be done on the home campus. As faculty develop a course curriculum, it is important to add in cultural activities and learning opportunities. It is also important to develop ways to assess cultural learning. One way to determine if students developed cultural competence is to survey them. Graduating students at California State University-Maritime are given a cultural intelligence survey (CQS) before and after their time abroad. This survey looks at four areas of intelligence: metacognitive: measures student awareness of how they use cultural knowledge, cognitive: measures cultural similarities and differences, motivational: measures the desire and ability to engage with other cultures and behavioral: measures students ability to adapt behavior and actions in different cultural situations. Based on the survey results from 2013, students' cultural knowledge increased in all areas except metacognitive, where it decreased. Kamdar and Lewis (2015) attribute this finding to the students whom had never been outside the country prior to this trip. As a result, they have had limited opportunities to questions assumptions and biases that they and others around them had.

As a faculty member is developing their course, one might assume that in order to obtain the most cultural knowledge, the course needs to be as long as possible. This is not true. Based on the study by Hamad and Lee (2013), there was no evidence connecting the length of time abroad to the cultural adaptation. Their survey of 21 males and 57 females from two Southern California Universities explored the relationship between length of study to cultural adaptation and intercultural communication. Their findings also showed that there was also no correlation

between the length of time spent studying abroad to the willingness to engage in intercultural communication.

Understanding another culture also takes attitudes and behaviors into account. Looking at the survey results from Kamdar & Lewis (2015), the post trip survey showed that student's ability to adapt their behaviors and actions was the second largest increase of all of the knowledge areas. Georgiev also noted a similar trend. In her study of faculty led program impacts, she found that a significant number of students said their attitudes regarding their home country changed. They had gained a better appreciation of the host country by being abroad (Georgiev, 2014). The outcomes of a study abroad program are not only academically important but holistically as well. It is important to keep this component in mind when developing a course curriculum because the global marketplace is increasing. McKenzie et al. (2010), economics and marketing professors from Southeastern Louisiana University, described their best practices for faculty led trips to Panama and Jamaica. They found that students who have the awareness, knowledge and exposure to other cultures have a recognizable advantage in the career marketplace. Based on the study of alumni from Wilson (2014), a holistic assessment is important because students will experience growth in self-confidence, appreciation of diversity and self-reflection. Although the outcomes of a study abroad program are important for learning, they cannot be created without a course foundation.

Study Abroad Planning

Initial Idea. The initial step of developing a faculty led course is having the idea. According to Keese & O'Brien (2011), a faculty member must decide if they are truly capable of undertaking this project. Their advice stems from over twenty-five years of working in study abroad as faculty members teaching on a trip as well as the creators and implementers of new

faculty led programs. Currently at California Polytechnic State University (Cal Poly) they suggested that a self-evaluation from the faculty champion is necessary in order to ensure that the responsibilities taken on are manageable to accomplish. Based on the faculty led programs at Southeastern Louisiana University, successful leaders have three useful characteristics: “good organizational skills, flexibility and willingness to adapt to difficulties, and... patience” (McKenzie et al., 2010, p. 60).

Another important aspect the faculty member should evaluate is his or her relationships with the students. Keese & O’Brien (2001) suggested that the faculty member should feel comfortable taking on roles such as manager, tour guide, mentor, disciplinarian and friend. From their experience, the faculty member will be spending many hours with the students prior to departure as well as a number of weeks abroad with them. The leader needs to be prepared for all situations that arise and be the appropriate figurehead to deal with each.

One factor the faculty member should consider is whether the need for an international course is present. Womble, D’Armond, and Babb (2014) noted that their need initiated from their university’s (West Texas A&M University) commitment to becoming AACSB Accredited (The Association to Advance Collegiate Schools of Business). A requirement of this accreditation stated the Business School must reflect the school’s mission of “the importance of global perspective” (p.101). A need for a program may also reflect the nature of the subject. Again, in the case of West Texas A&M University, an international course was developed due to the increasing pressure of international and globalized business practices (Womble et al. 2014).

Once a faculty member is keen on creating a course, a logical step is to contact their university’s international office. This relationship can help foster brainstorming ideas and a successful program. It may also bring in additional funds. Jutte (2011) created a faculty led short

term trip for 18 sports medicine students from across the U.S. She stayed in Australia for three weeks at three different locations. Based on her manuscript, one of her first steps was to initiate the conversation of a faculty led program with the Director of her university study abroad office. As a result, she was able to secure \$5,000 for her trip.

Location. There are many factors that contribute to a successful destination choice. A formal partnership between a home and host university is a good place to start. This foundation will help facilitate the in-country logistics (Jutte, 2011; Womble et al., 2014). Eckert, Luqmani, Newell, Quareshi & Wagner (2013), all faculty members of Western Michigan University, shared their experiences creating faculty led programs focused around business courses. Based on their experience, partner universities can provide logistical services and cultural activities that are higher quality and more beneficial to the students. Knowing what regions the partnerships exist in can lead to deeper thought towards relevance for students and curriculum. Jutte (2011) mentioned that her sports medicine program in Australia explored the global relationships already in place and the demographics of her students. She was able to create her program in Australia because the relationships already created allowed for university settings to be utilized as well as a placement in an Australian sport and recreation facility.

Another opportunity for collaboration is through personal contacts. Southeastern Louisiana University took full advantage of personal connections in the creation of their business oriented course in Panama, using both a faculty leader's family member and a recent graduate of the Business school (McKenzie et al., 2010). West Texas A&M's used a similar route of creation for their British Columbia, Canada trip that focused on management. Although the personal contact was not directly through the faculty leader, an administrative colleague's connection provided the pathway. The personal connection allowed for site visits of businesses that may not

have admitted the students. Knowing someone on the inside gave them a rare opportunity (Womble et al., 2014).

An aspect of destination location to consider is the student's interests and preferences. The location of a program must draw students in. Eckert et al. (2013) suggested an "exotic" location that students have not been to or one that uses English as its primary language so students do not have to worry about needing a certain level of language competency to fully experience the country. At Western Michigan University, student demographics of "modest upbringings, from smaller towns, little experience with travel and often do not speak another language" create the need for "safe and easy choices" (Eckert et al., 2013, p. 444). While attractiveness to a destination is always encouraged, it may not be the best way to determine a location. McKenzie et al. (2013) believed the location should not be one of a leisure destination. They believe there should be a relationship between the location and the curriculum, as students will benefit more from educational outcomes than a "vacation" (p.61).

Once the location has been decided it is very important for the faculty champion to visit the site. This will not only allow the instructor a chance to see the area in person, but will solidify the choice that the location will work for both student education and logistics. Although this is a necessary cost, it is also an aspect that should be built into the budget.

Budget. A study abroad course cannot be created without considering the financial aspects. Although the cost of tuition is the same, there are many added costs that may or may not be compatible with financial aid. As previously mentioned, a faculty leader needs to do a reconnaissance trip in order to understand the financial situation of the intended location (Eckert et al., 2013; Jutte, 2011; Womble et al., 2014). In other words, the faculty leader will need to consider the cost of living. This amount includes lodging, in-country transportation, meals not

included, excursion and cultural events, and souvenirs. One other important aspect to add to the budget relates to the professor and how the fees for that person are covered. At both Ball State University (BSU) and Western Michigan University, the cost of the faculty member is divided amongst the participants (Eckert et al., 2013; Jutte, 2011). This is an effective way to equally share the responsibility, but this amount is dependent on group size. Eckert et al. (2013) said that “a minimum of 15 students is needed to make a program financially viable” (p. 445). Jutte’s (2011) roster number fell within that range. Her Australia program needed a minimum of 10 and a maximum of 18 students. On the contrary, O’Rourke and Iammarino (2010) found that 28 students was optimal in order to keep the cost of the fixed prices low while still maintaining the logistical needs of the group and the educational rigor high.

As there is always the chance that something unexpected will occur, it is a good idea to look into aspects that can be prepaid. O’Rourke & Iammarino (2010) suggested doing this in order to be “budget prepared and not budget uncertain” (p.170). They suggested when dealing with a fluctuating exchange rate, prepaying will allow for a known exact budget amount. Nevertheless, some items are not prepayable and because of that, there needs to be flexibility in the itinerary in order to stay on budget (O’Rourke & Iammarino, 2010). Lastly, a budget item not to be overlooked is safety precautions. An emergency can happen at any time and in any place. This can be as small as a lost piece of luggage, including up to a volcano eruption. As a result, there needs to be emergency funds put into place. O’Rourke & Iammarino (2010) recommended adding in medical evacuation insurance, which is not included in the university health insurance policy. They also recommended an added amount of 5% to the trip cost to use for any type of emergency. In the event that there are no emergency situations on the trip, that cushion will then be used to start funds for the next year’s program. As a program begins to get started, there are

many details to be discussed in order to get it off the ground. However, what will keep it running is its ability to be sustainable.

Marketing. One of the hardest aspects of beginning a new study abroad program is letting others know about it. Marketing and recruitment of students can be done through different forms. One way is to open the program to students outside of the campus community. The sports medicine program at Ball State University allowed non-Ball State students to participate. The draw here was that BSU allows the same tuition rate for BSU and non-BSU students. In this case, the trip was easily filled to capacity as every athletic training director on the Commission on Accreditation of Athletic Training Education website was contacted (Jutte, 2011). The most basic of marketing can be done through flyers and brochures. This will allow for minimal information to be communicated while drawing students in, wanting more (Eckert et al., 2013). The use of technology can be very useful. If the flyer or brochure is electronic, students can easily pass the information on to his or her parents to gain quick support (Eckert et al., 2013). Once there is initial information about the program out to the public, the next step is a more meaningful meeting. Here is where an itinerary will be dispersed as well as discussing the course content, major cultural events and cost. This is the most effective method to distribute information used by Cal Poly (Keese & O'Brien, 2011). In this meeting, they focused on a PowerPoint presentation that looked at an overview of all program aspects such as dates, locations, housing, courses, excursions, costs and financial aid.

As the study abroad program begins to excel, the marketing scheme needs to change with it. Sustainability is key and the way to create this is to use alumni. Participants who return to campus will tell others about the program. Word of mouth marketing is highly critical in keeping the program running (Eckert et al., 2013). Another way to think of this is through the idea of

social proof. People tend to believe things other people have done and reviewed (Cialdini, Wosinska, Barrett, Butner, & Gornik-Durose, 1999). The itinerary should also contain a syllabus describing the coursework expectations.

Study Abroad Coursework

When designing a study abroad program, one of the most difficult aspects is linking the curriculum to the trip (McKenzie et al., 2010). From the beginning, students need to understand that although there will be fun times on the program; the priority is to learn and have an educational experience. This can be achieved by supplying the course syllabus as soon as possible. Doing so will allow students to fully understand the decision they are making. Although there are different program models, such as partnering with a university and teaching in a classroom; site visits; speakers; or cultural tours, there is always an opportunity for learning. The next section of this literature review discussed models of how to maintain the academic rigor pre, during, and post trip.

Prior to Leaving. According to Womble et al. (2014), it is important to begin the course prior to leaving the country. This is the opportunity given to their West Texas A&M students to “get to know each other, discuss cultural differences and set some ground rules” (p. 105). Similarly, Jutte (2011) mentioned that her sports medicine students were required to submit cultural readings and quizzes as well as necessary travel documents. McKenzie et al. (2010) also conducted meetings prior to leaving, however, they took a more academic approach by including “program specific lectures based around the academic concepts to be experiences” (p. 62). Furthermore, Eckert et al. (2013) found using different methods of preparation for different locations worked best for them and their students. For example, students participating on the Chile and Malaysia/Singapore trips were assigned readings based on the history, politics,

and economy of the destination as well as a report on the business sites they will be attending. Comparatively, students on the Germany trip were grouped together to create a “location cheat sheet” and share it with the students once in country (Eckert et al., 2013, p. 450).

