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Intercultural Communication in Brazil: An Approach to Engage Multicultural North Dakota State University Students in Study Abroad

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INTERCULTURAL COMMUNICATION IN BRAZIL:
AN APPROACH TO ENGAGE MULTICULTURAL NORTH DAKOTA STATE
UNIVERSITY STUDENTS IN STUDY ABROAD

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May 25, 2014

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Date: May 25, 2014

Abstract

Intercultural Communication in Brazil (IC Brazil) is a course-embedded program aimed at multicultural students by building off of the curriculum in one of the general education requirement courses at North Dakota State University (NDSU). It has been designed to fit within the confines of NDSU's existing study abroad structure and uses a targeted approach to student recruitment that can be utilized by other faculty-leaders at NDSU, universities, and members of the IE field.

IC Brazil is an experiential learning course-embedded program that contains on-campus learning, fieldwork in Rio de Janeiro, and course reflections upon the students' return. IC Brazil students study the theories of intercultural communication by Edward Hall and Geert Hofstede at NDSU and use this knowledge in various activities in Brazil. A general education requirement faculty member has been chosen as the program leader based on their network of students. The program's alumni will later serve as student-to-student peer advisors for future recruitment for IC Brazil. Other universities can adapt NDSU's targeted approach to multicultural student recruitment and expansion of course-embedded programs as a tool for their internationalization efforts.

Keywords: North Dakota State University, intercultural communication, Brazil

Introduction

Intercultural Communication in Brazil (IC Brazil) is a short-term faculty-led program created for North Dakota State University (NDSU)'s Office of International Student and Study Abroad Services (ISSAS). Student participants will study intercultural communication theorists Edward Hall and Geert Hofstede on campus and put their knowledge into practice in Rio de Janeiro, Brazil. IC Brazil is aimed at recruiting multicultural students and using a staff member that teaches one of the general education requirement classes, University Studies 199 to lead the course, Frank Oakgrove. Mr. Oakgrove is a member of NDSU's Office of Multicultural Programs (OMP). The course's co-leader is Erin Brady and a member of the Office of Global Outreach (OGO). An affiliate provider, AIFS is in charge of coordinating logistics on-site and offering support to faculty members and students while abroad.

NDSU offers a variety of study abroad programs for its students to participate in including exchange programs, direct enrollment, faculty-led and affiliate provider. The majority of the programs offered and the highest number of participants are short-term faculty-led programs. Short-term programs are defined as eight-weeks or less in length (Open doors, 2013). Frank Oakgrove teach a University Studies 199 course that is a general education requirement aimed at the preparation of academic success strategies, facilitating the development of a sense of community with other multicultural students, and developing relationships with faculty and staff mentors (NDSU, 2013k). While the recruitment process is aimed at multicultural students, the program will be open to all students at NDSU.

There have been different initiatives issued by the Institute of International Education (IIE) to increase student exchanges. One of these is the Generation Study Abroad Challenge, with the goal of having 600,000 U.S. students studying abroad by the 2017-2018 academic year.

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IIE will reward 5-10 grants of \$10,000 each year to institutions that are reporting outstanding progress in meeting the targets that the institution set (IIE, 2013). NDSU is one of more than 150 institutions to sign on to undertake this challenge (Redden, 2014). In January 2014, when NDSU signed onto the challenge with one of its initiatives being to “expand underrepresented student participation” including diverse students “with the goal of matching our campus demographics” as seen in Appendix A.

IC Brazil will help NDSU meet the goals put forth in this challenge by increasing the faculty-led program offerings to students and increase the number of multicultural students participating in study abroad. As the faculty-leader for the program, Mr. Oakgrove will be able to market to and recruit multicultural students he teaches in the University Studies 199 course and advises in the OMP to IC Brazil.

Background

North Dakota State University

North Dakota State University is located in Fargo, North Dakota. Founded in 1890, it is a fully accredited land-grant institution that “addresses the needs and aspirations of people in a changing world” with the hope of creating “a vibrant university that will be globally identified as contemporary metropolitan” (NDSU, 2009). In the fall of 2013, there were 14,629 students enrolled at NDSU and 6,238 faculty and staff members (NDSU, 2013b). Of the 14,629 students enrolled, 7.6% identify as non-white students and an additional 7.5% are international students (NDSU, 2013a).

The proposed study abroad program is being created at a special time at NDSU. The university has seen a rise in the number of students enrolling, adding an additional 3,000 students in the past decade alone (NDSU, 2013b). The state of North Dakota is experiencing an economic

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boom due to the discovery of oil in the western part of the state leading to an increase in population. At the same time, the university is actively working towards increasing its global presence through the creation of international partnerships with other universities.

Students studying at NDSU are primarily in the majors of engineering, agriculture, and in science & mathematics (NDSU, 2013c). In study abroad programs, the two largest majors that study abroad are from the College of Engineering and the College of Arts, Humanities, and Social Sciences with 92% of its participants being white as shown in Appendix B.

Equity, Diversity, and Global Outreach

The Office of Equity, Diversity and Global Outreach (EDGO) is overseen by Vice President Eveadean Myers. EDGO oversees three offices: ISSAS, OGO, and OMP (Appendix C). The Office of Multicultural Programs “ believes in assisting the NDSU community in creating a culturally diverse and sensitive campus by providing student, faculty, and staff-centered support programs, cultural events, and tools for personal growth experiences” (NDSU, 2013e).

The Office of International Student and Study Abroad Services and Office of Global Outreach mission states:

In accordance with the mission of NDSU... promotes the advancement of international understanding and education. The OIP facilitates the continued growth of the university as an engaged member of the global society through committed service to students, faculty, staff and community (NDSU n.d.).

The Office of International Student and Study Abroad Services houses the study abroad office. NDSU offers programs in 75 countries, with over 1,400 programs being offered. These programs include faculty-led, direct enrollment, exchange, and affiliate, ranging from one week to one academic year in length (NDSU, 2013g). As previously stated, faculty-led programs lead in study abroad choices at NDSU, with 76% of the total number of students studying abroad

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choosing a faculty-led program in countries such as Italy, France, China, and Kenya, shown in Appendix B.

Study Abroad

North Dakota State University is seeing its highest numbers of student enrollment, partially due to the increased quality of academic courses, modest class sizes, and low tuition rates for out of state students (Helliker, 2011). As the number of students increase, the number of available student services, including study abroad, has increased concurrently. Study abroad addresses one of the NDSU's principle statements of "teaching and learning environment within and outside of the traditional classroom" (NDSU, 2009). In the past decade, study abroad numbers more than doubled at NDSU, from 105 in the 2002-2003 academic year to 268 in the 2012-2013 academic year. The predominant ethnicity of students studying abroad is white at 92.54% as seen in Appendix B. Based on departmental data dating back to the 2005-2006 academic year for study abroad, 2007-2008 is the first year multicultural students, at 3.83% were reported as participants on study abroad programs (NDSU, 2008). While multicultural student participant numbers have doubled based on department records, NDSU would like numbers to continue to rise.

Office of Global Outreach

NDSU's interest in study abroad and Brazil reflects where the Office of Global Outreach is expanding its international agreements. The OGO currently has six Memorandums of Understanding (MOUs) with universities in Brazil.

A Memorandum of Understanding (MOU) is a general, non-binding statement of intent to cooperate or collaborate between NDSU and another institution. This agreement is the first step in establishing additional, more concrete agreements between the two institutions. The MOU must: 1) identify the partner institution 2) identify the jurisdiction of the international partner the agreement falls under 3)

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indicate the duration of the agreement and 4) have the proper signatories from each institution (NDSU, 2014b).

These six and counting MOUs reflect NDSU's growing interest in creating ties with academic institutions in Brazil. As stated above, the MOU is the first step to creating more concrete agreements, such as student exchange or direct enrollment with another institution. There is a push to increase the number of MOUs with Brazilian institutions as the number of Brazilian students studying at NDSU through IIE's Brazil Scientific Mobility Program and interest in Brazil rises.

Brazil Scientific Mobility Program

The second initiative by IIE, this one including interest in Brazil, is the Brazil Scientific Mobility Program. The Coordination for the Improvement of Higher Education Personnel is a foundation within the Ministry of Education in Brazil to "improve the quality of Brazil's faculty and staff in higher education through grant programs" (IIE, n.d.b). This government agency of Brazil and IIE have worked together to create the Brazil Scientific Mobility Program. The program "will provide scholarships to undergraduate students from Brazil for one year of study at colleges and universities in the United States" (IIE, n.d.a.). Priority is given to students in the Science, Technology, Engineering and Mathematics (STEM) fields. Students study in the United States for one year and then return to finish their degree in Brazil (IIE, n.d.a). At NDSU, there are currently 30 Brazilian students studying through this initiative (A. Kaufman, Personal communication, December 16, 2013).

Rationale

Influencing IIE's initiative and NDSU's interest in creating MOU's is the fact that Brazil was identified by Goldman Sachs in 2003 as one of several worldwide economies on the rise and projected to "overtake the six largest western economies in terms of economic might" in the 21st

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century. Brazil, Russia, India, and China (BRIC) all had four things in common: “large populations, underdeveloped economies, government that appeared willing to embrace global markets, and some elements of globalization...they all had the potential for rapid future growth” (Tett, 2010). As an emerging global economy, it is important for NDSU’s students to be exposed to Brazil as an emerging global economy and begin to forge ties there that be utilized later in their careers.

The ISSAS is writing a strategic plan that will address the vision of study abroad on campus.

The vision for the NDSU study abroad office is to maximize student experiences abroad through actively serving their needs. Study abroad staff members must be attentive to this continuously evolving process in order to achieve the desired increase in student mobility abroad. Through study abroad, students will learn to interact with the global community in a mature and accountable manner” (Gorder, 2014).

IC Brazil will aid ISSAS in meeting the goals laid out in their strategic plan by contributing to the increase of students studying abroad, the increase the number of multicultural students studying abroad, and “enhance student-focused recruitment” (Gorder, 2014, p. 5).

Specifically, the faculty-leader is building a course that enhances student learning on campus and “enhance their academic content while at the same time gain experience in a cultural immersion experience abroad” (Gorder, 2014, p. 26).

To attract multicultural students to the institution and as a method to retain them, NDSU created the Cultural Diversity Tuition Waiver. Multicultural students who are U.S. citizens or permanent residents are eligible for this waiver (NDSU, 2013f). Multicultural students can be defined as students who identify as “African American/Black; American Indian/Alaska Native; Asian/Pacific Islander; and Hispanic/Latino/Chicano” (NDSU, 2013e).

Given NDSU’s commitment to increasing the number of multicultural students studying at NDSU as outlined in their strategic plan, signing on to participate in IIE’s Generation Study

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Abroad challenge, and considering the number of Brazilian students studying at NDSU, creating a course aimed at multicultural students studying abroad in Brazil is a good choice. Brazil has a diverse past with people from many different backgrounds living in one country, similar to the United States. This can give students the opportunity to compare and contrast the United States and Brazil. Study abroad programs that run during spring break are considered spring semester programs and fall under the semester tuition cap; therefore participants only need to pay for the program costs of IC Brazil. Any spring semester scholarships or loans can be applied to assist with costs. If students plan ahead, they can apply for additional scholarships to offer further assistance, thereby making these programs more accessible to all students. Scholarships are awarded through the study abroad office and disbursed to the student's campus account.

Theoretical Foundations

Three theoretical theorists considered for this program are Bronfenbrenner, Chickering/Reisser, and Kolb. The first two were chosen because they are complementary to each other in focusing on the individual's development of identity. The third is based on student learning styles and comprehending the content of the course.

Urie Bronfenbrenner's Ecological Systems Theory is an approach to human development that focuses on how the environment influences an individual's development. The Ecological Systems Theory features five-environment systems that an individual interacts with (Appendix D). These five environment systems are:

- **Microsystem:** the relationships directly in contact with the individual.
- **Mesosystem:** the connection between the relationships of the individual's microsystem.
- **Exosystem:** the structures that the individual does not have direct contact but still influences the microsystem.

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- **Macrosystem:** cultural context the individual lives in.
- **Chronosystem:** this reflects the cumulative experiences over a person's lifetime (Bronfenbrenner, 1993).

Originally used to develop early childhood programs, these five systems illustrate how the environment around an individual influences their development. As the students' environment changes, so does its influence on the individual and they undergo change themselves. The faculty-leader needs to be aware of how environments influence students, as they move from Fargo to Rio de Janeiro, this knowledge will better prepare the leader to address the variety of challenges the students will encounter.

Chickering/Reisser have "argued that educational environments exert powerful influence" on students (Evan, 2010, 171). Chickering/Reisser's model has the seven vectors, where each student experiences the vectors at their own rate and based on a variety of factors including the institutional objectives, curriculum, and the services available, among others (171).

These vectors are:

1. **Developing Competence:** these competencies include intellectual, physical, and interpersonal and their expansion.
2. **Managing Emotions:** student recognizing and accepting of their emotions and the appropriate ways to handle them.
3. **Moving Through Autonomy Toward Interdependence:** increased emotional independence.
4. **Developing Mature Interpersonal Relationships:** accepting and appreciating differences in people. The creation of healthy and intimate relationships.

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5. Establishing Identity: realize identity differences based on gender, sexual orientation, and ethnic background.
6. Developing Purpose: develop career goals; make commitments to activities, interests, and people.
7. Developing Integrity: develop a value system that acknowledges and respects the beliefs of others (Student Development Theory, 2011).

Not all university students are in the same vectors and can be moving in between vectors. As a program open to all students, there is a high probability that the students will be in different vectors and respond to the intercultural communication theorists and the experiences they will have in Brazil accordingly. As stated in NDSU's Mission, Vision, Values, NDSU is committed to the "intellectual and personal development" of its students (NDSU, 2009). This can be achieved using the findings of these two theorists and understanding the personal individual development the students will undergo. This will aid the faculty-leader as he prepares the student for their time abroad and some of the challenges they may face.

Kolb's Experiential Learning Theory "defines learning as 'the process whereby knowledge is created through the transformation of experience'" (Kolb, p. 2). Experiential learning can be broken down into four stages: abstract conceptualization, active experimentation, concrete experience, and reflective observation (Appendix E). Students must experience all four stages in order for learning to become concrete (Carleton, 2012). Throughout the course, the students will experience each of the four stages in order to their learning to be concrete in the intercultural communication theories. Experiencing the four stages will lead to a deeper understanding of the intercultural communication theories studied and how they can be put to use in everyday life.

