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Reflect & Connect- Helping Students Make the Most of Their Study Abroad Experience

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Running head: REFLECT & CONNECT

REFLECT & CONNECT-
HELPING STUDENTS MAKE THE MOST OF THEIR STUDY ABROAD EXPERIENCE

Rachael Dean

A capstone paper submitted in partial fulfillment of the requirements for a Master of Arts in
International Education at SIT Graduate Institute in Brattleboro, Vermont, USA.

Capstone seminar start date: May 16, 2016

Advisor: Lynée Connelly

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Abstract

In our world of internationalization and global networking, students that study abroad have a definite advantage when transitioning into the professional world after graduating college. However, when asked, many have a difficult time articulating and marketing their international experience. When transitioning back to the United States and campus culture, students also go through varying degrees of reverse culture shock. They want to talk about their experience and share their newfound love of another culture, however many run into disinterested friends and glossy eyes.

The Education Abroad office at Central Palm International University is looking to expand their outreach and commitment to returning study abroad students. Beyond a photo contest and volunteering at the study abroad fair, students need opportunities and resources for making the most of their study abroad experience. Therefore, this capstone is a proposal to make a course focused on successful re-entry for past participants. “Reflect & Connect - Make the Most of Your Study Abroad Experience” course curriculum provides reflective opportunities and professional development with structured activities and guest speakers. The course aims to provide a safe and constructive space for activities to help students grow and excel in this global environment through reflection.

We shall not cease from exploration

And the end of all our exploring

Will be to arrive where we started

And know the place for the first time.

--T.S. Eliot

List of Acronyms

<u>Name</u>	<u>Acronym</u>	<u>Content Section</u>
Central Palm International University	CPIU	Introduction
International Education	IE	Needs Assessment
Center for Career Development	CCD	Needs Assessment
Individualized & Interdisciplinary Studies Program	IISP	Needs Assessment
University Interdisciplinary Courses Committee	UICC	Course Description
First Year Foundations	FYF	Course Description
Assistant Director	AD	Staffing Plan
Teacher's Assistant	TA	Staffing Plan
Counseling and Mental Health Services	CMHS	Staffing Plan
College of Liberal Arts and Sciences	CLAS	Staffing Plan
Program Coordinator	PC	Staffing Plan
Office of Emergency Response	OER	Crisis Management
Office of Institutional Research and Effectiveness	OIRE	Evaluation
Student Evaluation of Teacher	SET	Evaluation

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Introduction

Contextual Information

Central Palm International University (CPIU) is a large, state school based in New England. CPIU is based on a large, central campus housing 8,000 students living on campus and 10,000 commuting students. Per year, 1,200 of these 18,000 students use the Education Abroad office for travel, both domestically and internationally. Students can choose programs of varying durations, from two weeks to a calendar year. There are also a variety of options concerning program type: faculty-led, exchange, direct enroll, and third party. In total, there are 300 different pre-approved options that students can take for academic credit. If, amongst those, a student cannot find a program that fits their academic needs, then they can petition the office for a program of their choosing.

Short-term programs (two to three weeks) are available during May-term and Winter break. Mid-length programs (four to eight weeks) are offered during the summer. Next, the students have the option of semester-long programs. Most faculty-led programs are offered for the academic year, but a majority of students choose to only stay for one semester. Students that choose exchange programs can also decide between a semester or a full academic year. In some cases with exchanges, where the academic years do not align country to country, students can go abroad for the calendar year.

CPIU's Global Affairs department is headed by a Vice Provost and an Assistant Vice Provost. Integrated within this department are many offices that work to further the internationalization goals of CPIU, including the Education Abroad office where I work. At the moment, the Assistant Vice Provost is acting as the Interim Director, who guides the office with

the help of two assistant directors. There are 10 professional staff, and nine student workers paid by Education Abroad, which is a self-funding office not dependent on state funding and budget.