In-Country Assignments. Maintaining academic rigor in an international setting can be difficult. Students are fascinated with the new sights, smells and sounds. However, the students need to realize this is not a vacation and they are there to learn. Keese and O’Brien (2011) stated that “students learn more in a structured program that has coursework than they do when just travelling or backpacking” (p. 12). Using structured learning, students are able to fully understand their surroundings. All students do not learn in the same way, however. It is important to keep different learning styles in mind while designing course assignments. One strategy for keeping students engaged is to blend academics with something non-academic. Koernig (2007) described his best practices for creating, implementing and leading a faculty led trip of 20 undergraduate students with a focus on marketing. Based on his experience, dividing the learning into “40% academic, 40% cultural and 20% individual exploration” (p. 214). Through trial and error, he concluded that this breakdown is most effective to exhibit learning without the students feeling overwhelmed.

At Southeastern Louisiana University, McKenzie et al. (2010) found that students’ focus dwindles over the duration of a longer program. With this in mind, they emphasized a heavier academic load towards the beginning of the trip versus the end. One of their most successful in country assignments entailed students to choose their own projects to complete. The students were given a list of assignments, some required and some not required. Of those not required, students chose ones that interest them while accumulating points depending on the type of assignment. This freedom of choice allowed students to emphasize the learning style that best

suits them and what may interest them more. This idea mirrors Kolb's Experiential Learning Theory. His theory, based off the works of Piaget, Dewey, Rogers and others, explains that learning is not a linear process and that each person has their own style that suits them best. Kolb & Kolb write "to improve learning in higher education the primary focus should be on engaging students in a process that best enhances their learning" (Kolb & Kolb, 2005, p.194). The course structure McKenzie et al. (2010) presented is doing exactly that. The flexibility gives the students the best opportunity to learn in the method that will promote the most learning to them.

Another method used for learning involved creating a blog. Eckert et al. (2013), Jutte (2011), and Womble et al. (2014) all found it useful to incorporate a daily blog into their required assignments. In Australia, Jutte (2011) found it helpful to make her students answer four learning related questions each day. This was a way for students to express what they learned that day academically, but also looked at the Australian culture as it compared it to the U.S. In contrast, Eckert et al. (2013) had a 400 word and three picture/video requirement for the daily blogs on the Western Michigan University trips. Blogging allows for a more fluid approach to expressing what a student learned. It may allow for deeper thought since it is not a formal essay. That being said, formal essays are an important part of addressing what had been learned. Womble et al. (2014) stated that during the Denmark trip at West Texas A&M University, students are required to complete three, two to three page papers during their time abroad. These papers were later combined with one written pre-trip and one written post-trip to create a larger cumulative paper, similar to a final exam.

One aspect of an efficient faculty leader is to utilize resources already available. These may prove more efficient than starting from scratch depending on the resources available. For example, McKenzie et al. (2010) relied on the host-country businesses and government for site

visits or prominent and meaningful speakers. Having in-country connections provided relevant and interesting presentations that coincided with the student's high expectations. Similarly, Eckert et al. (2013) found that when cold calling companies abroad for a site visit, they were often denied. Using in-country personnel allowed their group to gain access to the sites and other cultural activities. For those faculty leaders who have limited in-country resources, Keese & O'Brien (2011) suggest using a third party provider. From their experience, this company, non-profit organization or university can assist in making the necessary academic connections needed for a thriving program.

Post Trip Learning and Study Abroad

Upon return to the U.S. it is important for students to continue learning. One way to ensure this occurs is to require students to complete a post trip assignment. Womble et al. (2014) used a more academic approach. They asked the students on their Denmark trip to expand on the papers they wrote before and during the trip to create one large essay. Likewise, the sports medicine students on Ball State University's Australia trip are required to complete a group paper comparing the practices between the U.S. and Australia (Jutte, 2011). It is important to note that Southeastern Louisiana University only used research papers as a method of post trip assignment for graduate students; undergraduates use other methods of assessment (McKenzie et al., 2010).

While academic understanding is a large part of assessment, it is also important to incorporate holistic coursework. Eckert et al. (2013) expressed that their post trip assessment comes in the form of a reflection paper. One example is from their Germany trip, where students are asked to reflect on the five most important features they learned. They also share how participants on a recent trip held an informal discussion to debrief and reflect. Comparably, at

California State University- Maritime, Kamdar & Lewis (2015) studied the assessment of the 2013 graduating seniors, who majored in business and policy, after their required international experience. Their methods include an exit exam consisting of 12 subject areas part of the common professional component of a business program, a cultural intelligence survey and a reflection essay to show an understanding of global context. There are many ways that the course can match with the intended curriculum and it is the responsibility of the faculty leader to determine what will work best for their program. By assessing the program after completion, the faculty leader can determine if there need to be changes made to the course content. If the learning outcomes proposed in the initial course syllabus are not met, then the program is not doing justice to the students who want to learn.

Conclusion

In order to create a successful faculty led study abroad program, there are three major aspects that need to be addressed. The first is logistics. This includes all details of the program other than the academic curriculum. That is the second aspect that needs to be developed. In order to create a successful study abroad program, there needs to be a balance of academic coursework intertwined with cultural activities to promote cultural competency This study sought to understand the best practices that contribute to successful faculty led study abroad courses at the graduate level. The ideal outcomes were to understand the most effective and efficient way to organize a trip abroad as well as gain a better understanding of the learning outcomes associated with study abroad, specifically for graduate students. The results of this literature review indicate that global learning is not only relevant to undergraduate students. It emphasizes that the skills needed in today's workforce are obtainable through study abroad and we should not limit those who want to learn.

Methodology

The research for this project was completed using qualitative methods of benchmark interviews as well as a student focus group. It reflected the pragmatic paradigm because the goal was to determine the best methods for faculty led study abroad course creation. Based on the definition presented by Mertens (2015) of pragmatic ontology, I searched for the single reality, a study abroad course, which is created using the ideas of individuals who all have their own unique take on execution. Each faculty leader described their own course strengths and weaknesses, which led me to combine all data to formulate a single group of best practices.

Research for this study was conducted at a small, private, catholic, liberal arts college in the Northeast called St. Benedict College. This college enrollment consists of half men and half women, with more than 65% white students (National Center for Education Statistics, 2014). Another reason for this research is the Higher Education Program at St. Benedict College is looking to create their own graduate level faculty led study abroad course.

During the first part of the study, I conducted benchmark interviews with faculty members from across the U.S. who had created their own short term study abroad program. They were from different disciplines and covered a variety of subjects with their courses abroad. Benchmark interviews of faculty members allowed me to get different perspectives of what worked and what did not work for each creator. It highlighted the challenges and strengths of each program. The second part of the research involved conducting a focus group with St. Benedict students in the Master's program in higher education. The opportunity to participate in the focus group was open to all students in the higher education program. Those students who opted into the study were chosen based upon their desire to participate in a study abroad experience or if they had previously studied abroad. By speaking with this population of

students, I gained better insight into the reasons why a person would participate in a study abroad program. I also gained a better understanding of the important aspects a student considers when deciding to study abroad.

To begin the interview process, I sent an initial request letter to the CSP-Talk listserv in order to determine who had created a faculty led study abroad program. CSPtalk is a listserve through the American College Personnel Association (ACPA) which allows faculty in student affairs preparation programs to communicate about relevant topics (American College Personnel Association (ACPA), 2015). By using this listserv, I focused my efforts to the group of educators that have a direct hand in my study question and weed out programs that are not for graduate students. By sending out the letter on the listserve, it also allowed for those faculty interested in assisting me in this study to contact me to set up an interview.

The interview process was completed within three weeks of being contacted by a faculty member. This ensured that the interview was completed in a timely manner allowing for ample time to review the data. The faculty participants (study abroad course leaders) were interviewed over the phone, or by Skype. The determination of contact method depended on if the participant was within the greater Boston region. Ideally, face to face interviews were the best method, however, it was not possible due to location. The interviews took between 45-60 min. This allowed for sufficient time to learn about the developmental process necessary to create an international course. I asked questions related to the mission of the institution and the mission of the program; the budget planning required; what growth resulted from the program; and how the course was assessed (See Appendix A for protocol). From the benchmark process, I hoped to answer these questions in order to provide relevant information that will act as a framework for how the St. Benedict program is developed. Benchmark interviews also allowed me to

understand the different methods used in the past and determine which ones will work best for the St. Benedict program.

Those who participated in this study are from different universities across the country. The following are the pseudonyms used for each participant (Appendix B). Angelica and Eugene are from Green City University, a large, private university in the Northeast. Angelica leads a course to Turkey and Eugene leads an annual course to Brazil. Coral is from Sheppard Hill University, a large, public research university in the Midwest and most recently led a course to New Zealand. Ralph is from Emerald Light University, a large public university in the Midwest leads a recurring course to Ecuador. Jessica is from Fiddle Haven University, a large, public research university in the Midwest will be leading an Eastern Europe trip visiting three countries during the course. Francisco is from Sláinte University, a large public research university in the Northeast and leads a course to China. Caroline is from Shamrock University, a large public university in the Midwest and leads a course and internship to Italy. The trip leaders are all faculty members of varying positions. Their roles range from tenured professors, non-tenured professors, one adjunct professor and one professor who also holds the role of Associate Dean of Global Studies and the Assistant Vice President of Global Programs. The demographics of the students on these study abroad courses were all consistent showing females dominated over males. There was little diversity among race, with White students being the majority. Additionally, the faculty reported there was little representation from the LGBT community.

The second part of this study involved a focus group with St. Benedict College graduate students in the higher education graduate program to understand what makes a faculty led study abroad program appealing (See Appendix C for protocol). The student population for the focus group included all students in the higher education program. The cohort is diverse where

students range from those directly out of undergraduate to senior staff at the College. Students also come from a wide range of undergraduate institutions such as a large west coast public university, a medium sized east coast land grant university, a very small Catholic Midwest college and some students who attended St. Benedict for undergraduate study. From this population, six students in the sample were able to participate in the focus groups. The criteria for being selected were having interest in participating in a St. Benedict abroad program. This selection proved most beneficial because it gave insight into what students are looking for in a program and what aspects to avoid.

All participants of the study were volunteers with the option to leave the study at any time. If a person did not want to participate, it did not reflect on their college/university or any interactions in the future with St. Benedict College. Prior to both the interviews and the focus group, participants received an overview of the study and given the consent form to look over and sign.

All information was kept confidential. The information gained through this study was reported using different college/university names. The names of the faculty leaders and students in the focus groups were not disclosed during any part of the study.

The harm that could have been experienced by the participants was expected to be minimal. A majority of the benchmark interviews did not present any issue with timing, however, one university was in a different time zone. A compromise on both ends of the conversation eliminated any problems. Participants were not obligated to answer every question in case issues such as finances, GPA, race, class, gender, sexual orientation or any other topic the participant deemed sensitive arose. As the moderator, it was my responsibility to guide the conversations to stay on task of the question.

From this study, I hoped to gain enough information to collaborate with the higher education graduate program staff and the International Office at St. Benedict to create a faculty led graduate study abroad course directly for the higher education program. From benchmark interviews, I hoped to understand the most practical way to create a budget that produced the least cost while still being able to be fun and cultural. I hoped that I would learn the most effective ways of marketing and getting students aware of the opportunity to travel. I hoped to gain insight into faculty who led programs in Ireland, which is ideal program location at this time. Finally, I hoped to learn in what ways students felt they might learn best in a study abroad setting. Through benchmark interviews, I was able to build on others strengths and weaknesses of logistics to create a successful program. I gained awareness of learning outcomes that professors look for in their course development that is relevant to both their teaching but to students personal growth.

Another goal this study sought to accomplish was to uncover what students are looking for in a study abroad course. In order to create this program, I first needed to understand what a student wants. The course is directly for them. Lacking their input would be a waste of time and effort in course creation. If I do not find out what will make this trip attractive and appealing to them, there is no point in pursuing the creation of an international course as it may lack enrollment numbers. By learning what students wanted, the trip being tentatively planned can be catered to their needs. This will make program design, coursework rigor and learning outcomes easier to develop and more beneficial to the students learning.