Needs Assessment

An environmental scan was done of the programs offered to NDSU students through the study abroad office. As previously mentioned, there are programs available in 75 countries, including Brazil through one of NDSU's provider partners. The most popular option for study abroad programs at NDSU is faculty-led programs (Appendix B) but there are not any programs that take students to South America. When looking at NDSU's peer institutions (Appendix F) through an examination of their websites, a little less than half of the peer institutions, including the University of Delaware, Iowa State University, University of Arkansas, University of Kentucky, University of Maine, University of Nebraska-Lincoln, and the University of Vermont run their own programs to Brazil. Other peer institutions use provider programs to give students the option of studying in Brazil.

Based on discussions with study abroad staff, an examination of the programs offered, and research of the goals laid out in the new strategic plan, I was able to identify multicultural students as a student population that needs expanded representation in study abroad on campus. After meeting with Mr. Oakgrove, the faculty-leader, I learned about the curriculum involved in University Studies 199 and realized that exploring the work of intercultural communication theorists Hall and Hofstede would be a natural continuation of their learning. Finally, after looking at locations that would generate content discussions and interest amongst students, Rio de Janeiro was chosen as their location. Brazil, and Rio de Janeiro, its former capital, has a vibrant and multicultural history that will provide an excellent opportunity to observe and practice the intercultural communication theories put forth by Hall and Hofstede.

Faculty members at NDSU are showing more interest in providing students the opportunity to study abroad on a short-term course. Based on records kept by the study abroad

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advisors indicate that in 2004 there were two faculty-led programs available to students (NDSU, 2004). In 2014, there are 20 faculty-led programs available to students (Appendix G). In light of the rise of faculty-led programs at NDSU, such programs are anticipated to continue to grow. Based on the percentage of students who participate in faculty-led programs, it can be inferred that NDSU students prefer to participate in faculty-led programs.

In addition to examining the study abroad programs available to students, I reviewed IIE'S analysis of where U.S. students study abroad. In the 2011-2012 school year, Brazil saw a 16.5% increase of U.S. studying abroad from the previous year (Open doors, 2013). In the 2006-2007 school year, Brazil did not make the top 20 of study abroad destinations for U.S. students (Open doors, 2008). Brazil is 14th for the 2011-2012 school year for study abroad destinations. This trend reflects students' growing interest in Brazil; NDSU's program offerings should therefore mirror both student and national trends.

Goals and Objectives

IC Brazil Goals and Objectives

The program goal of IC Brazil is to increase the number of multicultural students participating in study abroad programs through targeted marketing recruitment. Secondary goals of IC Brazil are to contribute to the diversification of study abroad locations NDSU offers, increase the number of faculty-led programs, and increase the overall numbers of students studying abroad. IC Brazil will meet those goals through the following objectives:

- IC Brazil alumni will be continuously utilized for peer-to-peer recruitment, advising, and classroom visits by 2019.

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- Increase the number of multicultural students participating in study abroad programs from its current level of 7% of the study abroad participants to 15% of the study abroad participants by 2019.
- By 2019, IC Brazil will be a recurring and sustainable course that has a minimum of 15 participants each spring semester.
- Contribute to the increase of students studying abroad from 2% to 5% of NDSU's student population.

Participant Goals and Objectives

IC Brazil strives for student participants to be able to identify and apply Hall and Hofstede's theories of intercultural communication to real-life situations as a primary goal. A secondary goal is that students will have had an international experience that leads to increasing diversity and internationalization at NDSU and to pass the course.

- IC Brazil students will be able to articulate Hall and Hofstede's intercultural communication theories, provide examples their understanding of it in Brazil, and compare and contrast NDSU and Brazil in their final paper.
- Students will be able to identify and state in their coursework how intercultural communication can aid them in their other courses and live experiences.
- Students will gain three credits for their completion and passing of IC Brazil.
- Students will gain intercultural skills and expand their knowledge about other cultures which will be reflected in their final papers.

Program Description

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IC Brazil is designed to enhance students' understanding of intercultural communication through the examination of theory, a practical experience abroad, and continued personal reflection upon return.

Potential Participants

All NDSU students are potential participants. Ideally, multicultural students from University Studies 199 will participate in this course. The intercultural communication topic is a natural continuation of the topics covered in the first course. The topics include Communication and Conflict Resolution and Community of Respect topics, and the workbook activities that are paired with the topics; the students from the University Studies 199 will also be familiar with the professor leading the course. Being familiar with the instructor of the course means students will feel more comfortable with the professor and more receptive to the program. The instructor will be able to set expectations of the course before students register for it. Spring break programs are open to all students, including freshmen. This ample availability to students in addition to the 2.5 GPA minimum requirement and no pre-requisites allow for a wide range of student participation.

Pre-departure

Program participants will receive their pre-departure session in the final class before the program departs for Brazil. Faculty leaders have the option of leading the pre-departure session themselves or utilizing the Assistant Director of Study Abroad, Tanya Kramer. It is per the faculty leader's discretion whether to lead the pre-departure session or to invite Tanya to do so. Either way, the topics covered in the pre-departure session include reviewing the itinerary, flight information, addressing culture shock, program expectations, receiving any additional documents they need, and addressing any number of student questions before departure. Students will receive some pre-departure information in their course syllabus as an introduction to what will be

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covered in the pre-departure session. In the syllabus, students will be given information regarding money matters, culture shock, the visa process, and packing tips.

On-Site

Students on-site in Rio de Janeiro will travel as a group for the cultural activities, including visiting Christ the Redeemer and Ipanema Market. They must attend all activities while in country. Based on the size of the program, students may be broken into smaller groups when participating in the volunteer activities. Students will have some limited time in country to work on their assignments further discussed in the curriculum section.

Re-entry

Program participants will have their last class after their return from Brazil. The final class will give the participants the opportunity to discuss their experiences in Brazil, submit their final papers, learn about reverse culture shock, and brainstorm how to incorporate their experience into their lives in the United States. If desired, the faculty leader may invite one of the study abroad advisors come in and speak about reverse culture shock and staying involved after their experience. Reverse culture shock will be touched on in the course syllabus and then further detail will be given in the final class.

Timeline

The timeline of the proposal can be viewed in Appendix H. The proposal for IC Brazil will be submitted by March 30, 2014 (Appendix I). It must be filled out by the faculty-leader and includes the course description, the provider assisting in country, the budget, and what assistance is desired from the study abroad advisors. The Assistant Director of Study Abroad approves the proposal once it has been submitted. The only qualifications needed for approval are department

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approval and the submission of the proposal. The search for the provider will be discussed in logistics.

Spring 2014

Starting in Spring 2014, marketing for IC Brazil will begin. The marketing will continue throughout the rest of the spring 2014 semester and into Summer and Fall 2014.

Fall 2014

All scholarship applications are due October 1, 2014.

Program applications are due December 1st, 2014 with rolling admissions. This set up is ideal as it maximizes the timeframe for student recruitment. Students will be encouraged to apply for their passport if they do not have one by the program deadline to ensure its arrival in time to apply for the Brazilian Tourist Visa. Visas will be discussed in the logistics section.

ISSAS will secure plane tickets for the student participants by December 15, 2014. This is also the time the provider is given final program numbers and names of the student participants. These steps allow the students to be able to apply for their visa.

January 2015

In January 2015, students will need to apply for the Brazilian Tourist visa. Brazil requires all U.S. citizens traveling to Brazil to acquire a visa for their visit. Students should have applied by the first day of class, January 14, 2015.

February 2015

In February 2015, students will be continuing to attend class every other week, reading the chapters required in their books, completing assignments, and preparing for their departure.

March 2015

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Students will participate in the course's pre-departure session and depart for Rio de Janeiro on Friday, March 13, 2015. The students and faculty-leaders will be gone until Sunday, March 22, 2015, when they return to Fargo (Appendix J).

April 2015

Students will attend their final class on April 1, 2015. This class will allow students to submit their final papers, receive reverse culture shock information, and talk about their experiences abroad. Students will be given course evaluations at this time. Additional information on student evaluations can be found in the "Evaluations" section of the paper.

Curriculum

As an embedded course, students will meet at the beginning of the semester, starting January 14, 2015 every other week until the trip departure on March 13, 2015. The intercultural communication theorists covered in this course are Edward Hall and his book *Beyond Culture* and Geert Hofstede and his book *Cultures Consequences: Comparing Values, Behaviors, Institutions and Organizations across Nations*. Additional readings include *Brazil on the Rise: the Story of a Country Transformed* by Larry Rohter and Roger Keesing's *Theories of Culture* (Appendix K). The limited amount of times students meet before the course departs means students must attend all classes and the failure to do so will result in not passing the course.

Edward Hall's *Beyond Culture* and Geert Hofstede's *Culture's Consequences: Comparing Values, Behaviors, Institutions and Organizations across Nations* were chosen due to their straight forward concepts and complementary nature of comparing one concept and contrasting it with another concept. Roger Keesing's *Theories of Culture* will be a supplemental reading that will provide students with information on the study of cultures, cultural analysis, and how views of cultures have evolved in the 20th century (Keesing, 1974).

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Hall's *Beyond Culture* introduces Hall's theory of high/low context culture. Low context cultures are direct in their methods of communication and value independence, while high context cultures are indirect in their methods of communication and place value on being the collective whole. Hall's theory gives broad strokes to high/low context cultures. He makes it clear that all cultures do not simply fall into one category or the other but can vary based on the topic and can vary from person to person in the culture. Hall identifies the United States as a low context culture and Brazil as a high context culture (Hall, 1976).

Hofstede's *Culture's Consequences: Comparing Values, Behaviors, Institutions and Organizations across Nations* introduce the idea of cultural dimensions. Hofstede first conducted a worldwide survey of employee values while working at IBM. He quantified his results and created his theory of cultural dimensions. These four dimensions that students will be reading about are: power distance, uncertainty avoidance, individualism and collectivism, and masculinity and femininity. Hofstede discusses power distance as the degree to which individuals accept power distribution in society. High power distance cultures accept a hierarchical order where everyone has a place. In low power distance cultures, the aim is the equal distribution of power. Uncertainty avoidance is society's tolerance for ambiguity. Cultures with high uncertainty avoidance, such as Brazil, adhere to rigid beliefs and behaviors (The Hofstede Centre, 2014). The United States falls in the middle of the uncertainty avoidance dimension. Countries with low uncertainty avoidance maintain that practice is more important than beliefs (Hofstede, 2001). Individualism and collectivism is the third area students will be learning about. Individualist cultures focus more on individual achievements while collectivist cultures focus on the individual's role within a group, such as family. Masculinity and femininity refers to what society values more competition and material rewards or consensus. The

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masculinity portion of this dimension focuses on the culture's preference for achievement, assertiveness, and material rewards, the United States being a prime example. The femininity portion of this dimension focuses on the culture's preference for societal cooperation and quality of life. Brazil falls in the middle on the masculinity and femininity scale (The Hofstede Centre, 2014).

Throughout the course, students will be reading Rohter's *Brazil on the Rise*. This book focuses on the transformation Brazil has undergone within the last century and the key factors that have influenced the transformation. To orient the reader, it delves into Brazil's history, peels back the layers on its diverse culture, and examines Brazil's social and cultural issues (Rohter, 2010). Students knowing part of the history of the country they will travel to will help inform their observations and allow for greater understanding of the country.

An additional website "Brazil: language, culture, customs, and etiquette" is available for students to look at. This website provides insight to Brazil, basic statistics of the country, diversity, familial values, and etiquette. This website provides information that is easy to read and broken down for understanding (Kwitessential, 2014).

Students will be using Kolb's Experiential Learning theory as they are introduced to the intercultural communication theorists and their concepts. Students will demonstrate their understanding of Hall and Hofstede's theories in class through discussions and a presentation before departure. The presentation is made up of one or more aspects of intercultural communication theories or comparing the two theorists. During their time in Brazil, students will be required to write eight electronic journal entries they will need to complete. These journal entries will be the basis for their final paper. The final class is two weeks after the students' return to the United States and this when the final paper is due. Students will choose one or more

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components of either theorist, discuss their observations in Brazil in relation to this component, and outline how learning about intercultural communication theory enhanced their experiences in Brazil.

Staffing Plan

Traditionally, NDSU faculty-led programs have a leader and co-leader on the program. The leaders have been chosen for their specific skill set. As the main face of IC Brazil and person several students will have already interacted with or studied under, Mr. Oakgrove is the ideal candidate as a faculty-leader.

Erin Brady is an international admissions coordinator in the Office of Global Outreach with valuable prior experience studying and living in Rio de Janeiro. As the co-faculty-leader, she will have less pre-departure responsibilities and more responsibilities on the ground. Ms. Brady will lead students on-site, provide insight to Mr. Oakgrove based on her time in Rio de Janeiro, and help guide the large group of students. Ms. Brady will still need to attend IC Brazil classes before departure and the closing course after the students return.

The study abroad advisors in the Office of International Student and Study Abroad Services will provide the faculty-leaders with support during all stages of the course. Their roles in the marketing IC Brazil will be discussed in the next section. The advisors will also advise students on the steps in the application process, what documents they need, course registration, and answering questions. The advisors, particularly Tanya Kramer, who oversees faculty-lead programs, will aid the faculty-leaders in preparation of the course. She can provide resources and communicate with the provider staff.

As an intern in ISAAS at NDSU, I contributed to the office by creating IC Brazil. The creation of IC Brazil came out of a desire for a program aimed at multicultural students learning

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in a multicultural environment. In shaping IC Brazil, the curriculum taught in University Studies 199 was researched and collaboration occurred with the faculty-leader about the content IC Brazil students will study. Hall and Hofstede were chosen while using the experiential learning cycle for student learning. Potential itineraries were generated based on the curriculum. Site visits are based on suggestions from native Brazilians and Ms. Brady provided input from her time in Rio de Janeiro. Other areas that of program design that needed attention included:

- Choosing course texts
- Choosing course assignments
- Choosing sites to visit that complement the materials
- Preparing the marketing plan
- Preparing the recruitment plan
- Scouting potential providers

Putting these pieces together to create a program that fits into NDSU's study abroad portfolio took an extensive amount of time and collaboration with other members of NDSU's staff. After I departed NDSU, I have maintained contact with the faculty-leaders and the study abroad advisors as they prepare to market, recruit, and teach the course.

The provider has chosen staff members on hand to help the faculty leaders if they run into any issues. Provider staff will have secured housing, arranged ground transportation, and confirmed activity reservations for the group. Their staff will also be familiar with Rio de Janeiro, are used as resources in case of an emergency, and help guide the leaders throughout Rio de Janeiro.

The various staff members involved in IC Brazil all serve a purpose to provide the best program possible to the participants. The study abroad advisors and provider staff members are

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able to provide support to the faculty-leaders to help them during all phases of their program.