The purpose of the Reflect & Connect course is to cultivate and support the growth of global citizenship, which is part of the mission of CPIU. The purpose will be accomplished by building a safe space where students can utilize their own unique learning styles. The facilitator will encourage students to deeply reflect upon and understand their recently acquired international experience. By taking this re-entry course, CPIU students will learn to identify and articulate skills gained abroad that have the potential to enrich and foster their future careers, educational endeavors, and community involvement.

Theoretical Foundations

The Many Kinds of Re-entry aka Re-entry is Personal

As defined by Adler (1981), re-entry is “the transition from a foreign culture back into one’s home culture. It is the experience of facing previously familiar surroundings after living in a different environment” (p. 343). As highlighted below, everyone experiences re-entry differently.

When Lindsay (all names changed) came back from Guatemala, she suddenly saw the wealth, and consequently the wastefulness, of her fellow Americans (personal communication, August, 28, 2015). She said that she struggled with how to continue her social activism from her one-month study abroad program, which occurred in the summer between her freshman and sophomore year. Since then she has studied abroad on two more programs, spending a year in Australia and a semester in Hong Kong. When she came back to CPIU for her senior year she jumped on the chance to become a Education Abroad peer mentor for incoming international exchange students.

On the other hand, Thom spent his Fall semester senior year in Spain on a faculty-led Spanish program (personal communication, January 20, 2016). When he returned to CPIU for his last semester, he needed to finish his business classes for his major and get ready to start his MBA program over the summer. He said that while he enjoyed his time abroad, it is now time to focus his efforts on his future.

These students' stories are essential to this literature review and my approach to creating a re-entry course for CPIU students. It is widely understood that everyone experiences culture shock differently, and this is the same for re-entry. Just as each student above had a unique experience while on study abroad, they also had a distinctive return. As Szkudlarek (2008) claims, "the results of the empirical investigations into students' readjustment patterns are inconsistent" (p. 10). The traditional literature on re-entry often focuses on reverse-culture shock and psychological readjustment (Adler, 1981; Altweck and Marshall, 2015; Gaw, 2000), and while that is an important aspect of re-entry, I also looked for sources that spoke to other topics and issues that students like Lindsay and Thom cope with upon their return. These three re-entry themes: reverse culture shock, professional development, and academic reintegration presented themselves and will be reviewed here.

Reverse Culture Shock

Gaw (2000) defines reverse culture shock as "the process of readjusting, reacculturating, and re-assimilating into one's own home culture after living in a different culture" (p. 83). This definition of reverse culture shock reads similarly to Adler's (1981) definition of re-entry above, yet this literature review hopes to differentiate the two, even though Gaw uses the terms interchangeably. Reverse culture shock is an emotional and psychological phenomenon that

some individuals may experience few to no effects of, while others can appear to have problems years later (Adler, 1981).

Adler (1981) states that:

Reentry experiences frequently surprise returnees. When transferring abroad, people generally expect new and unfamiliar situations, whereas they do not expect anything unfamiliar when returning home. Most returnees expect neither reentry shock nor trauma; they expect to slip easily back into their previous organization, job, and lifestyle. (p. 243)

The Center for Global Education (2012) summarizes that students can expect to experience two elements that characterize re-entry: “an idealized view of home (and) the expectation of total familiarity” (para. 4). Issues in re-entry arise when these two characteristics are not reality. Depending on the student and their particular study abroad program, irregularities between expectations and actuality “may result in: frustration, feelings of alienation, and mutual misunderstandings between study abroad students and their friends and family” (para. 5). For some this can be clearly followed in Margaret Pusch’s re-entry worm ([see Appendix A](#)).

The My World Abroad Quick Guide (n.d.) to “Re-entry Shock” offers students three phases that they could go through as they return from the study abroad experience: euphoria, shock, and adjustment. During the short euphoria phase, they argue that students are on a high and that they do not let problems get in their way as they reunite with friends and loved ones. However, as a student transitions into phase 2 they are shocked by all the change that has occurred. Not only has the student changed, but also so have their friends, family, co-workers, and home itself, therefore students are forced to adjust. The guide summarizes this phase by saying that students are “experiencing some of the symptoms of the grieving process. Specifically, (they) are suffering from the anxiety associated with separation and loss... there are

no guarantees (they) will ever go back” (p. 2) to being who they were either before they went abroad or who they were abroad.