To analyze my data, I used standard methods of coding qualitative data (Saldana, 2015). I transcribed each interview and focus group, then conducted line by line coding to identify themes and patterns, from which my findings and subsequent recommendations are generated.

Findings

Benchmark Findings

Course Basics. When asked about the demographics of the study tours over the past few years, participants noticed a trend. The majority of tours consisted of White females, with little representation of minority races or men. It was also noted that although study tours were all limited to graduate students of a higher education, the students' backgrounds consisted of both half time and full time students.

When asked about the goals and purpose of the study abroad course that participants led, responses were quite varied, and included increased cultural awareness, comparative learning and development of professional skills. Destinations were also diverse, and included all continents except North America and Antarctica. The most common theme among several different programs was the increase in global awareness. As Francisco described it, "it's a course on how we should teach higher education administrators about the globalized world and how globalization has impacted it". Among participants, there were also similarities in the inclusion of cultural activities and observations of different institutional types.

As enrollment size can prove to be an important factor while thinking of program logistics, participant's ideal size in this study ranged from 10 to 24 students. One participant mentioned the smaller numbers worked best for in country mobility. Those with larger student numbers stated that size worked well (and would not go larger) for pedagogical learning, in-country gathering spaces and host institution limitations. Carol stated, "[large groups of students] gets hard to manage, and create that bonding". Enrollment numbers were also said to have an effect on non-fixed cost items such as lodging. All study tours open the enrollment to students

across the U.S.; meeting the requirements of being enrolled at an accredited institution in a higher education related field and enrolled as a master or doctoral student.

When asked why participants created the courses, the themes included knowing it was right for the college and themselves as a faculty member, and being nominated for the responsibility when another faculty member was stepping down. The majority of respondents had created the course themselves, and did so in response to a need for international perspectives as well as to be more competitive with other nearby programs. One recurring pattern was the participant assisted in another faculty led trip before branching out on their own. Participants who created the course out of need for international perspectives believed the course matched well with the mission of their university and their degree program mission. As Jessica noted:

I thought we needed an international perspective on our work. We were clearly being more connected globally and I thought students weren't going to be well prepared unless they thought of student services outside the US bubble.

The faculty led study courses were developed with both the home institution mission and the higher education program mission in mind. A number of home institutions promote global awareness in their mission and as a result, provide scholarships and numerous options for experiences abroad. In many of the higher education programs, the course aligns with the degree mission. For example, it focuses on the NASPA competency of equity, diversity and inclusion and fulfills a doctoral global competency requirement. The faculty led courses were also found to be in line with institutional missions by challenging assumptions, understanding diversity and promoting critical thinking. In keeping with this concept, Ralph stated:

We have a mission to prepare leaders that have the skills and awareness of what occurs not only in higher education but in the world. We want to create diversity with global experience and we want to create students that are able to deal with the new waves of

students that come to campus... it aligns because it allows them to develop critical thinking skills and think about topics from the lens of a different country.

In order to create a functional framework for an overseas course, it is pertinent to align the course themes with the mission and values of the educational program as well as with the institution.

Pre-Departure Planning. In this study, it was confirmed that faculty led courses require many hours of planning before leaving the country. It is important to have all logistics in place such as course location, means of transportation, lodging, meals, etc. By ensuring these important factors have been set before leaving America, it reduces the amount of stress and confusion while abroad, making the course run more smoothly and promoting more learning.

Participants mentioned there were a number of reasons that influenced the location of the trip. A main reason revolved around personal connections of the program director. That included previous travel to the area, personal interest in the culture, family ties, and familiarity of the native language. Another almost equally important factor were the connections to the area itself. Trip connections were the impetus for the trip, as well as what continued the partnerships or what led to new opportunities in speakers of institutional types. As Angelica mentioned, connections are essential. She stated:

It's very hard to just pick a country from the atlas and say we would like to have a program there. You have to get started somehow... We try to figure out one person to help us get started... that is the crucial link.

The learning focus also played a large role in the location decision. Participants stated that the location was also determined by the educational value, such as the relationship to current issues in the news and on campus, the host country's impact on global economy, and the availability of higher education system comparison.

Another crucial factor in the pre-departure planning process is the issue of cost for participants. Most of the trips faculty members led were either all-inclusive or mostly inclusive. The variable costs included airfare, tuition, and meals. For some programs these were included in the program fee and for others they were not. Tuition was variable because some programs allowed students to register the course as independent study at their home institution and not pay the extra tuition. About half of the faculty members reported having little influence over the budget of the program. The budgets came from the International Office on campus or out of the college or university's budget specifically allocated for study abroad. However, there were a few faculty members that assisted in the budget planning. Ways to cut costs abroad included sleeping in hostels or university rentable housing, using a travel agent on the ground, and finding off the path cultural sites. At a few universities, scholarships are available for study abroad. As Jessica commented:

In a hostel...3 outlets and 12 women getting ready... it's just too challenging. You might save some money but then it doesn't make the trip very enjoyable. Tradeoffs you have to weigh and you learn this by doing.

Gaining approval from the institution was predicted to be a challenge, but was not named as such in the analysis of the data. None of the participants had difficulty getting approval for their course from their university. As previously mentioned, many institutions incorporated global awareness or diversity into their mission, and this course helped fulfill that aspect. A few participants mentioned difficulty for the curriculum approval, having to show the study tour was more than a vacation.

Even with the small number of spots available to students, each participant still relied on marketing their course to the entire country for participation. However, marketing on for the study tours proved fairly easy. The main method of distribution is through the participants

themselves. Since all have their own students, mentioning the course within their department draws most of the enrollment numbers. As Ralph stated, “within the program we have a healthy cohort and when you have people interested you will be able to figure out if this works or not.” For distribution outside of their own program, the faculty leaders felt that use of the CSPTalk listserv was the most effective. Most participants used this method to reach the widest net of students. Other ways the program was promoted was through word of mouth on and off campus, and personal emails to colleagues. One program marketed specifically to program alumni, which works because her study tour allows for the non-credit option. As a result, students can take the course without being enrolled in a degree program.

When discussing activities prior to leaving the country, participants discussed that their universities mandate students to partake in a pre-departure orientation. Here they learned about basic country information, safety policies and procedures, health insurance information, etc. This is an important aspect of a study abroad experience because it started the culture shock process, enlightening them to what changes were coming in the future and how to still maintain their safety and health in a foreign country. The orientation process for the faculty led courses was mostly independent from the international office on campus. Only one participant mentioned doing a joint orientation with an international office member coming in to speak. All other participants performed the pre-trip orientation on their own. However, a couple of participants mentioned that they were given a list of topics from the study abroad office to discuss, such as health insurance and liability issues. The majority of the participants began meetings months before departure; using this time to gather the sense of cultural knowledge and sensitivities already possessed by the students. Many used this time with their students to learn basics about the country, the higher education system they will be exploring and to dismantle American

stereotypes. One participant brought in study tour alumni to give current students the opportunity to ask specific questions. Most leaders also used the orientation as a “classroom” and began to assign coursework and essays. Coursework will be discussed later in the findings. Orientation was also the time to bond with other travel mates. Caroline, used this time to bring everyone together, noting that “when we leave, [we] travel as a family, go to Italy as a family and I can’t do that just by showing up at the airport together thinking I’ve built a community.” A handful of participants mentioned conducting an orientation once they arrived in country as well. The main purpose of this gathering was to get acquainted with their location and to discuss the upcoming itinerary.

Academic and Cultural Activities. There is a misconception that a study abroad course is just a vacation. However, as a graduate level course, there are parallel amounts of academic coursework that must be completed. Not only does the coursework correspond with the course objectives, but the study tours also allow for cultural learning through field trips and excursions. The nature and focus of the coursework for the study tours was similar between the seven courses. All students were required to do academic work pre and post trip, with most including work on the trip as well.

Prior to departure, all participants required their students to read at least two books and write at least one pre-trip essay. Francisco, required his students to write three essays before leaving the country. These ensured his students were familiar not only with the culture, but the educational history of China and its relationship with China’s political and economic systems. A few also included journal articles and movies to give their students the full scope of the location they will be visiting. The pre-trip work also allowed for more in depth learning while they were in country. Eugene discussed why the meetings prior to departure were so important to his

course: “We do three or four class meetings beforehand...to discuss the issues and understand the framework, so when we land, we can hit the ground running and maximize our time.” While in country, all participants required their students to do some sort of reflection, whether that be in the form of a journal, field notes or a blog; or even meeting as a group a few days a week.

Interaction between local communities is important to one course. The participant arranged for his students to enter a local school and teach the children there about different U.S. topics, such as holidays or sports. Upon arrival back in the U.S., several program participants require students to complete a research essay. Depending on the institution, the essay was due between three to six weeks after returning home. Based on the student’s evaluations, no faculty member felt the workload was too intense. Participants reported that it was equivalent in time and contact hours as a regular three credit graduate course.

Experiential learning is a method used to take what theories and knowledge has been learned and puts them into practice. Similarly, one study tour built an internship component into the program. The students worked at the host university in a functional area of their choice for a few hours per day during a two-week period. Along with that, they took three basic classes provided by the foreign institution. The internship was not given extra credit, but used as a practical component. Its value can be seen in job obtainment. Caroline reported that her students told her, “[employers say that] when they received a position, the internship experience in Macerata was so significant in them being chosen for a position.”

When discussing the day to day activities of the trip, the participants noted that learning also occurred outside of the classroom. Their inclusion of cultural activities allowed for reflection as well as understanding the culture in a realistic context. The cultural activities for the

programs were based on two criteria: educational purposes and faculty personal interest. Cultural sites were chosen to fit into the course objectives, such as visiting the site of the Civil Servant Exam in China or visiting the Holocaust Museum in Germany. One participant even took students on a tour of the rainforest to understand how the economy and natural resources influence the career choices the locals have. Although the cultural activities should be planned, participants stated that there needs to be flexibility in the itinerary for when excursions don't always work out. One participant made an impromptu decision to show his students a typical Chinese foot massage parlor when their original activity fell through. Jessica reported that she promotes her cultural activities during a study tour, because as she noted:

The study abroad course is about higher education; but it's also about how higher education is shaped and how student services are shaped by the culture, the politics and the government of the society of where it's housed. You have to understand the culture of a country to often understand why higher education student services are the way they are.

The activities geared towards learning outside of the classroom give students the opportunity to connect what they do learn in the classroom to how that information is used by community members every day.

Challenges. When discussing different challenges about pre-departure, a few themes seen in many participants planning dealt with understanding the purpose of the tour and logistic issues. Understanding why the faculty members were in the host country was prominent. Many host institutions wanted to show off their most elite scholars and institutions rather than showing students and a variety of institutions. Eugene spoke from personal experience when he stated "The most difficult part first is convincing people you don't just want to see the best institutions". Participants reported that asking probing questions to uncover more about how the locals view the education issues in the host country was a challenge. Although these questions

were very important to show how the country policies, they were also a very sensitive topic. Also, logistically there were some problems with language barriers, technology, and international communication and limited in-country mobility. Lastly, making initial connections proved difficult. One faculty member said she resorted to cold calling sites and institutions to visit.

Assessment and Program Improvement. As the study course continues year after year, it is important to understand what aspects the students were most interested in & what they felt needed to be changed. This assessment allowed for course changes that created a more effective learning opportunity for the next cohort of students in the course. Once arriving back at the home institution, participants described that these courses were evaluated through the normal institution wide course assessment. The participants reported feedback mostly relates to the logistics of the trip, as opposed to the academic content. A common theme amongst all participants was that you never know exactly what the students will like until you have tried a few different options. For example, one year, Carol incorporated visits to four major cities around the region. After hearing that was too much travel, she limited the travel in the following year to only one major city. That year she received feedback that it was too little travel. The other aspect learned when gathering course evaluations dealt with lodging options available. Eugene says he debriefed with the overseas partners to incorporate their opinions into the following year's trip. Ralph shared:

I think as long as you're serious and taking into consideration those comments, you can really add value. And I think you'll find that when you plan and you're dealing with ten people and moving parts, you need to be very objective and not biased on what went well, but what could be done to make it go better?