The faculty-leaders are able to use their expertise to educate the students and as the designer of the program, I am able to make sure all components of the program work together so IC Brazil runs smoothly.

Program Marketing

NDSU's study abroad staff produces a brochure (Appendix L) for each faculty-led program. These brochures are available in the and on the ISSAS website where students can search for all programs available. There is information sessions every Monday through Thursday from 4:00 to 5:00 PM. When students attend these sessions, based on their regional preferences, academic and financial needs they are advised on the different programs available. Any programs, including IC Brazil can be talked about at this time.

April is Global Awareness Month, "an annual month long series of events designed to explore and celebrate diversity from around the world" (NDSU, 2014C). Overseen by the ISAAS and in conjunction with the Brazil Scientific Mobility Program's students, a Brazil Night will take place on campus. This campus event will take place on April 24, 2014. It will feature Brazilian food, capoeira, dancing demonstrations, booths about different regions of Brazil, and student presentations. This event is open to the entire campus and the faculty-leader will be present to give a brief overview of the program. The leader will have the brochure available to hand out and can field any questions from interested students.

The fall semester study abroad fair occurs yearly, three weeks after the new semester starts in the Memorial Union on NDSU's campus. The fall semester study abroad fair has in attendance all of the study abroad advisors, a representative from each of the providers, faculty members who are leading faculty-led programs, study abroad alumni, and a representative for the

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International Studies major. The department estimates that 300 to 350 students attended the study fair in fall 2013 (Personal interview, 2014b). At the fair, the faculty-leader will be at a table to talk about the program.

Posters, orientation breakout sessions, and classroom visits are additional tools used by the study abroad advisors to market programs on campus. The orientation breakout sessions are for incoming freshmen students to NDSU that occur during the summer break. At the summer orientation, students and their families attend different sessions about academic courses, services offered, and additional information about NDSU. At this orientation, the breakout sessions are for the parents of the students attending NDSU. The study abroad breakout session outlines the benefits of study abroad, how to finance study abroad, and highlights different programs. In these sessions, IC Brazil can be one of the programs highlighted by advisors. Parents can be important advocates for study abroad as they may be helping students finance their education or are very involved in their child's education.

Classroom visits are conducted within the first three weeks at NDSU by study abroad advisors. Within the first week, all faculty members are contacted about classroom visits. In fall 2013, NDSU's study abroad advisors made 45 classroom visits, up from 32 the previous year. If there is no time for a study abroad advisor to have a classroom visit, faculty are able to show a study abroad podcast available on the study abroad website. This podcast gives an introduction to the study abroad opportunities on campus and highlights some of the available programs (Personal interview, 2014b). Faculty-members who are leading their own program talk about their programs in their own classrooms and hold their own information sessions throughout the semester. They distribute the marketing materials provided by ISAAS including posters to be displayed in prominent locations on campus and the brochures to be given out in class and at the

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their information sessions held in the faculty leader's class; this will be expanded in the Recruitment section.

Carl Herrin, the Director of Education Abroad Initiatives for the Academy for International Development stated, "if you want a more representative group, you have to work hard to get it. Not just for a little while: you have to sustain the investment" (Reddin, 2007). Targeted marketing can be a tool for increasing the number of multicultural students in study abroad. The OMP, a central location on campus that provides a variety of services to all multicultural students at NDSU (NDSU, 2013e), is a natural location for IC Brazil posters and brochures. It provides an opportunity for the faculty-leader to engage students on the benefits of study abroad and how IC Brazil can positively impact their academic and personal lives.

As the program grows, IC Brazil alumni can assist in marketing the program to potential students. NDSU currently has the Bison Abroad Ambassador Internship for study abroad alumni. The responsibilities of the Bison Abroad Ambassadors are to market study abroad in "classroom visits...pre-departure orientation...and study abroad info sessions" (NDSU 2014a). Returned students can be utilized as resources for potential IC Brazil participants, by completing classroom visits, and participating in information sessions.

Student Recruitment and Admissions

Recruitment

Student participants are going to be recruited primarily through the University Studies 199 course taught by the faculty-leader, Mr. Oakgrove because the main targeted audience is multicultural students to serve the purpose of the course. All students at NDSU are required to complete the general education requirement: University Studies 189 or University Studies 199, which is "designed to ease the transition for new students at NDSU." In this course, students

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learn about the available resources at NDSU and to learn skills “used by successful college students” (NDSU, 2013j). University Studies 199 is the same course as University Studies 189, but aimed toward multicultural students at NDSU. As NAFSA’s Guide to Education Abroad highlights, faculty are “uniquely positioned to recruit for education abroad” (p. 79), as faculty members have the most face-time with students. Mr. Oakgrove will recruit students from University Studies 199 for his additional study abroad course, IC Brazil. Students will have familiarity with the faculty-leader and are more likely to be interested in a program being led by someone they know (Bullins, 2013). He will have had face-time with students to discuss the course, its benefits, and hopefully that will lead to his students enrolling in IC Brazil.

Discussed in the marketing section, the location of the faculty-leader’s office in the OMP is in the Memorial Union, a location heavy traffic on campus and an opportunity to discuss the program with students who visit the faculty-leader’s office, if the situation is appropriate. The downside is there is no guarantee that the targeted marketing and recruitment of multicultural students will lead to those students enrolling in the program.

Admissions

All students are available to enroll in IC Brazil. Students must maintain a minimum GPA of 2.5 and must be in good standing with the university by the time the program departs. This means students who are on an active suspension can still sign up for the program but they may not have any active suspensions against them when the program departs. Students will apply to the course through the study abroad webpage. The application process is in two stages: pre-decision and post-decision.

Pre-decision students must complete certain steps before they are accepted into the program. They must first fill out an application with their biographical information, provide

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references, and send their information to the Student Life Office to make sure they are in good standing. Next, students are encouraged to visit with the Financial Aid Office, and fill out the emergency contact information (Appendices M & N). The university's computer system pulls the student's information to fill out their academic standing, major, and other information. If the student meets the requirements laid out in the program brochures and pays the \$75 application fee, they are accepted into the program.

Post-decision students must submit health information forms; sign a condition of participation, the financial agreement, the risk and release form, and the use of personal information and photos release. Students will have the program fees billed to their NDSU account.

Logistics

When creating this program, one of the major components is creating a balance between offering an effective program and keeping costs low to appeal to all NDSU students. Traditionally at NDSU, faculty-led programs use a third-party provider for on-site logistics. Spencer and Tuma (2007) believe it is important to have contacts and logistical support in a region when designing a faculty-led program. For this reason, four of the providers NDSU's Office of International Student and Study Abroad Services has existing agreements with that are in Brazil were contacted for program cost estimates: these four providers are AIFS, GlobalLinks, API, and IES Abroad. These four providers each needed to fill out a proposal with the dates of the program, the anticipated number of participants, preferred housing, whether or not flights would be included in the cost, a potential itinerary, and a syllabus of the course. Of these four providers, two of the providers do not work on programs that are in country for less than two-weeks, one did not respond to the inquiry, and AIFS has been chosen as the provider. AIFS has

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made arrangements for the group's accommodations, site visits, tours, additional support for faculty leaders, and some meals.

Visa

As students will not be studying at a Brazilian university, they will not qualify for a student visa. Instead, the group including the faculty leaders will need to apply for a tourist visa. North Dakota faculty and participants must apply to the Brazilian Embassy in Chicago, Illinois. The Brazilian embassy requires anywhere from two to 30 business days to process a visa application. Students are encouraged to apply for their visa as soon as possible in the Spring 2015 semester. When students are first registered for classes and have access to their course materials on the education site "Blackboard," students will be able to read about the visa process that is included in the syllabus. The link to the Brazilian Embassy's website is included in the syllabus and allows for the students to explore the requirements before the beginning of the semester. Based on the requirements for the Chicago, Illinois Embassy, students must provide their flight dates and the name of the hotel they are staying at (Travista, 2014) in their visa application.

Finance

Students interested in scholarships for their study abroad experience have until October 1, 2014 to apply. NDSU offers ten different scholarships to students (NDSU, 2013f). In addition to the scholarships available on the NDSU website, students are encouraged to search for additional scholarships they may be eligible for. Students must visit with the Financial Aid Office to create a budget for their time abroad and discuss if their financial aid can be applied to the program (Personal interview 2014a).

Pre-departure

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Before IC Brazil departs, students will receive pre-departure support from the faculty-leaders and ISSAS's study abroad advisors when applying for their tourist visa. A pre-departure orientation on the Wednesday before departure will provide students with information about what to expect in Brazil, culture shock, expenses, packing tips, and provide answers to additional questions that may come up. Some of these topics are included in the course syllabus.

Travel

All faculty and students will travel together to Brazil. One of the study abroad advisors will arrange flights for everyone from Fargo to Rio de Janeiro. Everyone will meet at Hector International Airport for departure on Friday March 13, 2015. They will travel to Rio de Janeiro, arriving on March 14, 2015. All participants will use ground transportation arranged by AIFS staff from the airport to the hotel. They will alternate between this transportation and the use of public transportation for the duration of their stay in Brazil. As the program continues to run each year and the faculty becomes more acquainted with Rio de Janeiro, they are able make in-country modifications.

On Saturday, March 21, 2015, all participants will travel to the Galeão-Antônio Carlos Jobim International Airport in Rio de Janeiro to return to the United States. They will return to Fargo on Sunday March 22, 2015 for classes to resume the following day. Students will be responsible for their own pick-up from the airport.

Accommodations

Students and faculty-leaders will stay in a hotel during their time in Rio de Janeiro. All rooms will have students of the same gender stay together. The maximum number of students staying in one room is six. The hotel will provide students with breakfast each morning and its location gives students the opportunity to have as much time to explore the city and participate in

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all of the items in the itinerary. As the program continues to run each spring break and the relationship with AIFS grows, the opportunity to stay with host families will be available.

Site Visits

The sites chosen for this program reflect the variety of cultural experiences available in Rio de Janeiro. Students will be able to use this variety to gain a broad view of Brazilian culture and have a multitude of interactions, at sites familiar and unknown to those outside of Brazil.

Volunteering

Students will have the opportunity to volunteer three mornings that week for four to five hours at a community organization identified by AIFS closer to the departure date. The volunteer component of the program allows students to spend an extended period of time with native Brazilians and have first-hand interactions, deepening their understanding of and identification of intercultural communication theories. The volunteer site will be chosen in fall 2014 so the provider has ample time to find an organization where NDSU students can be of service to the local populations.

Health and Safety Plan

There are three areas of the health and safety plan: pre-departure, on-site, and re-entry. All areas will be discussed with participants before the group departs for Brazil and are in line with NDSU's student safety policies. NDSU's student safety policies have been put together by NDSU's Student Affairs.

Pre-departure

Medical Forms:

Participants are required to sign all medical forms and waivers for NDSU during the application process. These medical forms include emergency contact information, allergies, and

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any medical conditions the student would like to disclose. Students will need to be prepared for lots of walking and one hike involved in the program.

Vaccinations:

Brazil requires all travelers to have general up-to-date vaccinations before arriving. These vaccinations include Hepatitis A, typhoid, Hepatitis B, MMR (measles, mumps, and rubella), Tdap (tetanus, diphtheria, and pertussis) and varicella. Students can visit the Student Health Service on campus to receive any updates to their immunizations. Students may also visit their primary care physician or a travel clinic (CDC, 2014). Students and staff may check the Center for Disease Control or the U.S. State Department's page on Brazil for more information. If students have traveled to certain countries within 90 days of their arrival in Brazil, they are also subject to a yellow fever vaccination, more information on this can be found on the Brazil Embassy's website for visitors (Travista, 2014).

Insurance:

All NDSU study abroad programs use Cultural Insurance Services International or CISI insurance. This insurance covers a multitude of areas, including loss of limb, short and long-term hospitalizations, and the repatriation of remains. The insurance company will also advise on communicating with emergency contacts during a time of crisis, which will be expanded on later.

Other:

NDSU advises all students to register with the U.S. State Department's Smart Traveler Enrollment Program (STEP) before their departure. In case of an emergency, U.S. State Department officials will be better able to assist U.S. citizens as they have registered their trip with the U.S. Embassy (NDSU, 2013d).

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The Center for Disease Control recommends participants have a doctor's note for any and all prescriptions they will be taking with them to Brazil. Not all medications prescribed in the United States are legal in other countries or may be confiscated when entering the country. Participants should make sure they have enough of their prescriptions to last the entirety of their trip (CDC, 2014).

On-site

Emergency card:

All participants are given an emergency card before departure that includes the names and numbers of ISSAS's study abroad staff, a place to write down the nearest U.S. Embassy information, and on-site contact information (Appendix O). Participants are responsible for keeping this card in a safe but accessible place in case of an emergency.

Laws and Policies:

All participants are subject to Brazilian laws while in country and NDSU's Student Code of Conduct and U.S. Laws. Students can find more information about the NDSU Code of Conduct on the study abroad website under Health and Safety (NDSU, 2013d). Students are responsible for learning the laws of Brazil while in Rio de Janeiro; while something may be legal in the United States, it is not always the case in another country. In the event of a participant arrest, ISSAS has articulated what to do in their emergency guidelines.

Re-entry

In the final class of the course, students will have the opportunity to reflect upon the course and their experiences in Rio de Janeiro. As previously discussed in the curriculum section, students' journal entries and final paper are due at the last class. Students will have the

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opportunity to discuss their time in Brazil and talk about how they can incorporate their learning into their lives and future careers.

Reverse cultural shock is a natural part of the return process. Participants will have a re-entry session in the final class of their course. Students will be given an overview of reverse culture shock, some tips to work through it, and how to incorporate their experience back into their lives in the United States. Students will also be encouraged to visit the Counseling Center on NDSU's campus for additional support if needed.

Crisis Management Plan

ISSAS has emergency guidelines in place in case of an emergency situation on a program. NDSU considers the following situations an emergency:

- Serious injury or illness
- A missing student
- Natural or man-made disaster
- Political instability
- Assault or rape of a student
- Student incarceration
- A student experiencing a psychological or emotional deterioration
- A hostage or kidnapping situation
- Death of student

In any of these cases, the crisis management team will need to be convened. Comprising of different departments on campus (Appendix P), each member is responsible for advising the on-site director of the appropriate course of action depending and who will be responsible for what (Appendix Q). All situation responses are based off of NDSU's existing policies for on-

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campus incidents. NDSU's study abroad staff will follow U.S. State Department suggestions when creating and assessing programs in the case of an emergency. Students must report any issues to the faculty-leader.

In a situation where the insurance company gets involved, they will be responsible for communicating with the student's family. As emergencies are their area of expertise, they are knowledgeable in balancing student's privacy and alerting their family to the situation without violating the student's privacy.