Next, students reading the guide are offered tips to work through re-entry shock, including reflecting on their study abroad, taking care of themselves both mentally and physically, and also to start building a community of people that is supportive and understanding. This can include other returnees, sympathetic friends or family, and new immigrants. One helpful tip is to choose which parts of the experience they’re going to talk about by distinguishing what is important to their audience and by being inclusive; it is easy to exclude others when one only speaks about their time in Ghana, for example.

The final phase of reverse culture shock is ultimately adjustment; this coincides with the upward curve in Pusch’s (1988) re-entry worm. My World Abroad’s (n.d.) authors explain to students that re-entry does not have to be an entirely negative experience. Just as study abroad gives students opportunities for personal and professional development, so does the re-entry process. The guide tells students that:

Through your struggle, you will uncover and develop a number of skills and insights. Not only did you have the privilege of learning about a new culture abroad, but you also gained a fresh perspective on your own culture... You emerge a stronger, more resourceful person, with deeper insights into the human condition. (p. 2)

These qualities are not only important for personal development, but also for professional development.

Professional Development

In his literature on expatriate employee re-entry, Adler (1981) focuses on companies that send their workers or managers abroad and the different types of re-entry processes that

employees have. While this does not directly relate to college students that have studied abroad, Adler does speak to the professional skills that employees learned abroad: managerial skills, tolerance for ambiguity, multiple perspectives, and the ability to work with and manage others (p. 249). Adler's findings on how international experience affects your professional development are still touted today.

In the Erasmus Impact Study (2013), the Erasmus Student Network researched the outcomes of the Erasmus program in Europe, which allows European students exchange opportunities in other collaborating European universities. In particular, the research focused on skills and employability of students that did an Erasmus program. They found that "more than 90% of the students reported an improvement in their soft skills, such as knowledge of other countries, their ability to interact and work with individuals from different cultures, adaptability, foreign language proficiency and communication skills" (p. 3). The study also found that 92% of employers are looking for skills that Erasmus increases, including curiosity, tolerance, and problem-solving skills. Students that studied abroad had a 64% chance of being recruited because of their international experience and then they are given greater professional responsibility. Although this study took place in Europe, it is extremely helpful to see what employers are looking for.

In an article in *Transitions Abroad*, Bohrer (2015) speaks to how study abroad increases American students job prospects. She argues that study abroad is a resume builder and that both employers and graduate schools value these skills:

- Foreign language fluency
- Cross-cultural communication
- Teamwork
- Ability to manage finances
- International knowledge base
- Analytical skills
- Flexibility
- Independence (p. 3)

Bohrer reiterates that not only can study abroad give one a competitive edge in the United States, but that it also opens up options abroad, including interning, volunteering, and working.

The American Institute on Foreign Studies (AIFS), which organizes study abroad programs all over the world for a variety of durations, produced the “AIFS Student Guide to Study Abroad & Career Development” by Tillman (2011). The guide is written for any of their students, no matter the length or location of study abroad. Tillman stresses the importance of planning and choosing a program to aid in professional development; therefore half of the guide is focused on the pre-departure and abroad phases. The subsequent half focuses on what students can do once they return to campus, both how to market their international experience and how to articulate it. Tillman walks students through how to add study abroad to their resume and cover letter, by giving various phrases to show their cross-cultural skills, flexibility, and communication skills. Furthermore, he addresses how difficult it is to articulate skills and competencies gained in an interview. He stresses, “when speaking to employers, address the value of both the general and the specific skills (they) developed while studying abroad. *It’s important not to assume that the interviewer will realize how (their) international experience is relevant to (their) candidacy*” (p. 11). Although previously mentioned guides all comment on the importance of the skills acquired, Tillman is the only literature that gives students a practical way to enter an interview ready to articulate their experience.