Participants reported seeing growth in their students while on the study tour and once home in the U.S. The main measures of student's growth were in global awareness, personal

confidence, and relevance in the workforce. Students commented that they now had a better understanding of what international students felt coming to the U.S. Being abroad not only helped them learn about another culture, but made them reflect on the systems that are in place in America as well. For students who mentioned gaining confidence, they reported that they now felt able to travel on their own, build their language skills, and be more outgoing. Participants noted that their students often mentioned that by having the study tour on their resume it was a significant hiring factor for employers. Caroline probed the program alumni about their experiences during the job search process. Her students stated:

Things like “I can get lost, not be able to read the language and still get home”; speaking another language; standing out on a job interview because when you’ve got study abroad on your resume, it’s one of the first things employers will ask about.

Through the path of course creation, the participants found themselves continuing to learn and grow along with their students. One participant mentioned that by creating these tours, he learned the native language in order to communicate with the locals. It has also helped him become a Board of Directors with an organization that partners with Brazil. A few of the participants also mentioned that by creating these tours, they have found new connections that assist them in their own research. Coral stated:

I don’t do research while I’m out there, but I do research on South African (previous trip she led) higher education. I did that before my study tours. That allows me to continue those relationships so when I do research I have sites and contacts.

Through assessment, participants were able to tweak aspects of their course to make it better. By incorporating the student voices into the changes, the courses became more aligned with what students were looking for in their time abroad.

The findings from the participants were extremely valuable. Their remarks on logistical aspects, course work and assessment show strengths and challenges associated with creating a study tour. As a result of hearing many different perspectives, it is clear what aspects of a course are necessary to include and what to avoid.

Focus Group Findings

A second aspect of this study was to understand why a student at St. Benedict would be interested in pursuing an overseas learning opportunity. Similar connections between why faculty believed the courses are important learning tools as well as why students wanted to participate include growth in cultural awareness and professional outcomes. The following are findings from the student focus group at St. Benedict College.

Course Creation Factors. To better understand the global experiences of the participants in the focus group, they were asked about their previous study abroad experience. None of the students in the focus group had studied abroad on a school course before. However, more than half had been abroad with family and friends.

When asked why some of the participants had gone abroad prior to beginning their Masters, the responses included cultural learning, personal growth and educational benefits. For those interested in cultural learning, topics such as differences in communication styles, authentic food choices and the historical architecture were mentioned. The educational benefits participants were interested in improving included language skills and comparative higher education systems. As Monica described:

[I] liked learning about other cultures and how people act and talk and speak. I took an interpersonal communication course [in undergraduate] and I learned a lot about communication within different cultures and that really intrigued me.

When thinking of joining a study course, there are many factors that go into consideration from a student perspective. The participants noted that finances and access to English speakers were the main factors they would consider before signing up. Financial aspects included the overall price of the study course as well as what was included and what would be out of pocket expenses. When it came to the language factor, participants said they would feel more comfortable in an area in which English was spoken or had access to community members that did speak English. Taylor mentioned, “money is always a big factor with travel in general, and then I like that there was a connection with being financially prepared means being logistically prepared and those kinds of things feeling connected.”

Participants said that they would most likely be interested in a study abroad trip for educational purposes and networking. Those looking at education as their main reason for participating in a study abroad course mentioned learning the comparative differences between the Irish and U.S. educational systems, and to learn more about the Irish culture and way of life. Many of those same participants stated networking with different Irish professionals and departments would prove useful in their future career paths. Bianca discussed her interest in a study abroad course. She stated:

I think that I would be interested to see how their higher education system differs from ours, especially in advising strategies, and advising people who have learning differences, the terminology they use, if they use any learning techniques that I could take back with me.

As St. Benedict looks to create a study course it is important to look at what factors would turn a student off from participating. The participants mentioned course timing, financial burden, and coursework as reasons that would be least appealing for them when considering participation in a study course. For participants, when and how long the course was; the overall

cost of the course having just completed a year with minimal income; and the amount of work that was required having already graduated were all factors to be considered. As Michelle said:

The two factors that would stop me from going would be if it were too expensive and if there was an absurd amount of homework. I mean especially since right now I'm thinking I am done with school. But the thought of having a ton of writing or reading... I feel the real benefits are about meeting people talking it out and discussions rather than just writing papers on this.

As timing of the course was such an important factor, a majority of the participants suggested the course be run during St. Benedict's first summer session time period (roughly from the end of May through June) for two to three weeks. They felt this was the most convenient time because recent graduates may not have started their new jobs yet and it would be easier on the faculty member since other St. Benedict classes run on a minimal schedule during this time. Taylor believes this will fit in with the timeline for completing graduation requirements. They stated:

Right now, I'll be walking in May but I still have one more class to take and I can take whatever I want, even independent study. It would be cool if my independent study was going to Ireland, if that could be an elective.

This overseas course will be marketed to the higher education program, but other marketing ideas suggested by the participants were focused on visuals and facts. It was mentioned that any form of marketing should include colorful pictures showing our students in unique places in Ireland and to use catch phrases that will grab prospective students' attention. It was also noted that relaying important facts up front about cost and credits was important.

Monica mentioned:

People love places and photos. They want to be able to envision themselves somewhere. On the visual marketing level, if you are marketing to prospective students you have pictures of whatever institution you are going to and then the Cliffs of Mohr.

Based on the responses from the participants, their reasoning for taking a study abroad course are highly encompassing. Their hopes for learning span from interpersonal communication enhancement to gaining a better understanding of international systems that drive the institutional policy. There is also a desire to understand the history of the county and culture as well. The responses show that this course will benefit students in more than one outlet.

Course Curriculum and Itinerary. When asked to suggest themes for the course to focus on, participants said they would like to see topics that broadened their knowledge of Irish higher education, allowed them to meet Irish people, and gave them opportunities to explore the history and beauty of the country. Those participants looking to learn more about the educational systems of Ireland, suggested focusing on the pedagogical differences in teaching as well as seeing and understanding what different institutional types exist in Ireland. For those interested in the country landscape, it was suggested that there be day trips to see other areas of the Emerald Isle instead of just one city. Michelle said:

It would be really cool if we could combine the culture with the networking. if we could take a trip to the Cliffs of Mohr with the office of student involvement or something. I think it's easier to connect with people when you go and do something together. I think it would be cool to hear stories from them.

Although this is an academic trip, there is still a need for the cultural component. Participants expressed the need for the some tourist attraction visits such as the Blarney Stone, the Guinness Museum, and the Book of Kells; as well as some local attractions such as a traditional music and dance night at a pub or a trip through the countryside. This corresponds with Womble et al. (2014) who states the importance of finding the balance between the

academic portions as well as excursions that will make the trip appealing to students. As

Michelle has previously been to Ireland, she remembered one of her fondest moments and said:

I think one of my favorite experiences in Dublin was at the oldest bar in Ireland. They had a night of folklore, fairies, folk music, and they fed you traditional dinner and played traditional music.

While discussing the potential workload for this course, (three-four different pre departure meetings about three hours long, reading three-five articles or books, reflective journal entries or blogging, and a research paper after course completion), students did not believe the requirements would be too much. They only expressed concern for those students who had not completed all the program requirements and would still be taking summer courses. Taylor discussed a common fallacy of study abroad courses and stated:

This [academic portion] is what makes study abroad programs defensible and not have faculty be like "why do you get to go on vacation?" A misconception of just putting students on a trip is it's not academically rigorous.

Finding the balance between course work and cultural experience is extremely important. These excursions allow students to observe the Irish in their own realm and gain a better understanding of who the Irish are as a whole. As a program developer, it is pertinent to take into consideration what the students are looking for in order to bridge the course work to the real life situations.

Students' desired outcomes. As the outcomes of the course are holistically beneficial, the participants noted that they believe they will gain more cultural knowledge and observe differences in teaching and learning practices. A few participants noted that they would enjoy this opportunity to learn praxis tools and bring those ideas back to the U.S. for their own work in higher education. Annie shared:

I think getting tangible examples of the difference in higher education realms, the American and the Irish. Then seeing what can we bring from the American schools to the Irish schools and vice versa. Here you see cross sectionality happen.

As participants reflected on the potential outcomes of this overseas course, they voiced that specifically related to their professional future, this course would provide greater marketability and the potential for professional development. Marketability was broken down to mean this course would give students a more varied resume and experience as well as have a better understanding of how different international cultures may react to being on an American campus. The course could also prove to enhance a student's knowledge of higher education systems if they had been in the workforce for a few years prior to participating in the course. As Karen stated, she believed this overseas course will provide her with a better toolkit in the future, "I think having the experience to go abroad give you more marketability. Its different experiences and more relatability to students when working with them; to a certain extent you can understand them." These results correlated with the findings from Wilson's (2014) study which stated participants found their study abroad course to be beneficial in their professional life choices and day to day actions at work.

Recommendations

The findings from both faculty participants and student participants point towards the importance of graduate level study abroad courses. Faculty participants note that these programs teach personal skills such as confidence and a better understanding of global awareness. Similarly, the student participants noted their interest in a study abroad course would enhance their cultural competency and provide a comparative educational perspective marketable to future employers. As this study sought to determine the best practices for creating a faculty led study abroad course as well as reasons for why interested students would like to participate, I

believe the findings provide ample evidence that these courses are an integral part of higher education. The following are recommendations for St. Benedict College on the course logistics, the academic coursework and the educational outcomes when considering the development of an overseas learning experience.

Recommendation 1: St. Benedict College should create a faculty led study abroad program for the students in the Higher Education M.Ed. program to promote cultural and professional development.

Based on my findings from both the literature and from the faculty participants, the Higher Education Program at St. Benedict College needs to create their own faculty led graduate study abroad course. The course should be led to Ireland during the summer (which will be discussed further in Recommendation 2). These courses abroad are beneficial for many reasons, such as opportunities for personal development, professional development and cultural competencies (Kamdar & Lewis, 2015; Lu & Lambright, 2010; Rogers, Cawthon & O'Connell, 2016; Wilson, 2014). Students who participate vary among the international knowledge spectrum depending on how much previous travel experience they have encountered. With that said, each student will have a different amount and type of growth. For those who have travelled to other countries, these courses may reinforce skills already developed. However, for those students who have not had the opportunity to travel, these overseas courses open up a new world for the student. Past study abroad participants have noted personal skills such as increased confidence, increased abilities to communicate and higher levels of autonomy resulting from a study abroad course. Many students were introduced to new languages as well. Not only are students developing for the betterment of themselves, but also for the betterment of their careers. Employers are looking for those who think critically. By participating on a study tour, students

are viewing what it is like to be an international student. They are taking a different perspective and can apply that approach to their own campus. Creating this program will also shed light on privilege. As the campus is predominantly upper middle class, White students, the study tour may allow students to see life through another lens (Kamdar and Lewis, 2015). Being aware of these differences can be beneficial in the workplace because everyone comes from a different background. By collaborating with those who are different from you, new ideas can emerge. This course will also provide students the opportunity to see the landscape and culture of another country. Students in the focus group noted that they would like to go to another country to see the natural beauty and to see the historical places. Although these can both be done through a book, seeing them in person will make much more of an impact. This brings another level of being culturally aware that would not be achievable without visiting a different country.

Recommendation 2: The study abroad course should be affordable and short-term to maximize the feasibility of participation.

The budget for each individual student to participate in the study course should be fairly low, ideally set at no more than \$2,500. This number is based on the responses of program cost for participants which ranged from \$1,800 to \$5,000. The reason \$2,500 was chosen for this is simple: a majority of the current students in the St. Benedict program (the graduate fellows) have not had an income for the past year. As a result, they have either taken out loans or lived more frugally than in the past. Keeping this in mind, the course would need to be priced accordingly to ensure enough students would have the means to participate.