It is also encouraged for the student or faculty-leader to alert the U.S. Embassy when a situation listed above arises. The U.S. Embassy has support services available to U.S. citizens who request them. Officials have access to U.S. citizens that program members will not have access to in case of an incarceration. If an international student is studying abroad and is in need of Embassy services, the faculty-leader will contact the student's home embassy for assistance.

When a situation arises that does not require the crisis management team to be convened, the faculty-leader will still alert a member of study abroad (Appendix R). No matter the issue, the proper documentation must be submitted to the NDSU for reporting.

Budget and Budget Notes

Budget

NDSU faculty-led programs are paid for through student fees. The budget below for IC Brazil represents the costs based on the number of student participants. The first column represents the different costs associated with the program. The second and third columns reflect program costs, both fixed and variable, based on the amount of students participating in IC Brazil. The fourth column is the amount of resources study abroad has for marketing and the faculty-leaders' per diem.

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Category	Fixed Cost	Variable Cost	Fixed Cost	Variable Cost	NDSU resources
Program Costs in U.S. Dollars	20+ students		15-19 students		
Marketing					
Posters					150
Presentation materials					50
Brochures					150
Administration					
Faculty-leader per diem					1400
Co-Faculty leader per diem					1400
Student Costs					
Course materials		150		150	
Application fee	50		50		
Provider fee	50		50		
Program fee		1945		1795	
Included in program fee: insurance					
Included in program fee: hotel					
Included in program fee: entrance to sites					
Included in program fee: cost of staff travel					
Included in program fee: on-site support					
Included in program fee: airport transportation					
Included in program fee: welcome and farewell dinners					
Passport		135			
Visa	160				
Flight		1400		1400	
Meals		350		350	
Personal Expenses		400		400	
Public Transportation		40		40	
Contingency Plan	702		702		
Total Costs	962	4320	962	4135	3150
Total Costs		5282		5097	

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Budget Notes

IC Brazil's students will not have to pay any additional tuition to NDSU for their participation in this program since students have already paid for the spring semester and their time abroad is during spring break. Instead students will need to pay for the cost of their plane ticket, passport if they do not already have one, tourist visa, and the program fee. The program fee is based on the number of students who participate in the program. The Program Fee to AIFS includes:

- Lodging
- Transportation to and from the airport, farther distance locations
- Welcome and farewell dinners
- On-site AIFS support
- Insurance
- Entrance fees to sites
- Faculty-leader costs

The faculty-leader costs include their travel to Rio de Janeiro, their hotel stay, and entrance to site visits. The faculty-leaders will receive their normal salary while leading the program and not be paid any additional salary for their participation in the program. The Study Abroad Office has an annual budget to cover office expenses, including faculty per diem, marketing materials, and promotional events (Gorder, 2014).

Additional expenses for students are two fees: one to NDSU Study Abroad and another AIFS. These two fees will be billed as one to the students and are divided and paid to the proper offices by the Assistant Director of Study Abroad. Costs that will vary are their remaining meals and any personal spending in Brazil.

Evaluation Plan

Program Evaluation

To ensure IC Brazil was fulfilling its goals and objectives, ISSAS has standard program evaluations (Appendix S) that are sent to each returning student that is sent out by the Office of Institutional Research and Analysis (C. Speer, February 7, 2014, Personal interview). This evaluation will be given out when students return from their program and will be sent to the participants' email addresses kept on file by the university. The evaluation should be completed and submitted within two weeks of receiving it. The results of the evaluation are put into a report that shows the response percentages from each of the questions posed based on the number of people who responded. The Office of Institutional Research and Analysis sends this report to the Assistant Director of Study Abroad. The Assistant Director of Study Abroad sends it on to the faculty-leaders (T. Kramer, February 10, 2014, Personal interview).

The evaluation consists of the participants rating on a scale of 1 to 5 with 1 being very poor and 5 being very good: the faculty-leader's effectiveness teaching the course, the faculty-leader's ability to link the course content to the activities in-country, rate the cost of the program in regards to the content delivered, and whether they would recommend the course in the future. Students will also have the opportunity to write in detail about the strengths of the program, the areas in which the course could improve, and what they would like to see for the future of IC Brazil.

IC Brazil will be evaluated each year that it runs. The study abroad advisors will keep track of all the evaluations submitted by students and analyze the study abroad data gathered and synthesized each year. It may take one or two years for IC Brazil to grow. It will require further review of IC Brazil's student participation numbers and its objectives. An ideal time for this is

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when the study abroad advisors are examining how NDSU met its IIE's Generation Study Abroad in 2019.

Student Learning Evaluation

Another tool of evaluation will be the students' final paper. In their final papers, students will connect the theories learned in class with their experiences in Brazil. Based on the content written in these papers, both students and the program will be evaluated.

The faculty leaders will read all evaluations submitted by students. Based on the content of the evaluations submitted and the responses from the final papers submitted, modifications to the course, its orientation, the sites visited, and general execution can be made. If desired, the faculty-leader can meet with the study abroad advisors to discuss program modifications and course evaluations.

Conclusions

Review

Study abroad participation is increasing at NDSU. The institution sees the benefit of its students studying abroad and are taking steps to increase the number of its students studying abroad, including signing onto IIE's Generations Study Abroad Initiative. The creation of a short-term course-embedded faculty-led program to Brazil compliments the portfolio of programs NDSU's ISSAS already has in place and is designed to meet the needs of its students. The majority of the students at NDSU participate in faculty-led programs and a faculty-led program to a location that is seeing a rise in number of U.S. studying there would allow NDSU to remain a competitive university in regards to its peer institutions and their offerings. Brazil's importance on the world stage has grown over the past decade; having been identified as a BRIC country by Goldman Sachs. IIE has created the Scientific Mobility Program that is directly causing the number of Brazilian students studying at NDSU to rise. Interest in Brazil will

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continue to be on the rise as the host for two major international sporting events, FIFA's World Cup and Summer Olympics host that led to attention from people all over the world.

The creation of a program that builds off of the current curriculum offered in University Studies 199 will help NDSU meet several of the goals laid out in IIE's Generations Study Abroad pledge: to increase the number of multicultural students participating in study abroad as well as the overall number of students studying abroad. Targeted marketing toward multicultural students and utilizing the alumni to better recruit future participants can lead to higher numbers of multicultural students studying abroad. This strategy can be used as a model to other university's study abroad offices while simultaneously meeting the needs of NDSU.

The intercultural communication theorists Hall and Hofstede contribute to the creation of global citizens that NDSU lay out in its mission. Intercultural communication offers skills that can be used in academic, professional, and personal situations for the rest of the students' lives. The course can evolve over time by adding additional theorists to the curriculum and the timing of the course can be shifted from mid-semester to the end of semester based on the desires of the faculty-leader. This flexibility allows the program to be sustainable in the future to meet the changing needs of NDSU and its students.

IC Brazil will contribute to NDSU by expanding on the course-embedded programs that are already in place. The expansion of this course type may open up new program possibilities to other faculty members and can become a niche program at NDSU. As more faculty members add short-term course-embedded programs, NDSU's offerings can act as a model to other study abroad offices. IC Brazil will also expand the number of multicultural students studying abroad at NDSU, aid the institution in accomplishing its student mobility goals, and contribute to the

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strategies put forth in the strategic plan and the mission of “intellectual and personal development” of its students (NDSU, 2009).

Limitations

One area of IC Brazil that cannot be guaranteed is the increased participation of multicultural students. Targeted recruitment, utilizing a faculty-leader students are familiar with, placing the course in a semester students are already enrolled in may not attract any students to IC Brazil. There can be several reasons for this: program costs are still high with the tuition waiver, lack of interest in Brazil, inability for students and the faculty-leader to connect, and general disinterest. The faculty-leader can off-set some of these reasons by engaging with the students, discussing what Brazil has to offer, and guiding students to the study abroad advisors who can help them with any concerns they have. This aspect is still an unknown even with all of the preparation going into the marketing and recruitment of students.

Future Contributions

IC Brazil is able to contribute beyond NDSU and its goals of integrating study abroad onto its campus. Course-embedded programs can be utilized on university campuses, as short-term study abroad programs are now the most popular types of study abroad making up 58.9% of the study abroad programs in the 2011/2012 academic year (Open doors, 2013). Course-embedded programs can be used to enhance students’ learning, can be a new avenue for completing general education requirement courses, and could eventually be how some universities or academic majors have their students study abroad or make it a requirement. Course-embedded programs serve the need of keeping certain majors “on track” if their course work is particularly rigid and still provides students with an international experience. It is up to study abroad offices to create programs that best fit the needs of their students. A variety of

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options to students mean there is a program for everyone, including those students who may be hesitant on leaving the campus for an extended period of time. IC Brazil provides students the opportunity to study abroad while maintaining their full course load on campus. As a program open to all students on campus, it can also be a gateway to additional study abroad opportunities later. There is no telling how many institutions may decide to adapt this model.

If IC Brazil is successful in attracting multicultural students to study abroad, other universities can adapt the marketing and recruitment methods employed at NDSU. There really is no telling how IC Brazil can impact the field of International Education and it will take until 2019 and full program cycles to see the success at NDSU. Based on IC Brazil's success, it can be a new model in multicultural student recruitment and integrating study abroad into university campuses.

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26B9-564D-D60CB5566578B81B](http://ndsustudyabroad.applicationgateway.com/index.cfm?FuseAction=Abroad.ViewLink&Parent_ID=84E903E7-26B9-564D-D6D2A0D8857101FA&Link_ID=DCB188FF-26B9-564D-D60CB5566578B81B).

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Appendices

Appendix A:



Generation Study Abroad – Join the Commitment

To join the Generation Study Abroad Commitment, please complete this form and submit this form along with your letter of commitment to StudyAbroad@iie.org. Deadline for submission is February 14, 2014.

Step 1: Describe your Baseline

For Academic Year 2011/12 (reported in Open Doors 2013)	
Total student enrollment	14,399
Undergraduate student enrollment	11,911
Degrees conferred	2,477
Number of students studying abroad (Undergrad, Grad, and Total)	Undergrad: 260; Grad: 5 TOTAL: 265
Study Abroad Participation Rate (Undergraduate, Grad and Total, if available)	Undergrad: 2.18%; Grad: .02% TOTAL: 1.84%

Step 2: Set your Target

For colleges and universities: My institution pledges to double or to significantly increase the number of students who study abroad. *(For educational associations and other private sector organizations, see Step 3)*

Targets can include: pledging to double the number of students who study abroad by the end of the decade; increasing the participation rate to a specific percentage; requiring all students to have a study abroad experience; etc. *Important:* Your target must be ambitious and represent a stretch for your institution, and it must contribute significantly to the overall goal of doubling U.S. study abroad.

Our Pledge (specify target): ___To increase study abroad participation from nearly 2% to 5%_____

Step 3: Agree to Actions

In addition to meeting the target listed above, my institution pledges to undertake new and expanded activities to enable more students to study abroad, and to report these to IIE. These might include:

- Launch a new study abroad initiative or scholarship
- Provide an innovate new support service for students
- Help students engage internationally through service learning, research, or internships
- Make it possible for more underrepresented students to study abroad
- Engage study abroad alumni in new and creative ways
- *For education associations and private sector organizations, this can include contributing significant support through providing scholarships, producing materials, or offering services.*

Step 4: Describe Your Pledged Target and Actions

Submit a letter of commitment, signed by your President or Senior International Officer, describing why your institution is joining the Generation Study Abroad commitment, the specific target you are setting, and how you plan to achieve the target by the end of the decade, as well as specific actions you pledge to take or resources you will contribute.

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Contact information for your primary institutional representative for this commitment:

Name:	Dean L. Bresciani
Title:	President
Institution:	North Dakota State University
Address:	1340 Administration Avenue
City, State, Zip:	Fargo, ND 58102
Email:	Ndsu.presidents.office@ndsu.edu

Signature:  Date: 1-29-14

Submit this form along with your letter of commitment from your President of Senior International Officer to IIE by **February 14, 2014** in order to be included in our press launch. Please email your materials StudyAbroad@iie.org.

If you have questions, please contact:



Dear Institute of International Education,

North Dakota State University (NDSU) recognizes the value of international education to its mission of “addressing the need and aspirations of people in a changing world building on our land-grant foundation.” A globally engaged campus enhances our students and faculty both personally and professionally and ultimately benefits the people of North Dakota. Therefore, we wholeheartedly accept IIE’s “Generation Study Abroad Challenge” and are excited to pledge that we will more than double our study abroad participation by 2019. To show our support for study abroad, we plan to boost participation levels to 5%, which is an increase of 3% from the 2012-2013 level.

NDSU pledges to take on the following initiatives and to provide the following resources in order to help us reach our aforementioned study abroad participation goals:

Improve College and Departmental Support

Collaboration across campus is a significant step that can be made to help students see study abroad as an integral part of their academic career. Creating connections within departments by locating study abroad champions and determining the recommended semester for study abroad within each major will help with academic advising.

Expand Underrepresented Student Participation

NDSU aims to increase participation of our underrepresented populations in study abroad. We will continue with our marketing and recruitment efforts to include first-generation, STEM majors, diverse students, athletes, veterans, and other underrepresented populations with the goal of matching our campus demographics.

Increase NDSU Student Miles Scholarship Awards

NDSU awards scholarships for free airline tickets to students who study abroad by asking NDSU faculty and staff to participate in our business miles program. To date we have been able to award twelve scholarships, however we plan to triple the amount of awards by boosting faculty and staff participation in the program.

Enhance Peer Recruitment, Mentoring, and Advocacy

We will enhance our current programs for returned study abroad students in order to invigorate and broaden peer-to-peer recruitment and mentoring. The creation of a study abroad student organization will allow returned students to take on recruitment and mentoring activities and to participate in study abroad advocacy efforts.

The combination of additional numbers of scholarships and loans awarded, peer involvement, expanding participation to underrepresented populations, and improving support across campus will inevitably lead to higher study abroad participation. As a Carnegie “Very High Research” institution, we are ready to reach beyond the traditional classroom setting by taking it to the next level. We are committed to making global learning a priority during the next five years.

Sincerely,

A handwritten signature in blue ink, appearing to read "Dean Bresciani", is written over a light blue horizontal line.