Academic Reintegration

Since much of the focus of scholarly sources concentrates on reverse culture shock and professional development, there is dearth of research on academic reintegration during re-entry. Most of the strategies found deal with the logistics of academic re-entry, such as course accreditation, housing on campus, and registering for next semester’s classes. For example, The

University of Minnesota's Learning Abroad Center (2011) has a detailed "Re-entry Handbook" with four pages dedicated to reverse culture shock and 14 pages about professional development, while there is only one paragraph dedicated to academic needs.

The Global Education (2015) office of Saint John's University created "A Resource Guide for Returned Students" and much like the previous handbook there is a limited amount of resources on academic reintegration. However, they did devote several pages to suggestions for students on how to get involved. Besides the photo contest and the opportunity to become a study abroad ambassador, Global Education recommends "integrating (their) experience into (their) daily life (p. 21). They advise students to volunteer, join a multicultural student club, take courses related to their study abroad country and language, be a language tutor, and share their experiences by getting published.

SIT Study Abroad's (2008) toolkit called, "After Study Abroad" offers a sufficient amount of information and tips for academic reintegration. They explain that "the key to academic reintegration is finding ways to actively integrate your new knowledge, interests and skills into your college and university experience" (p. 15). This toolkit offers many recommendations similar to Global Education's guide, however they also suggest that students attend research and re-entry conferences. Local and regional re-entry conferences are a great way for students to learn about re-entry issues and opportunities. They also give students a list of research groups and conferences, as well as several places to publish the research they conducted while studying abroad.

"What's up with culture?" (La Brack, 2013) is an online resource with modules that guide students through cultural trainings on studying abroad from pre-departure to re-entry. The guide encourages students to find ways to use their international experience, newfound

knowledge, and unique perspectives. Ways that can be done are by organizing events with professors or cultural groups. The guide also suggests that students see more of the United States. “US-American students returning from overseas often realize how little familiarity they have of the tremendous geographic and cultural diversity within their own country” and region (para. 5).

Curriculum Authority Review

While constructing this curriculum, I endeavored to research and use the most appropriate learning and developmental theories. By first identifying the target population and acknowledging the need for various learning styles, the curriculum was set up to help the students reflect and connect to their peers and their campus.

The students in this course are at the age that Arnett (2007) refers to as emerging adults, since most will be juniors and seniors in college they will be 20 to 22 years old. Some students may be returning from study abroad to live independently in apartments, on campus with friends, or some could even be returning home. Of Arnett’s five features of emerging adulthood, this course will focus on how they are at “the age of feeling in-between and the age of possibilities” (p. 69) as they look towards their future. Whichever type of program a student participated in, they were far away from their home and parents, and living in a foreign country, possibly alone. As they transition back to CPIU, students in this course are experiencing the gradual passage through emerging adulthood.

One of the tools that the facilitator of this course can use to further the learning objectives is Gardner’s (1983) Multiple Intelligences Theory. The theory states that there are eight levels of intelligence ([see Appendix B](#)) and that although one student may be better at musical intelligence, for example, it does not limit that student, since he may also draw from all levels.

Since the goals of Reflect & Connect are clear, the facilitator can use the various levels of multiple intelligences in each student to help them better connect to the topics and their assignments. In applying the theory to the course curriculum, I have added readings, writings, a movie, panel discussions, research, and presentations.

Throughout the students' study abroad journeys, they have all been moving through the experiential learning cycle (Kolb, 1984), and depending on their program type some may have had more or less time spent in various stages of the cycle ([see Appendix C](#)). This course takes students back through as they process and reflect on both their time studying abroad and the time that has elapsed since their return. The students will experience Kolb's active experimentation as they write resumes and cover letters highlighting their study abroad experience, whereas they will be using abstract conceptualization as they examine experiences with both culture shock and reverse culture shock.