One way to keep the budget low is to include keeping the trip relatively brief (short term) and maximizing student exposure through several full immersion days. Based on the itineraries

from the faculty participants, the daily schedule is arranged from breakfast to dinner. Each day includes either a visit to a university or a cultural excursion. Angelica's course days are also filled with time spent at an internship on campus. Here, students spend three- four hours each day experiencing a functional area. Another way to reduce cost is to buy group airline tickets, as St. Benedict already does. Although there is a risk of fluctuating prices, buying them in bulk can most likely bring the price down. By buying the plane tickets together it will also reinforce the community aspect of the trip. Additionally, economy priced hotels, hostels and other lower priced accommodations should be utilized. For example, Jessica looked into institution rooming. She was able to rent rooms at the institution hotel and also rent out regular double dorms at another institution. As travel agents may not have the connections with the university that faculty and administration has, I recommend booking accommodations of this type by the faculty leader. Another budgetary factor is moving from place to place. If possible, faculty planning these trips should utilize public transport instead of hiring a motor coach or private transport. There may be times within a city that bus or train can be utilized. This will not only reduce the cost, but will also allow for more local interactions and get a better understanding of the culture.

Another aspect that should be built into the budget is money to mingle with students on campus. Food brings students to events. If the program sponsored a lunch on a campus that was on the trip itinerary, more local students may attend. This would allow for cross cultural learning of both the education system and other aspects of life. The amount of food included in the program cost should also be limited, however this means the students out of pocket budget will increase. Francisco observed that his students need the freedom to explore on their own. As mentioned by a member of the focus group, food is what draws a person to a region. By pre planning all the meals, those opportunities to try new foods may be limited. Also, the students on

his course were not satisfied with eating locally traditional food for every meal. The availability to choose one's own dinner at McDonald's or KFC, reduced the amount of culture shock and gave some familiarity to new surroundings. Avoiding pre-planned meals, also reduces the overall program cost.

Recommendation 3: The study course should be led to Ireland during the summer.

This program should be led by Assistant Professor Elaine Ward. She is a faculty member in St. Benedict's Higher Education program and is a native of Ireland. The location choice is due to Dr. Ward's connections to people and places there, and her extensive experience working with leaders in the higher education system in Ireland, making the course easier to initiate. Both literature and study participants state that having connections was what sparked their location choice (McKenzie et al., 2010; Womble et al., 2014). Ireland is also a choice because the Irish education system is different enough to allow for a comparative study with the U.S. education system. This is also a good choice of location because the country is English-speaking. This will make initial contact with locals more manageable. However, Ireland also has its own dialect, Gaelic. This language is still widely spoken around the country and will give students in the course the opportunity to explore another language. Ireland also has higher education in its national platform. In 2011, the Department of Education and Skills (Ireland's national education department) launched the National Strategy for Higher Education to 2030. As a result, education is on the forefront of national changes, enabling more flexibility in teaching models and maintaining a high quality of education (Department of Education and Skills, 2016). This creates current news and information for our students. Ireland is also easily accessible with three major airports in country and many direct flights from the East Coast.

The timing of the trip should be during the early summer, end of May and June. This is advantageous to students for a number of reasons. The academic calendar breaks during the summer. This gap in education allows for less rearranging of other commitments. For example, if the trip was to go during the winter break, students may be opposed since they spend time with their families. June is also a good month because the amount of rain is somewhat less, meaning less hassle while out visiting cultural sites. Students exiting the Higher Education program may have more flexibility and free time since they are no longer under the rigid academic constraints. Some may have already acquired a job position and have free time before it begins. For those entering a new career, there is a chance the start date will not be until July 1st as a result of the new budget year, making June an ideal time period. The summer would also be ideal for budget purposes. As it is away from the holiday season, students may be able to put more savings away. If it were closer to December, students may feel their money needs to be spent on something else.

The length of the course should be no shorter than one week and no longer than three. Based on the responses from the current Higher Education program students, this would be the ideal time. A study abroad course less than one week will not allow enough time to get acquainted with the environment, and it will not allow enough time to process and understand what is happening with the higher education system in Ireland. Conversely, a trip longer than three weeks begins to get too long. Those taking time off from a job will not have much vacation time. It will also begin to get costly with food and accommodations. Another issue may be finding enough meaningful activity that relates back to the course objectives. Anyone can take a three or four-week vacation to Ireland, but this is not a vacation. Each activity needs to be thought out and related back to the mission of the course.

Recommendation 4: Create an alumni donation program to assist in the cost of the course.

One way to assist students with the cost is to create a scholarship. A few of the other institutions in this study do have specific scholarships for students studying abroad. However, those funds are open to anyone who goes abroad, not course specific. In this case, St. Benedict will need to first create an alumni donor program specifically for the Higher Education graduates. However, as this alumni network is such a small number of students compared to the alumni network of all St. Benedict students, it may be easier to promote restricted gifts towards this scholarship rather than create a campaign for it. Once a path for funds is developed, every year for the annual fundraising, there could be a dedicated space on the gift ballot for donations. This would not only make it easier for alumni who already know and want to donate to the cause, but will also give those alumni who may not be giving a restricted gift something specific to donate towards. Initially, it may be hard to get the alumni population to participate, but after a few cycles of the course, students may be more willing to donate to that specific cause later on. Alumni who participated in the study abroad course know and understand the benefits and will assist in promoting the continuance of the program.

Recommendation 5: The coursework for the study abroad course should be comparable to other graduate courses in the Higher Education program.

The coursework for this overseas course should be as rigorous as a course on campus. As noted by McKenzie et al. (2010) the students need to understand that although they are in a different country and are being encouraged to explore, this is first and foremost an academic excursion. Academics need to be the priority (McKenzie et al., 2010). The course should be intensive and include the same amount of preparation, reading, and assignments as other on-

campus graduate level courses. There should be academic work prior, during, and after the time abroad. This will not only help reach the 60 graduate contact hours required by the St. Benedict accrediting body, New England Association Schools and Colleges (NEASC), but continuously engage students about the topics to be studied in the host country.

Similar to the programs offered by all of the faculty participants in the study, this course should include between three and five scheduled meetings times prior to departure. These should last between two and four hours. As mentioned by all faculty participants, during this time students will discuss relevant articles and books as assigned by Dr. Ward. In the case of Francisco's course to China, he make students read five books on the topics of China's higher education reform through the World Bank, the eight pillars of the new society, China in the 21st century, and an overview of higher education in China. This is also the designated time to learn an overview about the cultural aspect of Ireland. Topics of readings and discussion should include country history, economy, government structure, education structure, pastimes, language, and culture. One pre-departure activity that was included in half the faculty participants' syllabi included a "News of the Day" discussion. This required all students to discuss a relevant topic found in the news of that country. Later on in the course, this chosen topic was reflected upon in the reflective journals. Students should also be required to complete at least one writing assignment prior to leaving. This again will ensure that students have enough prior knowledge on the country to begin more learning once arriving.

Along with sessions led by Dr. Ward, there should be a mandatory pre-departure orientation. This should be a joint effort from both Dr. Ward and a staff member from the Office of International Programs (OIP). The OIP member will be able to discuss college policies and information all students travelling abroad receive. This would include information about health

insurance, grading policies, policies regarding inappropriate behavior, etc. Dr. Ward would enlighten students on specific information about the location and Ireland itself. She would have direct insight into the cost of living, type of clothing to bring, what shops are available, appropriate items to pack, etc. These meetings are important to include because as Kamdar and Lewis (2015) mention, pre-departure gatherings lead to a higher level of global learning. During this time, it would also benefit to include an alumnus of the program. Although this cannot occur the first year of the course, it should be added after one complete course cycle. By bringing in someone who participated the previous year, there is another perspective. It may also be easier for some students to ask an alumnus instead of Dr. Ward.

Once in country, students should be required to complete a journal entry every day or write a blog post. Both of these options allow for appropriate self-reflection. The topics of the reflective journals were similar in most syllabi. As previously mentioned, the “News of the Day” topic was included along with reflections on the institution visits, the guest speakers, comparisons between the U.S. and the host education systems, historical and cultural influences that aid in the higher education system, assumptions about the people of that customs and people of that country, etc. These in country writing assignments will be useful for the final writing assignment once returned to the U.S. Another feature of the work done in country is to get students outside their comfort zone. There should be a number of different tasks for students to complete put into a hat. Each day student will pull one out and need to complete their task. Examples of the tasks could be “talk to a local person for five minutes” or “explore a new part of town without the use of your phone” or “eat a food you have never had before.” The completion of these small tasks will be discussed and used as part of the overall participation grade.

Once returning to the U.S. students will have to complete a final project. The project should be a combination of visual and written work. This combination allows for those with different learning styles to be comfortable in their element. The topic should be related to comparative higher education systems between the U.S. and Ireland. The project will be due somewhere between three and six weeks later, depending on the schedule of summer grade distribution.

Recommendation 6: The study abroad course should focus on visits to different types of higher education institutions.

In America, there are different types of higher education. There are four year schools, two year schools, community colleges, technical schools and other specialty schools. Our country is not unique in that aspect. Ireland also has different types of institutions: universities, institutes of technology, colleges of education, and specialized schools in medicine, art and military studies. In order to fully understand the Irish educational system, the course needs to visit at least two types, preferably all of them. To determine the best variety, it is recommended to research the schools referencing the Department of Education and Skills resources. Dublin is a great location for this, as the greater metro area includes at least three types of institutions. A visit should entail more than a campus tour, although that should be included. Based on the itineraries of the institutions included in this research, a visit often referred to visiting different departments on campus or having a member of the administration or a Dean of a department speak with the class. The point of these visits is to understand the mission, values, policies and culture of a campus. That information will not present itself with a walk through buildings. As this course is based on comparative learning, it is necessary for St. Benedict to include these interactions on their course as well. This may also be a good opportunity for American students

to interact with Irish students at each institution through lunch or a personalized campus tour. Participants also used this time to bring in professors to talk about their roles in the institution as well as what role they may play in advising student groups or working with students outside of the classroom.

Recommendation 7: Cultural excursions should be included in the itinerary.

Learning comes in many forms. Although the emphasis is on academic learning for this course, there is also cultural learning that cannot be done through readings. As Kamdar and Lewis (2015) found, cultural activities are essential in increasing cultural competency . With this in mind, the itinerary needs to include trips to sites that will promote the understanding of Irish culture. For example, perhaps seeing a hurling match to gain a better understanding of Irish sport; St. Patrick's Cathedral since Ireland has a deep religious history; Cliffs of Mohr to see the beauty the country holds, and visiting some of the towns and villages off the beaten path to see the everyday way of life.

As these and other major attractions in Ireland are scattered around the country, if transport is limited, other cultural options include a night of Celtic music or a play; visiting a local pub and speaking with the locals. These local interactions were extremely memorable for Michelle, who had previously been to Ireland. Whatever the options may be, the point of the excursions is to get a sense of how others live. This will shed light to how we live in America. Through reflection, this can also give a new perspective on how international people are viewed and what they can bring with them into our country. Depending on the number of students, it may be beneficial to use a local travel agent to secure tickets for an attraction. A few faculty

participants found this to be useful as the local travel agents had connections within the city made the ticketing process less stressful.

Recommendation 8: St. Benedict College should encourage diversity in this program, and promote underrepresented populations to participate.

Study abroad participants across the U.S. similarly identify. Based on the 2015 Open Doors report, 65% of women and 74% of students identifying as White participated in study abroad during the 2014-2015 academic year (IIE, 2015). Based on the similar demographic information provided by the faculty participants, it is evident that even at the graduate level, White females still lead in study abroad participation more than any other population. As the student population at St. Benedict College is 49% women and 68% White, it is pertinent to encourage men and students from other races to participate in the study abroad course. One way to attract students of other races is to market directly to that population. For example, Howard University is classified as a Historically Black College/University or HBCU. Howard has a Masters degree program in Educational Leadership and Policy Studies, which would correspond with the comparative learning in higher education in Ireland (Howard University, 2016). Another tactic for promoting diverse courses could be to reserve spots for students from underrepresented populations. There could be a few spots held for men and a few spots held for non-White students. By setting aside spots, there is a higher chance those populations will be shown. Another way to get more minority students involved is to change the trip location to a place that might be of more interest to certain student populations. In the future, creating courses to cities in South America, the Caribbean, or Africa may attract more students who previously did not want to visit countries they did not connect to.