Dean Bresciani

President

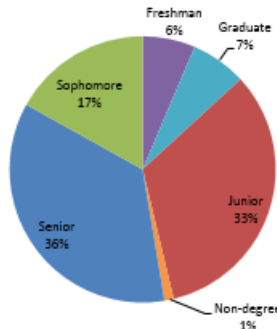
OFFICE OF THE PRESIDENT

NDSU Dept 1000 | PO Box 6050 | Fargo ND 58108-6050 | 701.231.7211 | Fax 701.231.8722 | www.ndsu.edu

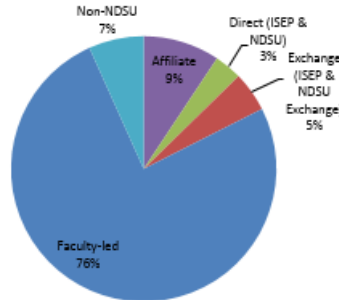
NDSU is an EDI/AA university.

Appendix B:

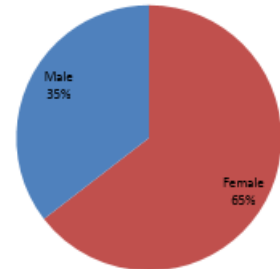
Percent of Study Abroad Students by Academic Level



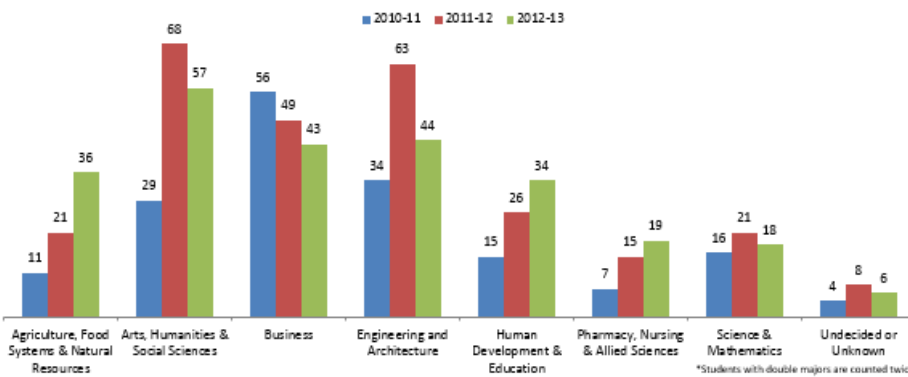
Percent of Study Abroad Students by Program Type



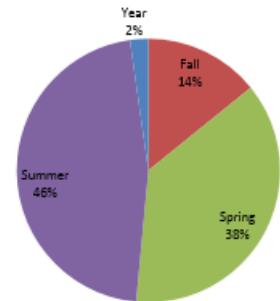
Percent of Study Abroad Students by Gender



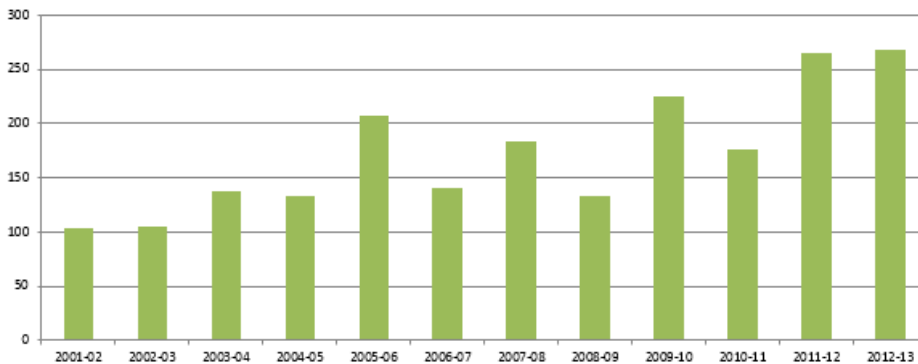
Number of Study Abroad Students* by College



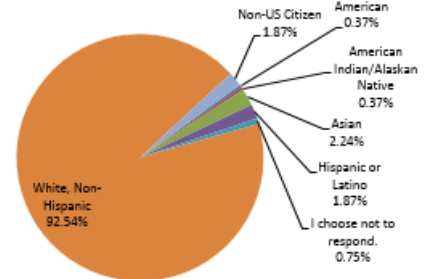
Percent of Study Abroad Students by Semester



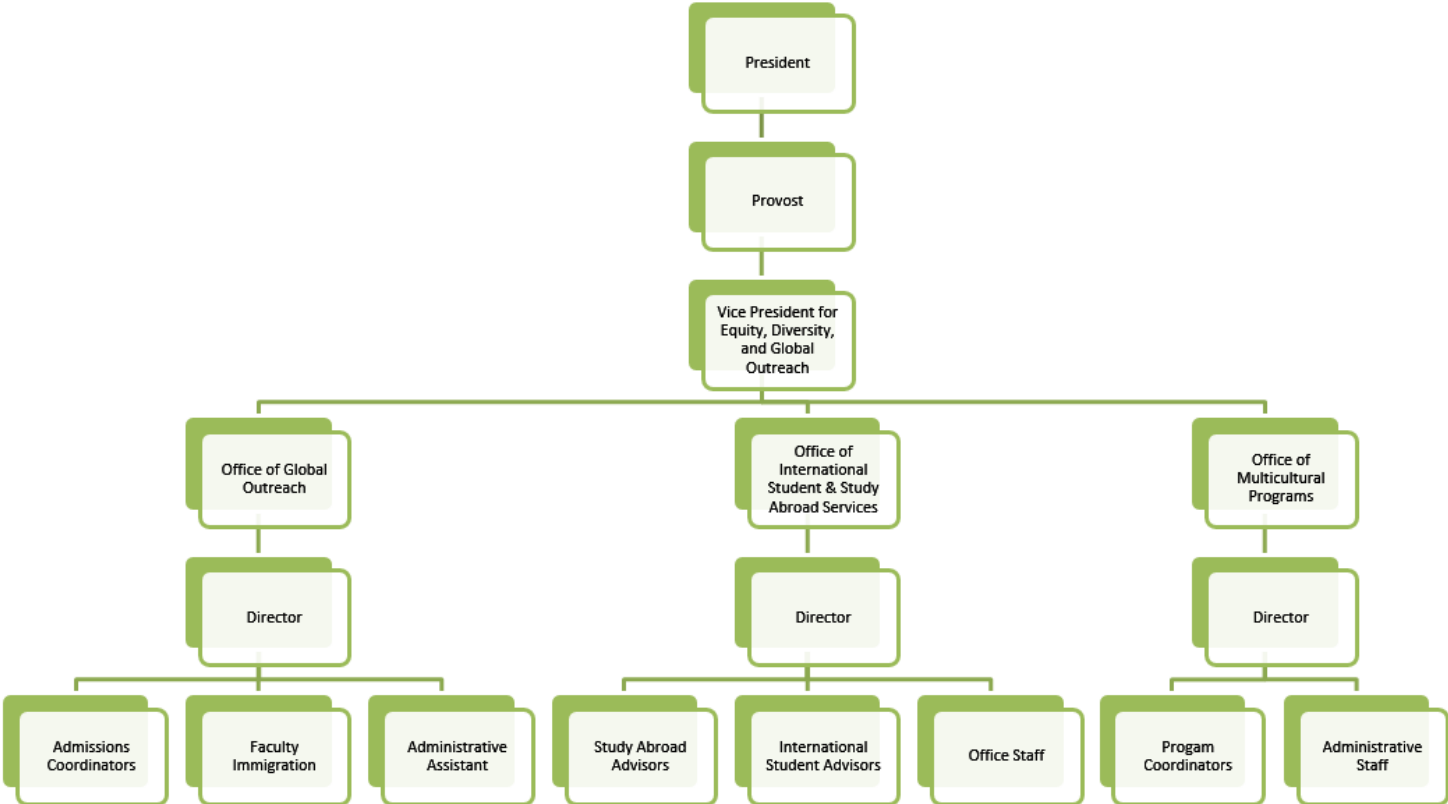
Number of Students Abroad by Academic Year



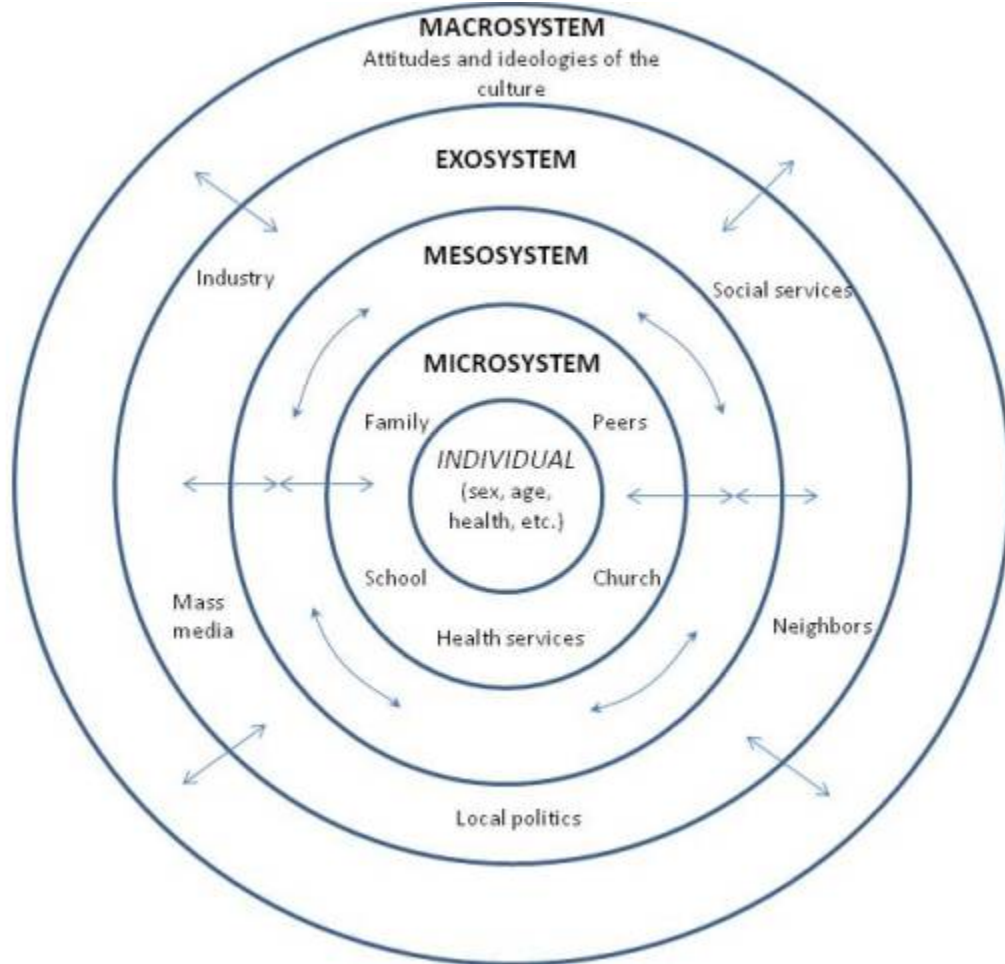
Percent of Study Abroad Students by Ethnicity



Appendix C:



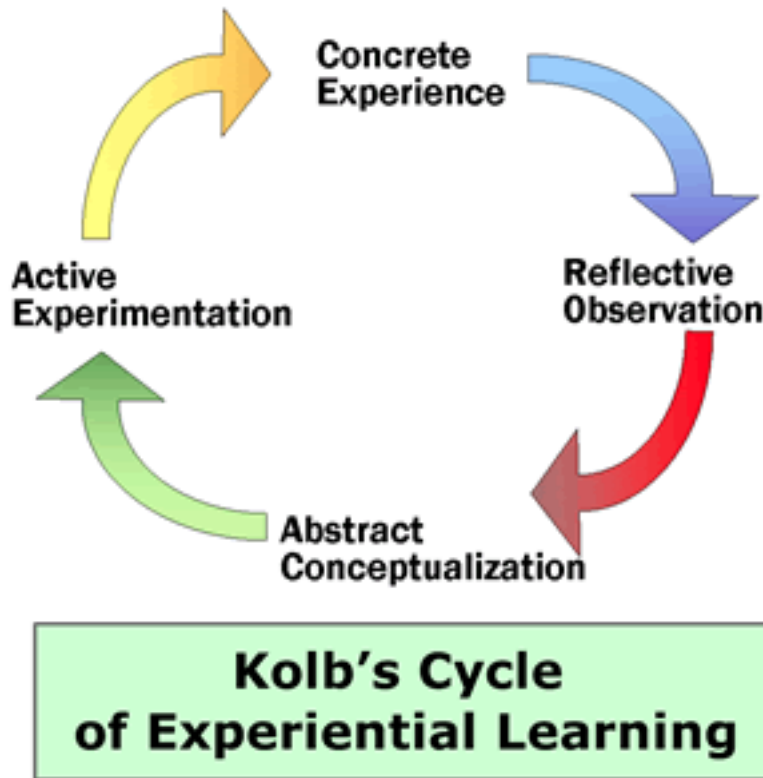
Appendix D:



The information above is directly retrieved from:

Carleton College. (2012). Service-Learning and Experiential Education. Retrieved March 2, 2014 from <http://serc.carleton.edu/introgeo/service/experiential.html>

Appendix E:



The information above is directly retrieved from:

Carleton College. (2012). Service-Learning and Experiential Education. Retrieved March 2, 2014 from <http://serc.carleton.edu/introgeo/service/experiential.html>

Appendix F:

- Clemson University (Clemson, SC) - (217882)
- Iowa State University (Ames, IA) - (153603)
- The University of Tennessee (Knoxville, TN) - (221759)
- University of Alaska Fairbanks (Fairbanks, AK) - (102614)
- University of Arkansas (Fayetteville, AR) - (106397)
- University of Connecticut (Storrs, CT) - (129020)
- University of Delaware (Newark, DE) - (130943)
- University of Idaho (Moscow, ID) - (142285)
- University of Kentucky (Lexington, KY) - (157085)
- University of Maine (Orono, ME) - (161253)
- University of Nebraska-Lincoln (Lincoln, NE) - (181464)
- University of Nevada-Reno (Reno, NV) - (182290)
- University of Rhode Island (Kingston, RI) - (217484)
- University of Vermont (Burlington, VT) - (231174)
- University of Wyoming (Laramie, WY) - (240727)

Appendix G:

<u>Program Name</u> ↑	<u>City</u>	<u>Country</u>	<u>Region</u>	Save/Share
<u>Animal Science: Global Food Systems</u>	Beijing	China	Asia	
	Shanghai	China	Asia	
	Xi'an	China	Asia	
<u>Architecture International Design Studio</u>	Brussels	Belgium	Europe	
<u>Bellissima Italia: Expanding Cultural Fluency by Bicycling Tuscany</u>	Multiple	Italy	Europe	
<u>Bioenergy Crops - The European View</u>	Berlin	Germany	Europe	
	Bologna	Italy	Europe	
	Graz	Austria	Europe	
	Stuttgart	Germany	Europe	
	Venice	Italy	Europe	
	Vienna	Austria	Europe	
<u>Business & Culture in China</u>	Beijing	China	Asia	
	Shanghai	China	Asia	
	Suzhou	China	Asia	
	Xi'an	China	Asia	
<u>Business European Fall Semester</u>	Antwerp	Belgium	Europe	
	Belfast	United	Europe	

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	Brussels	Kingdom	Europe	
	Cork	Belgium	Europe	
	Dublin	Ireland	Europe	
	Killarney	Ireland	Europe	
	Munich	Ireland	Europe	
	Salzburg	Germany	Europe	
		Austria		
<u>Business Global Leadership</u>	Beijing	China	Asia	
<u>Experience China</u>	Shanghai	China	Asia	
	Suzhou	China	Asia	
	Xi'an	China	Asia	
<u>Business Spring Break in Eastern Europe</u>	Berlin	Germany	Europe	
	Budapest	Hungary	Europe	
	Krakow	Poland	Europe	
<u>Business Summer in Europe</u>	Antwerp	Belgium	Europe	
	Belfast	Ireland	Europe	
	Belfast	United	Europe	
	Brussels	Kingdom	Europe	
	Caen	Belgium	Europe	
	Dublin	France	Europe	
	Interlaken	Ireland	Europe	
	Killarney	Switzerland	Europe	

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	Luxembourg	Ireland	Europe	
	City	Luxembourg	Europe	
	Monte Carlo	Monaco	Europe	
	Paris	France	Europe	
	Strasbourg	France		
<u>Communications: Media & Culture in China</u>	Beijing	China	Asia	
	Shanghai	China	Asia	
	Suzhou	China	Asia	
	Xi'an	China	Asia	
<u>Comparative Political Systems</u>	Amsterdam	Netherlands	Europe	
	Brussels	Belgium	Europe	
	London	United	Europe	
	The Hague	Kingdom	Europe	
		Netherlands		
<u>Discover Mexico: Perception, Passion, & Purpose</u>	Mexico City	Mexico	Central	
	Puebla City	Mexico	America	
			Central	
			America	
<u>Education: England & Scotland - The Classroom and Beyond</u>	London	United	Europe	
		Kingdom		
<u>Education: Transilvania Beyond Draculea</u>	Cluj-Napoca	Romania	Europe	

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<u>Global Perspectives on Civic Engagement</u>	Antigua	Guatemala	Central America	
<u>GO GREEN Germany</u>	Multiple	Germany	Europe	
<u>Landscape Architecture Term Abroad</u>	Antwerp	Belgium	Europe	
<u>Nursing Synthesis & Practicum Kenya</u>	Multiple	Kenya	Africa	
<u>Shakespeare & Popular Culture in England</u>	London	United Kingdom	Europe	
	Oxford	United Kingdom	Europe	
	Stratford-upon-Avon	United Kingdom	Europe	
	York	United Kingdom	Europe	
		United Kingdom		
		United Kingdom		
<u>Spanish: Camino de Santiago</u>	Burgos	Spain	Europe	
	Multiple	Spain	Europe	

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Appendix H:

IC Brazil Timeline

Spring 2014

- March 31, 2014: Program proposal due
- Marketing begins: classroom visits, info sessions and booths
- April 24, 2014: Brazil Night

Summer 2014

- Program marketed during new student orientation

Fall 2014

- Marketing continues: classroom visits, info sessions and booths
- September 2014: Study Abroad Fair
- October 1, 2014 Scholarship applications due
- December 1, 2014 Program applications due
- December 15, 2014 Plane tickets purchased

Spring 2015

- January 2015: Program is billed to students' NDSU account
- January 14, 2015 First day of class
- February 2015: Apply for visa
- March 13, 2015: Group departs for Brazil
- March 22, 2015: Group returns to Fargo, ND
- April 1, 2015: Last class and final assignments due
- April 2015: Program evaluations given out to students
- April 2015: Begin marketing for the next year
- May 2015: Evaluations read by faculty-leaders and study abroad advisors

Appendix I:

NDSU

INTERNATIONAL PROGRAMS

Office of International Programs
 North Dakota State University
 Dept 4620 PO Box 6050
 Fargo, ND 58102
 701-231-7895
 www.ndsu.edu/studyabroad

Faculty-Led Study Abroad Course Proposal

Non-379 courses must also follow departmental procedures to be approved by the College Curriculum Committee.

379/692 courses will be approved through this Faculty-Led Proposal process.

General Program Information

Official Course Title:	Intercultural Communication and Brazil	Course Number: e.g., SOC 379/692	Int 379	Number of Credits:	3
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Sponsoring Department(s):	International Studies
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Term Abroad: (Departure date must during the semester in which credits are being awarded; after the first or on the last day of classes.)	Fall Semester	Spring Semester	Spring Break (spring semester) March 13, 2015- March 22, 2015	Summer
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Will course run through Distance and Continuing Education (DCE)? (Copy of application will automatically be forwarded to DCE for course creation.)	Yes	No x
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Destination(s):	Rio de Janeiro, Brazil
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Departure Date:	Friday March 13, 2015	Return Date:	Sunday, March 22, 2015
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Program Leader(s)

Name & Title:	Frank Oakgrove, Program Coordinator	Name & Title:	
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Intercultural Communication in Brazil

Department:	Office of Multicultural Programs	Department:	
Office Address:	Memorial Union, Rm 178	Office Address:	
Phone:	701-231-7267	Phone:	
Email:	francis.oakgrove@ndsu.edu	Email:	
Birthdate: (for health insurance)		Birthdate: (for health insurance)	

Approvals

Department	Department Head signature	Date	College Dean signature	Date
Department	Department Head signature	Date	College Dean signature	Date

Marketing Information

(To be used for marketing the program in brochures, posters and websites.)

Program Overview	<p>The purpose of the course is to facilitate the development of student's intercultural communication knowledge and the ability to apply intercultural communication theory in real-life situations abroad. By the end of the programs students will be able to:</p> <ol style="list-style-type: none"> 1. Identify cultural theories at work 2. Reflect on and articulate their own intercultural experiences 3. Develop an awareness about different cultures in the world.
Why is the program unique?	<p>Students will learn about intercultural communication theorists in class before departure. They will apply their knowledge of these theories when traveling to Rio de Janeiro, Brazil and participating in cultural activities.</p>
What is the class like?	<p>This is a class that will meet five times before program departure. Students will learn about intercultural communication theories. They will then have the opportunity to use these theories in real life when they are on-site in Brazil. At the end of the program, a final paper will give students the opportunity to articulate their learning.</p>

Advertising Methods

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Methods used to market and advertise the program:	Faculty leader	Office International Programs (OIP)	Notes
Class Presentations (encourage returned study abroad students to help)	Yes	X	OIP does general study abroad classroom presentations
Listserv E-mail Announcements		X	OIP does general study abroad announcements
Attendance at study abroad fairs	Yes	NA	
Interest Meeting(s)	Yes		Scheduled by leader, OIP can assist as needed
Posters on Campus (distributed by faculty leader/department)	4	X	OIP will design and print – you may opt out
Brochure (distributed by faculty leader/department & OIP)	60	X	OIP will design and print – you may opt out
Study Abroad Website	Yes	X	
Department Website		NA	
Study Abroad InfoSessions (Mon-Thurs @ 4pm in OIP)	Yes	X	OIP offers these sessions all throughout the academic year
Facebook			

Student Information

Student Application Deadline:	Criteria for student selection, if needed: 2.5 GPA is required	
Anticipated number of participants	NDSU students: 15-20	*Non-NDSU students:

** If recruiting outside NDSU, remember that all participants must apply and be accepted at NDSU before taking part in an NDSU study abroad program. Students can apply online as non-degree seeking students and applications are found on the Admissions Office page: www.ndsu.edu/admission/admission_information/application/.*

Detailed Program Information

Please attach a syllabus or other documentation which includes the following program details:

- Program goals and learning objectives
- Student preparation, pre-departure meetings, and re-entry meetings
Please list meeting times, dates, and objectives. One session should be dedicated to health & safety, responsibilities of participants, pre-departure preparations, etc., and you may invite Tanya Kramer to present on that topic. Consider holding a re-entry meeting to debrief and talk about

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your experiences upon return. This is also a good time to encourage your returnees to become involved with promoting next year's program.

- **Travel itinerary**
Specify dates, locations, course meetings, activities, housing arrangements, and in-country contact information (including telephone numbers so that you can be contacted in case of emergency). If working with a provider, you may attach the program itinerary that they create. You may supply this information at a later date if arrangements have not been made during the time of proposal creation.

Provider/Program Arrangement information:

Are you working with a third-party provider or partner university abroad who is making travel, classroom and housing arrangements?

If yes, please provide the following information:

Provider/University Name:	
Contact Name:	
Contact Email Address:	
Date student information and/or deposit needs to be submitted to provider:	
Does the provider require an application fee and/or additional application (beyond NDSU study abroad online application):	

If no, please provide the following information:

Travel Agency Name (if used):	
Travel Agency Contact Name (if used):	
Travel Agency Contact Email Address (if used):	
Date student information and/or deposit needs to be submitted to travel agency	

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(if used):	
Name(s) of student accommodation (hotels, residence halls, etc.), dates students will stay in each location and addresses (required for federal Clery Act reporting):	
Classroom rental information - dates and times of use and addresses (required for federal Clery Act reporting):	

Program Budget Notes

- You may submit your budget in an Excel document and/or include the budget estimates from providers.
- Please note that the amount listed for the **program cost per student** is the amount that will be used for advertising and financial aid purposes. The OIP will bill the student accounts for the amount listed unless an updated budget amount has been determined in coordination with the OIP (due to student participation numbers, unexpected costs, etc.)
- Once the students have been billed, the funds will be transferred to the department and fund number listed on this proposal for payment of invoices. Please be certain that your department administrative assistant has been notified of this process.
- Please be as safely, accurate as possible in your estimates as the budget is used for student financial aid and loan applications.
- Base your estimates on a small group (6-8 is recommended), rather than the number of students you hope to draw. Although you want the cost to be as affordable as possible for students, it is better to have a small cushion in your budget which could be used to add events to your itinerary, than to ask students to pay more after the cost has been announced.
- If a course is not able to attract the minimum number of students needed to operate (typically 8-10 for one leader or 15 or more for two) on the proposed budget, the course may need to be canceled unless supplemental funds can be obtained from your department or from the students.

Billing Information

Department Administrative Assistant Name:	Department #:	Local Fund #:
---	---------------	---------------

Program Budget Worksheet

<i>Step 1: Costs for program leader (s)</i> Calculate amounts based on the total number of leaders and actual costs which will be incurred for both.		Amount
1.	Passport (if purchasing or renewing for this program)	
2.	Visa (if needed)	
3.	Vaccinations and preventive medicines	
4.	Health insurance (required) Calculate either \$1.50 per day up to 30 days or \$40 per month of program. Can only choose monthly rate or daily rate.	
5.	Round-trip airfare	
6.	Round-trip airport transportation	
7.	Local ground transport (bus, subway, etc.)	
8.	Housing Use actual amounts, if known. Can estimate lodging from http://aoprals.state.gov/web920/location.asp?menu_id=95 . Estimate used must be <u>no more</u> than 100% of lodging maximum.	
9.	Meals The OIP has set the maximum rate for meals at \$65/day. You may choose to take a lower amount than the maximum rate if you know that your costs will be lower. This is the maximum rate, if your location has a per diem rate less than \$65/day, then use that rate. Examples of countries which may have a meal per diem rate less than \$65/day are Mexico, Uganda, Kenya, Senegal, and more. If you think that your location may have a per diem rate less than \$65/day, then please utilize the following link to access the meal rates: http://aoprals.state.gov/web920/location.asp?menu_id=95 . Any breakfasts, lunches or dinners that are provided as part of the program or by hotels are not to be included in the estimate. The calculator below is set at \$65/day and automatically subtracts the correct percentage according to the Accounting Office guidelines for meals included as part of the program. You may choose to use the calculator or not, but either way, please write the total cost for meals in the right hand column.	

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Step 2: Program costs for each student		Amount
Only calculate costs for items which will be arranged for and included in the cost billed to the students' account.		(per student)
17.	Students' share of leader cost (line 16)	
18.	Housing	
19.	Group Meals	
20.	Round-trip airfare (if students not responsible for own transportation)	
21.	Round-trip airport transportation (shuttle bus, etc.)	
22.	Local ground transportation (bus, subway, etc.)	
23.	Entrance fees (museums, etc.)	
24.	Service providers (student share of group meals, group transportation, etc.)	
25.	Visa and mailing fees (if not student's responsibility)	
26.	Classroom Rental	
27.	Guest Lecturer Fees	
28.	Health insurance (required) Calculate either \$1.50 per day up to 30 days or \$40 per month of program. Can only choose monthly rate or daily rate.	
29.	Contingency Money (at least \$150) This amount is to add a cushion in case there are unforeseen costs. Amount billed to student account will be based on actual costs.	
30.	Subtract Department Grants, DCE Tuition Credit, etc. See your department head	
31.	Total program cost per student This amount will be used for advertising and financial aid purposes.	

Step 3: Other Non-Program Costs for Students		Amount
32.	Study Abroad Application Fee	\$75
33.	Meals not included in program costs above (line 19)	
34.	Personal Expenses	
35.	Books, equipment, and supplies	

Intercultural Communication in Brazil

36.	Airfare (if not included in line 20)	
37.	Passport (includes photos)	\$140.00
38.	Vaccinations and preventive medicines	
39.	Other (please specify)	
40.	Total non-program costs per student	

NDSU tuition and fees

NDSU tuition and fee rates may be an additional cost (depending on semester offered, if course is offered as a DCE class, etc.) – rates can be found on the Bison Connection site here: www.ndsu.edu/bisonconnection/accounts/tuition/. Keep in mind that each student may have a different rate depending on residency and that you should not quote one tuition rate only in your estimates as it does not reflect the actual rate that a student may pay.