In Glisczinski's (2007) article, *Transformative Higher Education*, he found in his study that "the surprisingly small 43% of students who engaged in critical reflection may be one of the greatest threats" (p. 322) and therefore there is a great opportunity to expand upon the experiential learning cycle in Reflect & Connect. Through critical reflection throughout the class sessions and online journaling, students will learn how to analyze the break or connection between their ideals and their study abroad experience. The facilitator will support them in their ability to continue through the experiential learning cycle by having constructive dialogue and by giving them the power to take action to further their own development.

In Reflect & Connect, students will steer the discussions and also the course of the semester. Using Baxter Magolda's imagery of a tandem bicycle, the curriculum of this course was decided by a needs assessment and there are various points throughout the semester when

students' needs navigate the course towards certain topics and even guest speakers. Therefore, by using the learning partnership model, "the educators support learners in developing internal authority by: validating learners' capacity to know (e.g., respecting their thoughts and feelings, thus affirming the value of their voices); situating learning in learners' experiences (e.g. using learners' experiences as the foundation for subsequent learning and growth); and defining learning as a mutual process (e.g., collaborating with learners to analyze and address problems)" (King and Baxter Magolda, 2007, p. 217). Through these three forms of support, the students direct the course as the educators challenge the students with critical reflection and dialogue. The goal is to have the challenges collectively engage the students and help their internal voices emerge.

Needs Assessment

Presently at CPIU the faculty and staff feel that there is a lack of programming for returned students, and therefore a need to facilitate re-entry workshops for our past participants in all types of programs. Before students leave, Education Abroad offers accepted students general, regional, and program specific pre-departure orientations. Uniquely, "CPIU in Cape Town" is the only faculty-led program for undergraduates that has both a required pre-departure and a re-entry course for credit. The target of their re-entry course is to give students a forum to finalize and present their research. Before I was hired, the staff of the Global Affairs department and the Education Abroad office already saw a need for some form of structured re-entry programming. When I interviewed for the internship, one of the questions asked of me was pertaining to this need, and now, part of my responsibility as Special Projects Coordinator is to design and organize meaningful workshops for our returning students.

Stakeholders

The primary stakeholders taken into account for this needs assessment were the returned study abroad students of CPIU, the staff of Education Abroad, and the faculty that run some of the programs. The largest stakeholder is the students; this course is being created with them in mind, therefore their responses are imperative. For this needs assessment, it was important to get responses from students that had returned from studying abroad within the last six months, since that is the intended audience. Therefore, about 600 students were surveyed in January 2016 that had studied abroad in Summer 2015, Fall 2015, and/or Winter 2016. The survey asked students, “How long ago did you return to the US after studying abroad?” Of the 107 responses, 51% had returned less than a month ago, 14% had been home 1-2 months, 5% returned 3-4 months ago, and 31% returned over 5 months ago.

For the perspective of the staff and faculty, I reached out to four persons and got three responses: two assistant directors from Education Abroad and one faculty member that has led over five different programs during his time at CPIU.

Methods

This needs assessment captured the diverse opinions and perceptions of 107 CPIU students ([see Appendix D](#) for the student survey questions). 600+ students were sent a link to a Google Form survey containing 13 questions: 12 required and one optional. Then five of the student workers that Education Abroad employs gave further input and comments on the complete syllabus later in March. Also, through advising, a welcome back party, and informal events where past participants were volunteering their time, I spoke informally with them about their experiences and how their transition back to campus had gone. These conversations gave me a greater understanding of demands on students, their needs, and future plans.

To gain the outlook of the faculty and staff of Education Abroad, I conducted three formal interviews ([see Appendix E](#) for the faculty/staff interview questions). Their questions followed a similar framework but varied in language so as to obtain more information on how they saw students transitioning back to campus.