Recommendation 9: St. Benedict should use this program to promote interest in the graduate program in Higher Education.

For St. Benedict College, this could mean more campus wide approaches to include the international student population. There could be a greater push for relationships between national and international students. This will also be a benefit for program publicity. As students take advantage of this opportunity, they may have a higher chance of being hired, thus making St. Benedict better known having our name out in the graduate world may increase enrollment and funding. This program will also increase our competitiveness. Although the Higher Education program is extremely unique already, this added study abroad tour will increase that uniqueness. It will show prospective students that we are looking at the whole picture of their education and value diverse and international relations.

As St. Benedict marches forward with its vision to increase enrollment in graduate programs, the addition of a graduate faculty-led study abroad course in the Higher Education program would bring the goal closer to completion. The program would benefit the students in the program by allowing them to see and understand a different culture. It would also give them the opportunity to develop their personal and professional skills. As noted by Caroline's students at Shamrock University, the cross cultural learning and view of life through a different lens may be more marketable to future employers. The study course will visit different institutions in Ireland during the summer with the opportunity to meet and mingle with local students. By keeping the budget low and implementing a scholarship, more students will be able to participate in the overseas course. This course should be promoted as an elective and should be as rigorous as a course held on St. Benedict's campus. The creation of a study tour will benefit St. Benedict

by improving its graduate program and by becoming more competitive with our neighbors offering other Higher Education Masters programs.

Conclusion

This study was conducted in order to understand the process of creating a graduate level faculty led study abroad course. The research showed the important steps of initial planning, in both location and travel logistics; the maintenance of academic alignment with course objectives and the institutional mission; and provided evidence that study abroad courses are not merely a vacation, but a unique experience to learn professional and cultural competence outside of the classroom. This research is extremely important because it confirmed the value of study abroad opportunities in higher education. As shown, study abroad courses are not time off from school. In fact, they are often considered more educational than an average college course due to the hands-on, practical approach to obtaining knowledge.

By utilizing literature, personal interviews and a focus group, I was able to uncover the specific needs and wants for a faculty led study abroad course. The faculty participants highlighted areas that need to be addressed as any institution moves forward in developing a study abroad course that pertains to students in a graduate level program. By hearing the voices of perspective student participants, I was able to uncover their direct wants, goals, and learning outcomes that will be incorporated into the course work and itinerary of the course. Based on the findings, it is recommended that St. Benedict College create a study abroad course for the students in the Higher Education Master's degree program. This opportunity will be beneficial for student participants because it will increase their global and cultural awareness, lead them to develop or enhance their interpersonal skills, add to their understanding of higher education

systems in both America and abroad, and boost their resume leading to higher marketability, among others.

As institutions continue to promote internationalization, future research should examine the need for an increase in minority populations engaging in study abroad. As it currently stands, the identity of participants is heavily skewed at one end—white, female students of certain levels of financial means. Institutions will need to recognize the diversity of their student body enrollment and devise plans to market their program to those who don't identify as female or White. In the future, it will also be beneficial to look at specific graduate majors other than higher education to compare outcomes. This research will show what areas of graduate education are missing exposure to international issues, and how that may impact a student's cultural awareness or ability to obtain a job after graduation.

Overall, this research has impacted my own understanding of the effort that goes into developing a course abroad. Involved are many moving parts that must align, along with collaboration of different entities to create a successful time abroad. However, the purpose and outcomes of the course outweigh the great deal of effort required to create it. Students and faculty members are continuously growing on these trips. Alumni have repeatedly said that going abroad has impacted their daily personal and professional life. Knowing this, it is essential that other institutions continue to create study abroad opportunities at the graduate level to promote global knowledge and professional competencies that bring a variety of perspectives to shape the next generation of learners. In the case of St. Benedict, this course will enlighten minds, engage hearts, and empower lives, maintaining the Augustinian mission of St. Benedict College.

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Appendix A

Interview Protocol

1. What is your role on campus?
2. What are the student demographics on campus?
3. Explain the overseas course you created, such as title, location, number of students/faculty, dates, etc?
4. Explain what prompted you to create a faculty led study abroad program.
5. How does this course relate to the college/university's mission? the graduate program mission?
6. What determined the location of the course?
7. How did you assist in budget planning?
8. What strategies did you use to get buy in from your college/university?
9. How did you assist in marketing the course on campus?
10. Do you include an orientation? Is it only for your students? Are they grouped with the university's general orientation?
11. What were some challenges you encountered during logistics development and why?
12. What were some aspects of logistics development you found easy and why?
13. Walk me through the coursework required in this course. What has been the student's response to this amount of work?
14. What types of cultural activities did you build into the program?
15. What changes would you make to a faculty led study abroad program development in the future?

16. Do you conduct any type of assessment of this experience? if so, what have you learned from that?
17. How do you think your students grow academically when they participate?
Professionally? Personally? Culturally?
18. How does this study abroad experience augment your students' future careers in higher education student affairs?
19. What benefits do you, as an instructor leading a faculty led study abroad course, see in terms of your own personal, professional academic or cultural growth?
20. Would you be willing to share your course syllabus with me?
21. Is there anything else we have not discussed that you would like to share about your study abroad course development process?

Appendix B

Name (pseudonym)	School (pseudonym)	Region
Angelica	Green City University	Northeast
Caroline	Shamrock University	Midwest
Coral	Sheppard Hill University	Midwest
Eugene	Green City University	Northeast
Francisco	Sláinte University	Northeast
Jessica	Fiddle Haven University	Midwest
Ralph	Emerald Light University	Midwest

Appendix C

Focus Group Protocol

1. Have you ever studied abroad?
2. If you have studied abroad, what led you to want to do that?
3. What were the major factors you considered before going abroad?
4. If there was a faculty led study abroad program embedded in the higher education program at St. Benedict to Ireland, would you be interested in participating? Why or why not
5. What factors would make it more or less appealing for you?
6. When do you think would be the ideal time to implement this program?
7. What would you like to see as the focus of this program? Academics? Professional growth? Cultural growth? Personal growth?
8. What would be a challenge or restriction of you participating in this program?
9. How do you think we could best market this program to students in the higher education program?
10. How do you think participating in this study abroad course would help you in your career goals?
11. One idea we are exploring is to pilot a trip to Ireland in Summer 2017. If the trip were to be held in Ireland, what would you be most excited about learning or visiting while in that specific country? Would you be interested in attending, as an alumnus?
12. Is there anything else about what draws you to study abroad that you would like to share?

Appendix D

EDL 690: International Perspectives on Student Affairs - Europe

Summer I, 2014—Miami University

Instructor: Dr. Judy Rogers

1:00 to 3:40 pm in 420 McGuffey Hall

Dr. Judy Rogers
 Professor, SAHE
 Miami University
 204 McGuffey Hall

Phone: 513.529.6834 (W)

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Julianne George – SAHE M.S. student
 Coordinator – Study Tour
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It is becoming increasingly difficult to separate the spheres of our lives into distinct categories of domestic and foreign, national and international. . . . it is no longer possible for us to think of ourselves and our work as defined by national borders and parochial interests. Our students are quickly becoming citizens of a much more integrated and expanding world. . . . A major goal in student affairs for the new millennium should be to expand our vision and our work beyond borders to better educate our young citizens for this new global future.” Osfield, 2008, p. 10.

Program Overview:

The ever-increasing globalization and interconnectedness of our society in the 21st Century evidences the importance of preparing college students to enter a global society. As student affairs practitioners, it is imperative that we help create “citizens of the world” by employing a global perspective in our work.

EDL 690: International Perspectives on Student Affairs is an opportunity for participants to gain an understanding of the cultural and educational systems in Europe (specifically France, the Netherlands and Belgium) by traveling abroad and experiencing European higher education first hand. This course is designed specifically for graduate students in Student Affairs in Higher Education and student affairs practitioners who wish to gain exposure to different cultures, examine the effects of culture on a country's system of higher education, and explore the actual and potential effects of international exchanges of students, faculty, and administrators on higher education. It is assumed that all workshop participants will be familiar with theories of student learning and development; practices in student affairs; and the history, philosophy, governance, and administration of colleges and universities in the United States.

Learning Outcomes and their Implementation

Upon completion of the course, participants should be able to do the following:

Outcome #1: Identify and describe cultural elements that affect systems of higher education in

France, the Netherlands, Belgium as well as the broader European Higher Education Area.

Implementation: Through theoretical readings, exploration of institutional websites, analysis of government documents, and site visits students will understand how a society's culture shapes the higher education system. Students will demonstrate this knowledge through responses to questions posed in on-line and face-to-face discussion sessions. Students will also produce short papers and make brief class presentations in response to the questions.

Outcome #2: Compare and contrast US and student services systems in France, the Netherlands and Belgium in terms of their histories, values and philosophies, funding sources, organizational structures, student populations, staffing patterns and current issues.

Implementation: Students will keep a journal that chronicles what they learned about how and why student services systems are different in the European countries visited addressing the criteria in the outcome statement. This journal will include analyses of readings and discussions in the four pre-departure class sessions. It will also include reflections on our site visits, cultural events, and the dialogues with the university and student affairs professionals in the institutions visited.

Outcome #3: Develop and articulate a philosophy of student affairs practice that incorporates an international perspective

Implementation: Students will write a philosophy of practice statement that evidences an international perspective on student affairs.

Course Expectations and Assignments:

As described above, the class format will consist of pre-departure readings and discussion sessions, then traveling to Europe and visiting universities in France, the Netherlands and Belgium and participating in the 3rd Transatlantic Dialogue on Students and Higher Education. While abroad, the class will be given opportunities to reflect and discuss the activities of the day. It is expected that **ALL** program participants, regardless of whether or not they are taking the course for graduate credit, will participate in pre-departure orientations, preliminary readings, discussions, and be full and active participants while abroad. Those participating for credit will be expected to meet all of the aforementioned criteria, plus complete a journal and a philosophy of practice statement. Therefore, participants are expected to:

1. **Read assigned materials prior to departure and be prepared to participate in class discussions. *Required for both credit and non-credit participants.*** During the four pre-departure class sessions, students will be expected to complete the readings and contribute to the discussion. Our off campus participants will connect via SKYPE for our class discussions with an assigned "SKYPE buddy."

2. **News of the Day— Due each class session for *credit and non-credit participants*.** For each pre-departure session beginning 1/31, bring an interesting article on the topic assigned for the day. Think about how the events or issues described might affect higher education and students. What does it tell you about Europe, her people, and culture? We will spend the first portion of class discussing current events. Links to European news outlets are listed at the end of the syllabus
3. **Institutional/Cultural Previews— Due the session we focus on the country where the site visit is located (2/14, 3/7 or 4/11).** *Credit and non-credit participants* prepare a 5-7 minute presentation on the history, structure, unique characteristics, etc. for an assigned institution or cultural site we will be visiting. Distribute a one-sheet, double-sided handout to all class members and provide the instructors with an electronic copy. You will be assigned to a team of two to three students to develop the preview.
4. **Europe Study Tour Reflection Journal – Final due June 20. *Required for credit participants only.*** Students are expected to record their experiences in a reflective journal during the study tour and submit the journal at the conclusion of the tour (about 12 to 15 pages). Please include:
 - Introductory reflections (see description below)
 - The article title and link for your four “News of the Day” selections
 - Reflections about each institution, agency, and cultural event visited: What did you learn? What surprised you? How did it shape/expand your understanding of higher education and/or student affairs from a global perspective. What impact did the visit have on your developing global citizenship and inter-cultural understanding?
 - Reflections on the conference in Luxembourg – “*Connecting Through Culture: A Vision for Global Citizenship*” What are the key personal and professional insights you gleaned from involvement in this conference?
 - Discussion of the most important *ideas and concepts* you gained from the study tour as a whole including the readings, site visits, informal conversations and cultural events. Include in this section your *summary understanding of student services in Europe – specifically in the three countries where we visited with student services staff and government ministers* . This summary reflection may comprise a revision of the Student Affairs in Europe reflection you wrote pre-departure as outlined in the assignment below.
 - Description of how the whole tour experience will enhance or has enhanced your professional development.
5. **Final project that is an application of your learning to practice. Due June 24. *Required for credit participants only.*** Rewrite your philosophy of student affairs statement to include a global perspective; OR write a proposal on how to incorporate an international perspective in the programs or services in your current office (2 pages maximum).