For further questions or comments please contact Tanya Kramer at 701-231-9820 or Tanya.M.Kramer@ndsu.edu

**Submit proposal with all signatures to: Tanya Kramer, Assistant Director of Study Abroad,
Office of International Programs, 116 Memorial Union**

**Proposal Deadlines for following year:
Summer/Fall Programs-October 1
Spring Break/Spring Programs-May 1**

Intercultural Communication in Brazil

Appendix J:

NDSU Faculty-Led Brazil Trip

Rio de Janeiro, Brazil

Spring 2015

Wednesday January 14, 2015

1. Syllabus overview
2. Course expectations
3. Trip overview
4. Introduction to Brazilian history

Wednesday January 28, 2015

1. What is Intercultural Communication?
2. What is Culture?
3. Hall

Wednesday February 11, 2015

1. Hoefestede
2. Split into teams

Wednesday February 25, 2015

1. Group presentations

Wednesday March 11, 2015

1. Pre-departure
2. Itinerary review
3. Final questions

Friday March 13, 2015

Intercultural Communication in Brazil

1. Depart for Brazil 6:00 PM from Fargo, ND

Saturday March 14, 2015

1. Arrive in Brazil 11:00 AM
2. Check into hotel
3. Dinner in Rio, traditional Brazilian dinner, option to go samba dancing later in the evening

Sunday March 15, 2015

1. Ipanema Hippie Market
2. Football match

Monday March 16, 2015

1. Free walking tour of Rio
2. Visit North Fluminense State University

Tuesday March 17, 2015

1. Volunteering
2. Visit Christ the Redeemer

Wednesday March 18, 2015

1. Volunteering
2. Favela tour
3. Folklore show

Thursday March 19, 2015

1. Volunteering
2. Visit Copacabana and its fish market

Friday March 20, 2015

1. Rio de Janeiro Cathedral

Intercultural Communication in Brazil

2. Santa Tereza Neighborhood
3. Free evening

Saturday March 21, 2015

1. Hotel check-out
2. Closing
3. Depart for ND 6:45 pm from Rio de Janeiro, arrive in Fargo by 10:00 AM on Sunday

March 22, 2015

Wednesday April 1, 2015

1. Final Presentations
2. Re-entry and reverse culture shock
3. Open discussion

Intercultural Communication in Brazil

3. Students will develop awareness about different cultures in the world.

Assignments:

Readings: For us to have productive discussions, students should read the assignments in a timely and attentive fashion by taking notes, jotting down questions or ideas raised by texts, sometimes reading things twice (or more), and allowing themselves time to think about and process the material. Be sure to bring reading materials to class, in case you need to refer to it during class.

Written Assignment Expectations

- All written assignments must be typed, unless previously discussed.
- Length will vary based on the assignment; however length offered is a minimum.
- Headers will include Name, left margin and Page number, right margin. Title of the paper or assignment title. Nothing else is necessary.
- Basic formatting expectations
 - o 1 inch margins
 - o Double Spaced (make sure to adjust spacing [*after: 0 pt.*] in paragraph properties
 - o 12pt. Font – Times New Roman
 - o References and citations
- If you are unsure of these expectations ask your instructor

Presentation (20 points). You will work in groups to present one intercultural communication theorist to the class. You can use outside materials as well as readings assigned in class. Presentations should be at least 10 minutes long and each member of the group must speak.

Journal Entries (5 points each; 8 entries due by end of course) 1-2 pages. Observations on intercultural Communication and Brazil during the field course. This will be used to help write your final paper.

Brazil Expectations Writing Exercise (15 points). Students will write 2-3 pages about what they hope to get out of the course, their fears about going to Brazil, and how they will use the knowledge in their day-to-day life.

Field Course (90 points). Students are expected to attend all events during the field course. They must be on-time for events and follow NDSU's Code of Conduct. Students will not pass the course student's fail to participate in activities, unless excused by the leader.

Final Paper (40 points). Reflecting on intercultural communication, students are responsible for drawing a direct connection from the theories presented in class to their experiences in Brazil. They can structure their paper using one of the theorists, or focusing on one part of a theory. Students can discuss what activities helped illustrate cultural differences. Students will reflect on their original writing exercise and whether their expectations were met. This paper will be 8-10 pages long.

Class Participation (20 points). Students are expected to have read all assigned material prior to class and to come to class with critical thoughts or questions that pertain to the ideas discussed in

Intercultural Communication in Brazil

the reading. Students will be expected to not only share their thoughts or reactions to the topics presented in class, but to also practice the skills of engaging others in conversation with them.

Evaluation: Students will be graded based upon points earned in all assignments:

202 to 225 = A

180 to 201 = B

157 to 179 = C

135 to 178 = D

134 and below = F

ALL course requirements must be completed (or excused by instructor) in order to pass the class.

Possible Points:

Assignment	Due	Points
Journal Entries #1		5
Journal Entries #2		5
Journal Entries #3		5
Journal Entries #4		5
Journal Entries #5		5
Journal Entries #6		5
Journal Entries #7		5
Journal Entries #8		5
Presentation		20
Brazil expectations writing exercise		15
Field Course		90
Final Paper and Presentation: Reflections on Intercultural Communication		40
Class Participation		20
Total		225

Policy regarding Attendance:

Attendance is critical for this course due to the limited number of times met before departure. Students may not miss any classes.

Accommodation of students with special needs:

Intercultural Communication in Brazil

Any students with disabilities or other special needs that require special accommodations in this course are invited to share these concerns or requests with the instructor(s) as soon as possible.

Policies regarding Academic Dishonesty:

Work in this course must adhere to the Code of Academic Responsibility and Conduct as cited in the NDSU policy manual (<http://www.ndsu.nodak.edu/policy/335.htm>). Any form of academic dishonesty will result in course sanctions. These sanctions may include failure of the assignment and/or course and recommendation of a disciplinary sanction to the Dean of the College.

Academic dishonesty includes using notes, books, or other written aids, copying another person's answers, talking, or trading signals during an exam; copying or paraphrasing from a classmate, a previous paper from this or a similar course, or published or unpublished materials (including internet sources) on written assignments. Any information from another source that is included in written papers should be appropriately cited using APA format. If you have any questions about how to do this properly, see the instructor.

Policy regarding Discrimination:

This classroom will be a safe place for students and instructors to talk about their experiences on campus and about all forms of diversity. Any acts of discrimination or intolerance will be addressed immediately.

North Dakota State University does not discriminate on the basis of age, color, disability, gender expression/identity, genetic information, marital status, national origin, public assistance status, sex, sexual orientation, status as a U.S. veteran, race or religion. Direct inquiries to the Vice President for Equity, Diversity and Global Outreach, 205 Old Main, (701) 231-7708.

Veterans and Active Duty Military Personnel:

Veterans and student soldiers with special circumstances or who are activated are encouraged to notify the instructor in advance.

Class Schedule: topics, dates, and deadlines may be subject to change

Date	Topic	Assignment	Assignment Due
Class One Wednesday January 14th	Introduction to Course expectations, trip overview -Review course syllabus -discussion on plagiarism -course expectations -Trip Overview -Team Building exercise -Overview of NDSU resources	<i>Theories of Culture</i> reading Hall's <i>Beyond Culture</i> Reading Ch.6-8 Brazil Expectations writing exercise Rohter's <i>Brazil on the Rise</i> Ch. 1 & 2	
Class Two Wednesday	What is Intercultural Communication	Hofstede's <i>Cultures Consequences</i>	Brazil Expectations writing exercise due

Intercultural Communication in Brazil

January 28th	-Introduction -What is culture -Hall -Rohter	Ch. 3-6 Rohter's <i>Brazil on the Rise</i> Ch. 3& 4	Completed reading: <i>Theories of Culture, Beyond Culture</i> Rohter's <i>Brazil on the Rise</i> Ch. 1 & 2
Class Three Wednesday February 11th	Hofstede and Teams -Hofstede -Rohter -grouped into teams and team time	Group Presentation Rohter's <i>Brazil on the Rise</i> Ch. 5 &6	Completed reading: Rohter's <i>Brazil on the Rise</i> Ch. 3& 4 <i>Cultures Consequences</i> Ch. 3-6
Class Four Wednesday February 25th	Intercultural Communication Presentations Group Presentations	Prepare for course abroad Rohter's <i>Brazil on the Rise</i> Ch. 7& 8	Group Presentations Rohter's <i>Brazil on the Rise</i> Ch. 5 &6
Class Five Wednesday March 11 th	Pre-departure Pre-departure session -Itinerary -Culture Shock -Other	Prepare for course abroad, complete any last minute items. Rohter's <i>Brazil on the Rise</i> Ch. 9 & 10	Rohter's <i>Brazil on the Rise</i> Ch. 7& 8
Class Six Friday March 13 th -Sunday March 22nd	Course Abroad -Rohter	Eight individual journal entries Final Paper	Journal Entries Rohter's <i>Brazil on the Rise</i> Ch. 9 &10
Class Seven Wednesday April 1 st	Final Class -Re-entry -Final Paper and presentations		Final Paper and Presentation

Appendix L:

The image shows the cover of a study abroad brochure. The left side is a dark green vertical panel with a large, faint, circular watermark that reads 'Global study abroad'. On this panel, the text for the Office of International Programs is centered. Below this is a long line of code for a Flickr photo. At the bottom of the green panel is the NDSU logo and a small disclaimer. The right side of the cover is a purple banner at the top with the text 'FACULTY-LED STUDY ABROAD' and 'Intercultural Communication and Brazil'. Below the banner is a photograph of a beach in Rio de Janeiro with people and colorful umbrellas. The text 'INTERNATIONAL STUDIES' and 'spring break' is overlaid on the photo. The word 'BRAZIL' is in the bottom right corner of the photo.

Office of International Programs
Memorial Union, Room 116
Fargo, ND 58102

(701) 231-7895
ndsustudyabroad@ndsu.edu
www.ndsu.edu/studyabroad
www.facebook.com/ndsustudyabroad

Cover photo from: `<iframe src="http://www.flickr.com/photos/99646599@N00/3180646358/in/photolist-5R4Dmj-5R4DDo-5R8zPy-5Rph6c-5RphdW-5RphfW-5RppARV-5RppBi6-5RriwP-5RriJR-5RriPt-5Rrjft-5Rrjat-5RrjV-5RrjLP-5RrjPz-5Rrk3R-5Rrk94-5Rrkm4-5Rrkpx-5RrkK-5RrmbP-5Rrmta-5RtB49-5RtBb3-5RtBq5-5RvC4J-5RvCdu-5RvCpJ-5RvCvQ-5RvCyy-5RvCC3-5RvCNO-5RvCVN-5RvCZG-5RvDwo-5RvDHd-5RvD-VY-5RvE11-5RvEem-5RvB7-5SYp2P-5SYsLV-5SYtAt-5SYw4n-5T3Mp7-5T3NZ7-5T3Ss-5TcG2k-5TcGe8-5Td-bx6/player/" width="332" height="500" frameborder="0" allowfullscreen webkitallowfullscreen mozallowfullscreen oallowfullsreen msallowfullscreen"></iframe>`

NDSU NORTH DAKOTA STATE UNIVERSITY

North Dakota State University does not discriminate on the basis of age, color, disability, gender expression/identity, genetic information, marital status, national origin, public assistance status, race, religion, sex, sexual orientation or status as a U.S. veteran. Direct Inquiries to the Vice President for Equity, Diversity and Global Outreach, 205 Old Main, (701) 231-7706.

FACULTY-LED STUDY ABROAD

Intercultural Communication and Brazil

INTERNATIONAL STUDIES

spring break

BRAZIL

Intercultural Communication in Brazil



At-a-Glance

Eligibility

Students with a 2.5 GPA from any major are eligible.

Cost

The program fee will be \$1,945 which includes housing, local ground transportation, entrance fees, excursions, cultural activities, and international health insurance. Eligible students can use financial aid.

Credits

You will register for the 3-credit Spring 2015 course INTL 379 Intercultural Communication and Brazil. Trip dates are March 13-22, 2015.

Applying

Apply online at www.ndsu.edu/studyabroad. Applications are due December 1st with an application fee of \$75.

Travel

Group airfare will be arranged upon acceptance and the cost is estimated to be \$1200. The program will take place in Rio de Janeiro, one of the host cities of the 2014 FIFA World Cup and home of the 2016 Summer Olympics.

Contact

Faculty Leader:
Francis Oakgrove
francis.oakgrove@ndsu.edu

Assistant Director of Study Abroad:
Tanya Kramer
tanya.m.kramer@ndsu.edu



Program Overview

Rio de Janeiro is an eclectic city that includes beaches, universities, favelas, and mountains. Brazil is an increasingly important trading partner for the United States and is expected to continue to be one of the fastest growing economies of the 21st century. North Dakota State University is seeing an increase in Brazilian students contributing to its institution and campus life. You will have the chance to discover the many sides of Brazilian culture only seen briefly on NDSU's campus and be able to delve deeper into Brazil's rich culture using intercultural communication theories by Hall and Hofstede.

Why Brazil?

From its indigenous tribes to Portuguese rule to the creation of its own empire into a modern democracy, Brazil has undergone many incarnations that have left their mark on this vast country. The largest country in South America, Brazil is taking center stage on the world as hosts of the FIFA World Cup in 2014 and the Summer Olympics in 2016, providing the opportunity for the world to experience its beautiful beaches, culinary delights, the Amazonian rainforest, and warm people.

What is the class like?

You will spend five classes before departure studying the intercultural communication theories of Hall and Hofstede. Hall's "Theory of Culture" and Hofstede's "Cultural Dimensions" provide complimentary theories to aid students in the examination of culture in Brazil and beyond. In addition, you will study Brazilian history to give them a background in the forces that have impacted Brazil. The final class will take place after you return to the United States.