Findings

Current Offerings. CPIU currently provides students with several forms of re-entry support: a welcome back party, a photo contest, peer mentoring opportunities, volunteering at a study abroad fair or orientation sessions, international internship search aid, and job search support. Past participants are invited to become student ambassadors; these ambassadors' names are listed on the CPIU website, along with their major, study abroad program, and email. There are currently about 60 ambassadors. During advising appointments, the office advisors regularly reference this list and tell prospective students to reach out to these volunteers. The office also calls on the ambassadors to volunteer at the program specific orientation and information sessions, as well as the large study abroad fair that is held twice a year.

There are also nine students working for the office in various capacities. Four of the students sit at the front desk and work weekly hours, like a typical student worker. Five of the students are paid a scholarship to be a peer advisor. Although the peer advisors work mainly with incoming exchange students, all nine of the students are asked to give class presentations on study abroad and sit on a student panel in the larger study abroad general information sessions.

Throughout the first semester at CPIU, Education Abroad and the CCD held several joint workshops, which focused on marketing students' international experience and aiding in their search for international internships, both for credit and not. Both of the offices advertised the sessions on their websites and on a daily events email, which goes out to all students. In addition,

Education Abroad emailed all past participants to inform them of the sessions. For each of the sessions, there were as little as 5 students to at most 30, which was the international internship session at the beginning of Spring semester. Also, both Fall and Spring semester, Education Abroad sponsored a welcome back party with food and a chance to meet with their study abroad advisor, though only roughly 20 students came to each. So even though both students and staff think a welcome back party is helpful for re-entry, it is not a well-attended event.

Student Surveys. In the surveys, students were asked questions not only about re-entry and reverse culture shock, but also questions to gain a perspective on why they studied abroad. The responses came from 42 students that studied abroad on a summer program, 44 that went abroad in the fall, and 21 that went on a short-term winter program. Of the replies, the majority were from seniors, 40%, and juniors, 39%; the rest were sophomores, 7%, and senior+ or other, 14%. Concerning the type of program, 78.5% went on a faculty-led program, 13.1% on an exchange, 6.5% with a third party, and 2.8% either petitioned a new program or did direct enroll.

When the students were asked if they experienced any adjustment issues or reverse culture shock, surprisingly only 36% said yes. If the students answered yes, then in the next question they were asked to explain their feelings upon returning. Thirty percent of students said that they were “missing friends from abroad” and that they “didn’t have anything to look forward to” anymore. One student even said that because of her amazing experience abroad, it made her “not even want to adjust back to American life” (personal communication, January 15, 2016). Several students commented on how it was difficult to get used to the US’s food, portion sizes, waste, and a lack of social and cultural opportunities.

Students were also asked if they felt that CPIU’s or their program’s faculty and staff provided them with preparation for re-entry and only 63% said yes. By breaking it down into

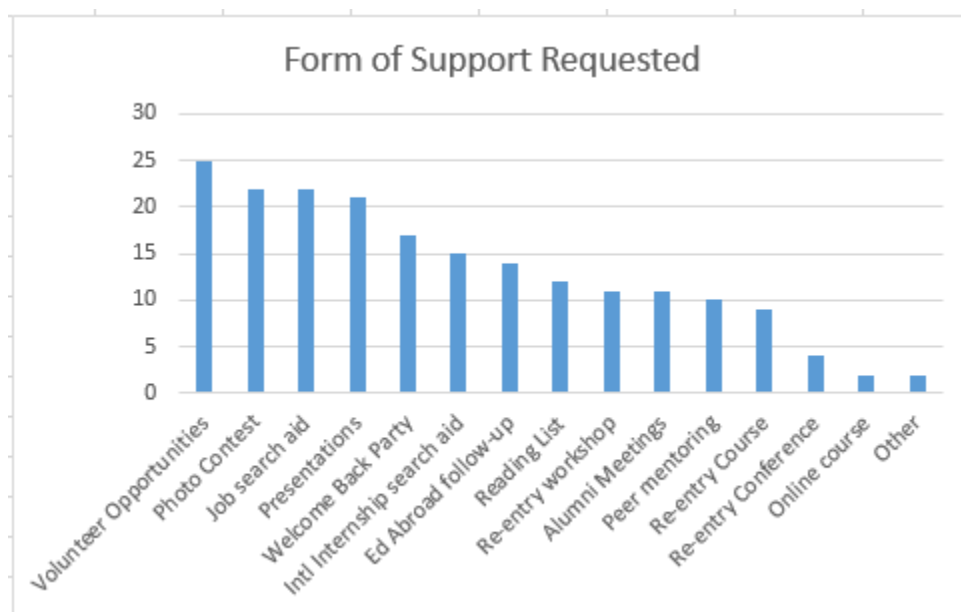
program type, it is clear that students who replied yes, 11 were exchange students, while 51 did a faculty-led program. By ratio, faculty-led program students also felt the least supported in their return, with 33 saying no.