The following assignments should be submitted on the date indicated and also for credit participants included in the journal:

Introductory Reflection— Due January 31. Credit and non-credit participants. The purpose of this reflection is to allow you to identify personal expectations you have for this course and how you expect it to assist you with your study abroad experience.

- a. Please discuss the areas where you feel confident about engaging in this international experience, as well as any apprehensions you may have.
- b. Also discuss what you would like to learn in this class and relate that to your future goals—personal, academic, and professional.

This will serve as your first entry in your European Study Tour Reflection Journal. Prepare to discuss this in class on 1/131 and send Judy an electronic copy no later than class time. Reflection Journal (1-2 pages).

Cultural Values and Behaviors Reflection—due April 11 for credit and non-credit participants. Based on Rifkin’s analysis what constitutes the American Dream? What cultural values are the hallmarks of this view of society? What constitutes the central values and ideologies of current European society as detailed in our readings so far? What implications do these differing societal values have for the role and structure of the higher education system in each country? What are the strengths and weaknesses of each system/structure/role? Please craft your response in about 3 pages and bring it with you to our class session on April 11. We will compare and contrast the differences in European and US cultural values in our class discussion.

Student Affairs in Europe Reflection— due April 25. Required for credit participants. Based on our readings and on a review of the websites of the institutions we will visit in Europe ask yourself “What is student affairs in Europe?”

Things to consider:

- Do you think the institutions have student affairs as you understand it?
- What does student affairs look like?
- How is it organized?
- What is it called? (It will likely be different than in the U.S.)
- Where does it fall within in the organizational structure of the university?
- What is similar/different about student affairs compared to the U.S.?
- Is a focus on student development apparent? Speculate as to why or why not.
- How do you think U.S. college students would react to the student services provided (or not) if they studied abroad at these institutions?

Write a brief reflection (3 pages). Be prepared to share and discuss your findings with a class member. Also send Judy an electronic copy. (A revision of this reflection that incorporates any additional insights from our site visits will be included in your journal).

Course Grading

Class participation, News of the Day contributions,	
Institutional reports/presentations:	20%
Final journal:	50%
Philosophy statement or proposal:	30%

Readings:**Session I - (January 31): History of the European Union; Examination of the Bologna Process.**

1. Rifkin, J. (2004). *The European dream*. New York: Penguin. Chapter 9, pgs. 196-209.
2. Gaston, P.L. (2010). *The challenge of Bologna*. Sterling, VA: Stylus. Pages xi-33; 119-134; 174-203.
3. European Students' Union (2012). *Bologna with Student Eyes 2012*.pdf Introduction and executive summary – pgs 1 thru 9.
4. European Higher Education Ministerial Conference (2012). *Beyond the Bologna Process: Creating and connecting regional and global higher education areas*. Statement of the Third Bologna Policy Forum, Bucharest, April 27, 2012.pdf
5. European Higher Education Ministerial Conference (2012). *Making the Most of Our Potential: Consolidating the European Higher Education Area*. Bucharest Communique – Final Version; Bucharest, 2012.pdf
6. European Higher Education Ministerial Conference (2012). *Mobility for Better Learning: Mobility strategy 2020 for the European Higher Education Area*. Bucharest, 2012.pdf

➤ *News of the day focus on the EU or Bologna Process*

Session II - (February 14): Student Services in the EU; Higher Education in France; MUDEC

1. *Berlin Declaration on the Social Dimension: Recommendations for Strong Student Affairs and Services in Europe* (2011).pdf

2. Bir, F. (2008). France. In K. Osfield (Ed.), *Internationalization of student affairs and services: An emerging global perspective* (pp. 129-130). Washington, DC: NASPA.
3. *2007 Country Report France.pdf*. Center for Higher Education Policy Studies, Universiteit Twente, The Netherlands. Read pgs. 1-36.
4. Pilkington, M. (2012). The French evolution: France and the Europeanisation of higher education. *Journal of Higher Education Policy and Management*, 34(1), 39-50.
5. Miami University Dolibois European Center <http://www.units.miamioh.edu/luxembourg/>

➤ *News of the Day focus on France*

Session III - (March 7): Higher Education in Flemish Belgium

1. *2007 Country Report Flanders.pdf*. Center for Higher Education Policy Studies, Universiteit Twente, The Netherlands. *Read pgs. 1-32.*
2. Vandenbroucke, F. (April 2009). *Higher education in the Flemish community of Belgium*. Leuven/Louvain-la-Neuve. Retrieved December 22, 2010 from http://www.ond.vlaanderen.be/hogeronderwijs/bologna/conference/documents/BENELUX_HE.pdf. Read pages 1-22.
3. *Belgium – Flemish Community: National Report regarding the Bologna process implementation, 2009-2012.pdf*.

Session IV - (April 11): Higher Education in the Netherlands; Understanding European Cultural Values; Transatlantic Dialogue Conference

[This will be a joint class session held at Edison Community College in Piqua, OH]

1. Mak, G. (1995). *Amsterdam: A brief life of the city*. London; The Harvill Press. Pgs. 1-5.
2. *2007 Country Report Netherlands.pdf*. Center for Higher Education Policy Studies, Universiteit Twente, The Netherlands. Read pgs 1-35.
3. *Netherland: National Report regarding the Bologna process implementation, 2009-2012.pdf*.

4. Rifkin, J. (2004). *The European dream*. New York: Penguin. (Introduction, Chapters 1, 2, and pp. 379-385).
5. Braskamp, L.A. (2008). Developing global citizens. *Journal of College & Character*, x(1), 1 – 5.
6. *Review and discuss the conference program and the difference in US and European views on the meaning and use of “culture” to develop university students as citizens of the world.*

➤ *News of the Day on the Netherlands or anything displaying European cultural values*

Additional Information:

European University and EU Ministry Websites

Education & Training: Higher Education- European Commission
http://ec.europa.eu/education/lifelong-learning-policy/higher_en.htm

Ministry of Education: France
<http://www.education.gouv.fr/>

Ministry of Education: Netherlands
<http://www.government.nl/ministries/ocw>

American University of Paris
<http://www.aup.edu/>

CNOUS CROUS
<http://www.cnous.fr/>

European Commission
http://ec.europa.eu/index_en.htm

University of Amsterdam
<http://www.uva.nl/en/home>

University of Antwerp
<http://www.ua.ac.be/main.aspx?c=.ENGLISH>

Miami University Luxembourg
<http://www.units.miamioh.edu/luxembourg/>

Transatlantic Dialogue

<http://transatlanticdialogue2014.uni.lu/index.php/transatlantic>

European news websites:

Flanders News

<http://www.deredactie.be/cm/vrtnieuws.english>

Dutch News

<http://www.dutchnews.nl/>

The Local

<http://www.thelocal.fr/>

Agence France- Presse (AFP)

<http://www.afp.com/en/news/>

BBC

<http://www.bbc.co.uk/>

The European Voice

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

Find many more Newspapers by using [onlinenewspapers.com](http://www.onlinenewspapers.com)

<http://www.onlinenewspapers.com/european-newspapers.htm>

Appendix E

SYLLABUS**CEK560 Comparative University Systems: Higher Education in China**

Faculty: Frank Shih, Ph.D.

Masters in Higher Education Administration

School of Professional Development,

Stony Brook University

DESCRIPTION

As China's impact on the global economy expands, so has the influence of its universities. This 15-day study tour examines China's higher education institutions by visiting six of its universities in the major cities of Beijing, Shanghai and Nanjing. By combining university information sessions and lectures on Chinese history and educational philosophy with excursions to cultural attractions, participants will acquire knowledge and an appreciation for the historical and traditional significance of higher education in China while enriching their knowledge of the contemporary Chinese student.

OBJECTIVES

The course will increase understanding and knowledge of the following topics:

- The administrative, governance and financial structures of Chinese universities
- The Chinese philosophy of education
- The contemporary Chinese university student
- The mutual impact between China's modernization and economic growth and its higher education system
- The relationship between US and Chinese colleges and university systems
- Major events in modern Chinese history

STRUCTURE

The course centers on visits to five Chinese universities and China's Ministry of Education, the central governing agency for education in the People's Republic of China. The class will attend lectures and information sessions led by faculty and administrators at these universities and at the Ministry of Education located in the three major Chinese cities of Shanghai, Beijing and Nanjing. Participants will also meet with students at each of the universities.

The six universities: East China Normal University (ECNU)- Shanghai
 Beijing University (PKU) - Beijing
 Beijing Union University - Beijing
 Hohai University - Nanjing
 Nanjing University (NJU) - Nanjing
 Tsinghua University - Beijing

Information Sessions

At each university, a local administrator will introduce the history and organization of their respective institutions. In addition, there are 3 lectures by faculty at three universities who will speak on the following topics:

1. The Different Forms of Higher Education Institutions: Characteristics and categories of higher education institutions. For example: institutional missions; "vertical" systems (educational structure of various government ministries) vs "horizontal" systems (controlled by the Ministry of Education); governing structures; curriculums--vocational, 2 year and self-study programs; government and non-government institutions
2. Financing the Chinese university: An examination of the different models and strategies of funding: state appropriation, education tax, tuition, university controlled businesses, endowments, foundations, science/tech business and research revenues, bank loans, and the impact between government and non-governmental entities. The lecture will cover the major changes in funding which have occurred during the past two decades.
3. Confucius and Philosophy of Education in China: The impact of Confucius and Confucianism in higher education; Culture and philosophy of education in China History and Philosophy of Education in China.

REQUIRED READINGS:

International Bank for Reconstruction and Development/World Bank. 1997. Executive Summary. In *China: Higher Education Reform, A World Bank Country Study*, pp. xi-xviii. Washington, D.C.: World Bank. ISBN: 0821340220 (pbk.) Available on Blackboard.

Leibovitz, Liel and Matthew Miller, 2011. *Fortunate Sons: The 120 Chinese Boys Who Came to America, Went to School, and Revolutionized an Ancient Civilization*. New York, NY: W.W. Norton & Company, Inc. ISBN: 978-0-393-34230-7

Naisbitt, John, Doris Naisbitt. 2010. *China's Megatrends: The 8 Pillars of a New Society*. NY: HarperCollins Publishers, Inc. ISBN: 978-0-06-185944-1

Wasserstrom, Jeffrey N., 2010. *China in the 21st Century: What Everyone Needs to Know*. NY: Oxford Univ. Press ISBN: 978-0-19-539447-4

Zhou, Ji. 2005. *Higher Education in China*. Cengage Learning. ISBN 9812543643

REQUIRED FILMS:

China: A Century of Revolution. Part I: China in Revolution (1911-1949), Part II: The Mao Years (1949-1976), Part III: Born Under the Red Flag (1976-1997). Each part is Approximately 2 hrs.

China Rises: A Documentary in Four Parts. Part I: Getting Rich.