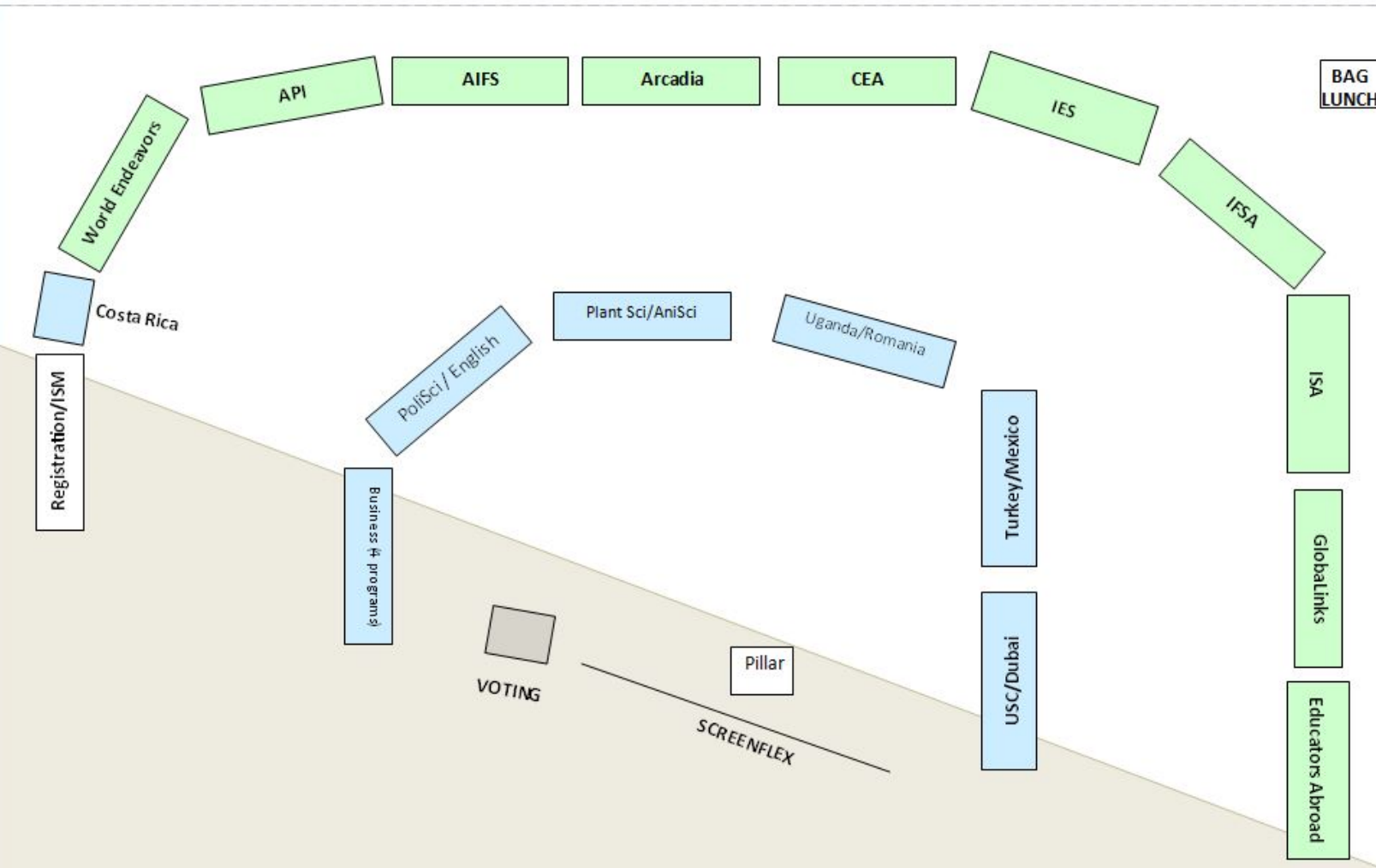
In Brazil, you will experience a football game, a walking tour of Rio de Janeiro, visit Rio's iconic Christ the Redeemer, Copacabana beach, open air markets, and time to explore on their own. Using the intercultural communication theories studied in class, you will put these theories into practice in Brazil. You will reflect on your learning and experiences via journal entries, group reflection, and a final paper.

Where will students be staying?

The group will be staying as a group at a hotel in central Rio de Janeiro.

Appendix M:

Fall Study Abroad Fair



Appendix N:

Material Submissions	
Click the following to view instructions and/or printable forms which require the physical submission of materials.	
Title	Received
\$75 Application Fee	<input type="checkbox"/>

Signature Documents	
Click the following to view and digitally sign important documents to indicate your agreement and understanding.	
Title	Received
Conditions of Participation	<input type="checkbox"/>
Faculty Led Study Abroad Assumption of Risk and Release Form	<input type="checkbox"/>
Faculty-led Financial Agreement	<input type="checkbox"/>
Use of Personal Information and Photos	<input type="checkbox"/>

Recommendations	
Requests	Received
<p>Disciplinary Clearance (1 required) - To participate on a study abroad program, you must be in good standing with the university. To verify your standing, send this request to Emily Frazier, Assistant Director of Student Rights.</p> <p>INSTRUCTIONS:</p> <ol style="list-style-type: none"> 1. Click "Request Electronic Recommendation" 2. Search for "Frazier" in the Directory Lookup 3. Select "Emily Frazier" and then list your Student ID in the box indicated before submitting <p>View / Print Recommendation Form - Request Electronic Recommendation</p>	
<p><i>1 or more required recommendations has not yet been requested.</i></p>	
<input type="checkbox"/>	

Intercultural Communication in Brazil

Application Questionnaire(s)	
Click the following to view and complete the following online questionnaire(s). You may begin a questionnaire and save it for later completion, but note that you must click Submit in order for the questionnaire to be logged as complete and ready for review.	
Title	Received
Emergency Contact Information	<input type="checkbox"/>

Appendix O:

Emergency Action Plan Steps:

Remain calm. Take a deep breath. You will need a clear head in order to focus on your next move.

Assess the situation. Identify in what kind of emergency situation you find yourself. An emergency/crisis could be:

- Personal: Accident/Injury, Death, Illness, Family Problem, Sexual Assault, Kidnapping, Arrest, etc.
- Regional: Natural/Environmental Disaster, Civil Unrest, Political Uprising, Terrorist Attack, etc.

Take action. Exercise good judgment. Follow your evacuation plan/written instructions/maps to get yourself to a safer location or to get help.

Get in touch. Once you are in a safer and more stable location, update others about your situation.

1. Contact local emergency personnel or regional embassy (if necessary)
2. Contact your Program Leader/On-site Director
3. Contact NDSU International Programs

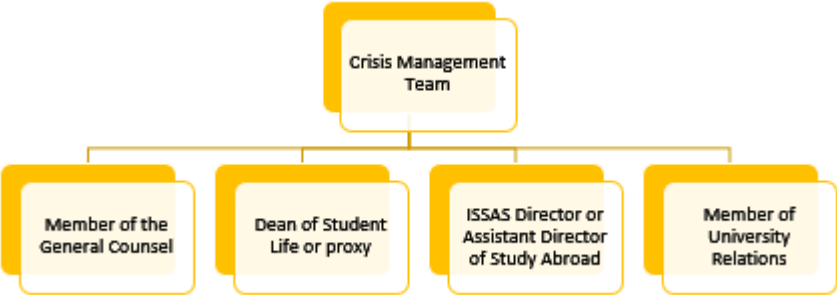
During office hours: (8am-5pm) International Programs	001-701-231-7895
After Hours: Tanya Kramer, Assistant Director of Study Abroad	001-701-730-2181
Dominique Karlsson, Study Abroad Advisor	001-701-448-8950
University Police (avail. 24 hours)	001-701-231-8998

Take care of yourself. While you are waiting for assistance or if you cannot reach anyone, use your emergency kit.

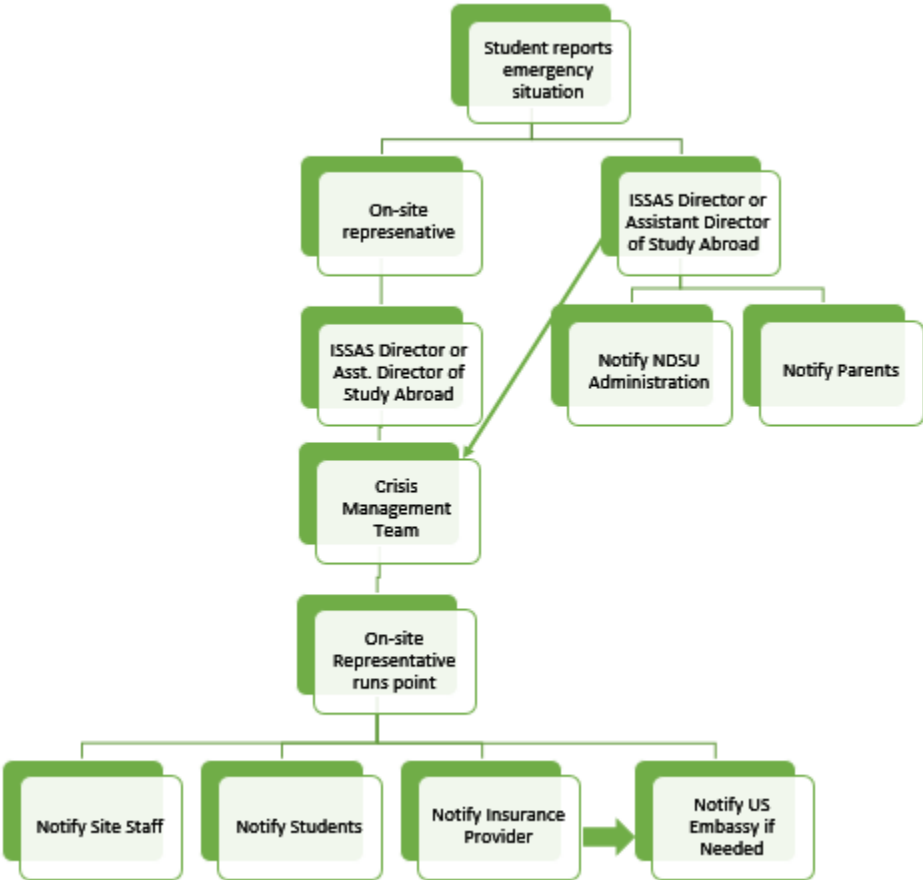
Keep trying. If you cannot contact someone don't give up. Try alternate methods of communication until you are able to reach someone. If you need to move, let others know and leave a written description of where you are going.

<p>Student Name _____</p> <p><i>Date of Birth</i> _____</p> <p><i>Citizenship</i> _____</p> <p><i>Passport Number</i> _____</p> <p>Equivalent 911 Abroad Phone # _____</p> <p>U.S. Embassy/Consulate Phone # _____</p> <p><i>Address</i> _____</p> <p>Nearest Hospital Phone # _____</p> <p><i>Address</i> _____</p> <p>Insurance Company and Policy Number _____</p> <p><i>24-Hour Phone #</i> _____</p> <p>Special Medical Conditions _____</p>	<p>Study Abroad Program Name _____</p> <p>Abroad Program Emergency Contact Name _____</p> <p><i>Address</i> _____</p> <p><i>Phone #</i> _____ <i>Cell #</i> _____</p> <p><i>Email</i> _____</p> <p>Family (U.S.) Emergency Contact Name _____</p> <p><i>Address</i> _____</p> <p><i>Phone #</i> _____ <i>Cell #</i> _____</p> <p><i>Email</i> _____</p>
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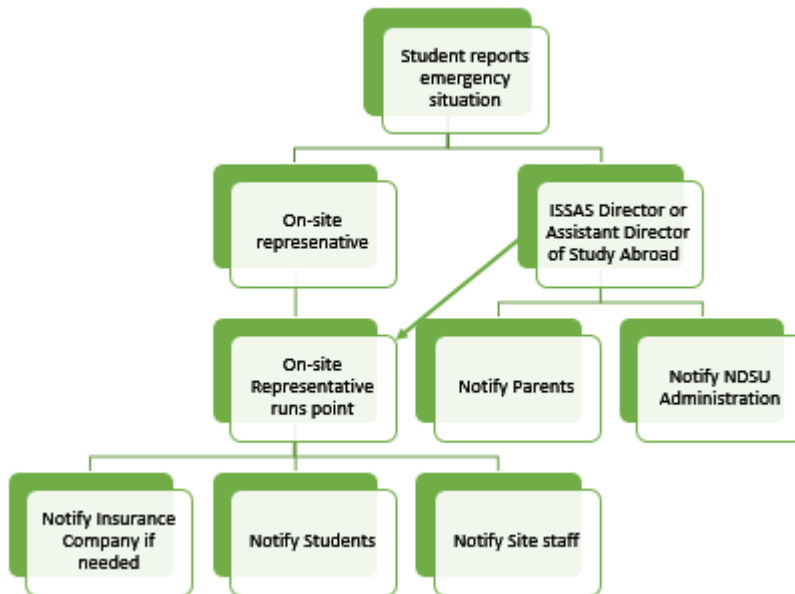
Appendix P:



Appendix Q:



Appendix R:



Intercultural Communication in Brazil

Appendix S:

International Studies 379 Intercultural Communication in Brazil Spring 2015

North Dakota State University

Scale: 1: Very Poor 2: Poor 3: In Between 4: Good 5: Very Good

Please rate the following:

1. Instructor

- | | | | | | |
|---|---|---|---|---|---|
| a. Your satisfaction with the instruction of the course | 1 | 2 | 3 | 4 | 5 |
| b. The instructor as a teacher | 1 | 2 | 3 | 4 | 5 |
| c. The ability of the instructor to communicate effectively | 1 | 2 | 3 | 4 | 5 |
| d. The quality of this course | 1 | 2 | 3 | 4 | 5 |
| e. Your understanding of this course | 1 | 2 | 3 | 4 | 5 |
| f. The instructor provided useful feedback | 1 | 2 | 3 | 4 | 5 |

2. Course

- | | | | | | |
|--|---|---|---|---|---|
| a. Learning environment | 1 | 2 | 3 | 4 | 5 |
| b. Program goals and objective were clearly stated and met | 1 | 2 | 3 | 4 | 5 |
| c. The readings required directly related to the course | 1 | 2 | 3 | 4 | 5 |
| d. The grading was fair | 1 | 2 | 3 | 4 | 5 |
| e. Completion of all assignments before class | 1 | 2 | 3 | 4 | 5 |
| f. Pre-departure orientation | 1 | 2 | 3 | 4 | 5 |
| g. Re-entry session | 1 | 2 | 3 | 4 | 5 |

3. In-country

- | | | | | | |
|---|---|---|---|---|---|
| a. Hotel location and safety | 1 | 2 | 3 | 4 | 5 |
| b. Activities allowed for cultural immersion | 1 | 2 | 3 | 4 | 5 |
| c. Faculty-leaders were able to solve problems as the arose | 1 | 2 | 3 | 4 | 5 |

Intercultural Communication in Brazil

- d. Ease of flights 1 2 3 4 5
- e. Transportation 1 2 3 4 5
- 4. Overall
 - a. Cost of program 1 2 3 4 5
 - b. Likelihood of recommending program in the future 1 2 3 4 5
 - c. Amount of coursework for length of course 1 2 3 4 5
 - d. Effectiveness of faculty-leaders 1 2 3 4 5
 - e. Organization 1 2 3 4 5
- 5. Was this your first study abroad experience? Yes No
- 6. What would your understanding of this course content have been if the course was only on campus?

More Understanding Same Understanding Less Understanding
- 7. What was your status while abroad? Freshman Sophomore Junior Senior Grad

Please answer the following:

- 8. What do you feel were the strengths of the program?

- 9. Where do you see areas of improvement?

- 10. What you would like to see in the future for this course?

Intercultural Communication in Brazil

11. How do you feel this course will help you in your professional future?

12. Do you have any advice for future participants?