REQUIREMENTS:

- Pre-Departure Essay I: Mao's Legacy -10% of the course grade.
In 1000 words or more, reflect on the film, China: A Century of Revolution, Part II. What is the lasting impact of the Communist Party policies under Chairman Mao on Chinese society today? What is the role of the central government on the life of scholars and the culture of education during the past century? How do you imagine this history might influence academic life of faculty and students today?
Deadline: Three weeks (Sunday) prior to departure.
- Pre-Departure Essay II: Western Influences in Dynastic China – 15% of the course grade.
In 1000 words or more, provide a review "Fortunate Sons" and critically analyze how Chinese history shaped its view of the West. What was the influence of scholars and reformers around the turn of the 20th Century in China? How are they reflected in the culture of education?
Deadline: Two weeks (Sunday) prior to departure.
- Pre-Departure Essay III: Western Perspective and Chinese Realities 15% of the course grade.
In 1,500 words or more, outline your personal reactions to each of the 8 Pillars in "China's Megatrend..." (Naisbitt and Naisbitt). Contrast the book's thesis with what you have assumed or already know about China. Include what you expect to learn through the course.
Deadline: One week (Sunday) prior to departure.
- Reflection Journal - 20% of the course grade.
A daily summary of personal reflections and observations with references to the assigned readings as well as the cultural experience is required. All reflections must be more than a description but should involve an analysis of what was observed. The journal will include reports from the conversations with local students and faculty/staff at each of the universities. The length must be 500-750 words per day.
Deadline: 2nd Sunday after returning from China.
- Final Research Paper - 40% of course grade.
A 10-12 page research paper analyzing and comparing one institutional area of US universities with all five of the universities that we visited in China. The area selected can be one or more of the sessions attended during the trip. Data, descriptions and other information from respected academic sources regarding US institutions must form the

CEK 560 Syllabus

basis for the comparison. Sources for Chinese universities may include the lectures and personal conversations with faculty, administrators and Chinese students.
Deadline: 6th Sunday after returning from China.

- Submissions

Late submissions will be penalized a minimum of 10%. Additional percentage points may be deducted for papers received more than 12 hours after the deadline.

COURSE GRADING

Final letter grade scale: A= 94-100, A-= 90-93, B+= 87-89, B= 83-86, B-= 80-82, C+= 77-79, C= 74-76, C-= 71-73, F= 0-70

GRADING FOR WRITING ASSIGNMENTS

- Content (40%): The topic should be well covered and thoroughly examined. The final research paper must contain sources from respected academic journals and scholarly books and should contain a summary of the current research findings.
- Analysis (40%): The subject matter should be critically examined and integrated to form a coherent perspective. Arguments and other ideas should be well synthesized. If applicable, the thesis should be addressed in the conclusion.
- Composition (10%): Ideas should be well organized and clear. The mechanics of writing--grammar, punctuation, sentence and paragraph structure--should be correct. The assignments should be in APA format including proper in-text citations, endnotes and bibliography.
- Originality (10%): The paper should express the author's independent inquiry, ideas and concepts.

ATTENDANCE POLICY

Participation in all activities is mandatory. All students must remain with the group during the entire tour. Any absence from scheduled activities must be approved by the instructor. Excused absences must have evidence of extenuating circumstances. Any unexcused or unapproved absence from an activity (either academic or non-academic) will be subject to a deduction of 5% of the course grade and may be subject to additional penalties as stipulated by the Stony Brook University's study abroad policies.

LANGUAGE

All sessions will be conducted in English. Knowledge of Mandarin (or other dialects of Chinese) is not required.

STONY BROOK UNIVERSITY POLICIES

Students are subject to all Stony Brook University and State University of New York policies during the period of the study abroad course. All activities, including non-academic excursions, in the course away from the Stony Brook campus are considered part of the requirements of the course and subject to the same policies and Stony Brook jurisdictional authorities of on-campus activities.

I. Academic Honesty

Intellectual honesty is the cornerstone of all academic and scholarly work. Therefore the University views any form of academic dishonesty as a serious matter and requires all instructors to report every case of academic dishonesty to the SPD Committee on Academic Standing, which keeps records of all cases. All work submitted or posted by students in this course must be their own. Submission of writing or ideas which are not the original work of the student (and not properly referenced) is considered plagiarism. Unintentional plagiarism is still plagiarism, so if you have any questions about the proper acknowledgement of sources, be sure to ask your instructor who can advise you about various electronic tools available to assist you in self-screening your work.

Refer to page 12 of the online SPD Student Handbook for further information on Academic Honesty and associated Grievance Procedures. (<http://www.stonybrook.edu/spd/assets/pdf/f05handbook.pdf>)

II. Stony Brook University Disability Support Services Statement

CEK 560 Syllabus

If you have a physical, psychological, medical, or learning disability that may impact your course work, please contact Disability Support Services (631) 632-6748 or dss@notes.cc.sunysb.edu or visit their website at <http://studentaffairs.stonybrook.edu/dss/>. They will determine with you what accommodations are necessary and appropriate. All information and documentation is confidential.

On Campus Support

Students who require assistance during emergency evacuation are encouraged to discuss their needs with their professors and Disability Support Services. For procedures and information go to the following website:
<http://www.sunysb.edu/facilities/ehs/fire/disabilities.shtml>

III. Critical Incident Management

Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of Judicial Affairs any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, or inhibits students' ability to learn. Faculty in the HSC Schools and the School of Medicine are required to follow their school-specific procedures.

IV. Course Content

Course material accessed from Blackboard, SB Connect, SB Capture or a Stony Brook Course website is for the exclusive use of students who are currently enrolled in the course. Content from these systems cannot be reused or distributed without written permission of the instructor and/or the copyright holder. Duplication of materials protected by copyright, without permission of the copyright holder is a violation of the Federal copyright law, as well as a violation of Stony Brook's Academic Integrity and Student Conduct Codes <http://www.stonybrook.edu/uaa/academicjudiciary/policies.shtml> (you may have to copy and paste the address in a browser).

ITINERARY May 24, 2014 – June 8, 2014

Date	Location/Assignments	Activity (All times are approximate)
Sat. 4/5 Tentative date	Online Reading: Course syllabus.	Pre-Departure Meeting (Mandatory). 10:00-11:00 a.m. EST. Introductions; overview of course elements including academic expectations and requirements 11:00-12:00 noon. Review itinerary and tips for those visiting China for the first time.
Sun. 5/4	China: A Century of Revolution. Part II; The Mao Years (1949-1976)	Deadline Pre-Departure Essay I: Mao's Legacy
Sun. 5/11	Leibovitz/Miller. <i>Fortunate Sons: The 120 Chinese Boys Who Came to America.</i>	Deadline Pre-Departure Essay II: Western Influences in Dynastic China
Sun. 5/18	Naisbitt/Naisbitt. <i>China's Megatrends</i>	Deadline Pre-Departure Essay III: Western Perspective and Chinese Realities
Sat. 5/24 Day 1	JFK Airport, New York	Departure
Sun. 5/25 Day 2	Shanghai	Arrive in afternoon. Dinner in Shanghai.
Mon. 5/26 Day 3 Shanghai	Readings: "Metamorphosis of Higher Education in China." Ch. 1, <i>Higher Ed in China</i> . Executive Summary, In China: Higher Education Reform.	9:30-11:00 Lecture: Different Types of Chinese Higher Ed. Institutions 11:30 - 12:00 ECNU Museum 12:00 -2:00 Working lunch and tour of the campus with ECNU students 2:00 Bus pickup for Shanghai sightseeing 5-7 Dinner 7 - 9 Huangpu River Cruise
Tue. 5/27 Day 4 Shanghai	Readings: "Pillar 3 Framing the Forest and Letting the Trees Grow." <i>China's Megatrends</i> .	Morning tour of Shanghai, French Concession 12:30: Lunch Tour of Shanghai, 5:00-6:00: Dinner Visit to silk factory, Oriental Pearl Tower.
Wed. 5/28 Day 5 Suzhou/ Nanjing	Readings: "Schools of Thought" Ch. 1., <i>China in the 21st Century</i> ..	9:00 - 10:30 Bus to Suzhou 10:30-12:30 a.m. The Humble Administrator's Garden: Scholars and Aesthetics. Suzhou Museum: Intellectuals in Traditional China. 12:30-1:30 Lunch near gardens

CEK 560 Syllabus

		1:30-3:00 Boat ride on the Grand Canal, Visit SanTanJie 3:00 -5:00 Continue travel to Nanjing 5-6 Dinner in Nanjing
Thur. 5/29 Day 6 Nanjing/ Nanjing Univ (NJU)	Readings: Part I. <i>Fortunate Sons: The 120 Chinese Boys Who Came</i>	9:30-11:30 Confucian Imperial Examinations and Education in Dynastic China at Jiangnan Examination School. 12:00-1:00 Working lunch with NJU students 1:15 -2:30 Tour of NJU 2:30 – 6:00 Tour of Sun Yat Sen Memorial 6:00 Dinner
Fri. 5/30 Day 7 Nanjing/ HoHai Univ.	Reading: “China’s Higher Education System.” Ch. 2, pp. 51-64. <i>Higher Ed in China.</i>	9:30 -10:30 Lecture: Chinese Univ. Funding Structures and Strategies. 10:45-12:00: Tour of HoHai U. 12:00 – 1:30 Working Lunch with Hohai Students 2:00 – Nanjing Massacre Remembrance Museum and Memorial Hall 5:00 Dinner in Tai’An 6:00 Bullet train to Tai’An
Sat. 5/31 Day 8 Tai An	Readings: “Introduction” <i>China’s Megatrends.</i>	9:00-12:00 Ascent Mt. Tai 12:00 Lunch in Tai An 2:00 Bus to Qufu 5:00 Dinner near Hotel
Sun. 6/1 Day 9 Qufu	Readings: “Schools of Thought” Ch. 1. <i>China in the 21st Century.</i>	9:30 -12:00 Confucius Temple and Mansion. 12:00 Lunch in Qufu 2:00 Kong Family Cemetery 4:00 Bullet train to Beijing 6:00 Dinner – Beijing
Mon. 6/2 Day 10 Beijing/ Peking Univ (PKU)	Readings: “International Cooperation and Exchange” Ch. 9, <i>In Higher Ed in China.</i> Readings: Part III, Ch. 10 “The Hundred Days”. <i>Fortunate Sons</i>	10:30-12:00 Tour of PKU Museum 12:30-1:30: Working lunch with PKU students 1:30 Bus to Acrobatic Show 4:30 – 6:00 Visit traditional shopping district. 6:00 Dinner
Tue. 6/3 Day 11 Beijing Tour	Readings: “Students” Ch. 5, pp. 153-180, <i>Higher Ed in China.</i>	10:00 Tsinghua Univ. Museum 11:30 Meet students for tour 12:00-1:30 Working lunch with students. 2:00 – Tour Lama Temple and Confucius Temple 5:00 Dinner: Traditional Peking Duck dinner 8:00 – Night view of Olympic Park – “Water Cube” and “Bird’s Nest.”
Wed. 6/4 Day 12 Beijing/PKU	Readings: “From Mao to Now” Ch. 4, <i>China in the 21st Century.</i>	9:30 -12:00 Visit Temple of Heaven 12:00 Lunch 12:30- 3:00 Visit Beijing Union University, Lecture Hu Tong walking and pedicab tour 5:00-6:00 Dinner 6:00-8:00 Visit Wangfajing Street
Thur. 6/5 Day 13 Beijing Excursion	Readings: “Imperial China” Ch 2, <i>China in the 21st Century.</i>	9:00 Tour of Forbidden City, Tiananmen Square, Mao Mausoleum, 12:00 Lunch 1:00 – 3:30 Silk Market, sightseeing and souvenir shopping 4:00 – 5:00 Shaolin Kung Fu Show 6:00 Dinner.
Fri. 6/6 Day 14 Excursion – Great Wall, Summer Palace	Readings: “Revolutions and Revolutionaries” Ch. 3 <i>China in the 21st Century.</i>	9:00 Morning visit to Great Wall, 12:00-1:00 Lunch near the Great Wall 2:00 – Visit the Summer Palace 6:00 Dinner
Sat. 6/7 Day 15 Depart Beijing	Readings: “Pillar 5 Artistic and Intellectual Ferment,” <i>China’s Megatrends.</i>	Morning visit to 798 Art Zone Lunch on your own 5:00 pm Depart: Capital Airport, Beijing
Sun. 6/8 Day 15		Arrive Home