I was also curious as to if the students sought or would seek out support once they returned to campus, and while 78% said that they did not, that means that 22% did. From the options provided, 14% choose the Education Abroad office as a place that they would or did seek support. What I found most surprising is that only 2% of students said they would or did go to the Center for Career Development (CCD).

The survey asked, “If asked by a faculty member or in a job interview, do you feel like you could demonstrate your cross-cultural experience articulately?” 87% of students replied, “Absolutely, I am able to give several reasons why it was beneficial to my career path.” versus 13% which replied, “Not really. I usually just say, It was awesome!” However, after speaking with faculty, staff, and students around CPIU I feel that the students may have been a bit overconfident in answering yes to this question.

In the last question, and most important for the formulation of this course, students were asked, “What forms of re-entry support are you interested in?” Here students were encouraged to select all that applied and in total there are 247 selections from 14 options. In the table below you can see the results from this question most clearly. Although 20% of students indicated that they were not interested in support, this indicates that 80% were ([see Appendix F](#) for a full list of responses). Reflect & Connect will aim to provide constructive and experiential support for the 197 positive responses: the 11% looking for job search aid, the 11% hoping to give presentations on their experience, the 8% looking for international internship search aid, the 7% wanting a

follow-up with Education Abroad, the 6% wanting a reading list, the 6% wanting a re-entry workshop, the 5% needing a re-entry course, and the 5% wanting to do peer mentoring.



Faculty and Staff Interviews. During these interviews, most questions were based on faculty and staff experience interacting with students once they returned in their individual capacities from Education Abroad. They were asked if they have seen students struggled with reverse culture shock and what they hear students say. The faculty member said no, because he prepares them during the last few days of the program. Mostly he hears that students want to go back, even alumni who studied abroad 10 years ago mention that to him. Both assistant directors voiced that they did not see students struggling, per se, but that students often mentioned that they appreciate their privileges in the U.S. and that it is hard to get back into the swing of things on campus.

The three participants were also asked, “Where would you advise students to seek re-entry support?” The faculty member said that he recommends students continue to meet once they return. He mentioned that he does know students have alumni parties, and he keeps in contact with his students and is always offering them any academic support that they need. As

for the Education Abroad staff, besides the listed support options, they mentioned: current exchange students, their academic advisor, and multi-cultural clubs or activities on campus.

When asked if they felt if students could articulately demonstrate their cross-cultural experience in an interview all three said yes, but that the response also depended on the type of program a student went on, and how much reflection they had on the program. There was the general feeling that since students who went on exchanges were more independent they may not have had the opportunity to have academic reflection sessions with either professors or other students in their program.

Lastly, the three interviewees were asked to pick their top five forms of re-entry support they think could best help students. Only one option was chosen by all three: the opportunity to give presentations about your program to fellow students. Two out of the three chose these options: welcome back party, one-day re-entry workshop, a re-entry course for credit, and alumni meetings.

Other Considerations

One form of re-entry support that all parties involved thought could be helpful is the opportunity to give presentations to fellow students. One limitation of this course is that it will be initially proposed as a one-credit, pass/fail course. There are time limitations in class and many expert speakers, which will prohibit an appropriate time for presentations. Aside from becoming a student worker for Education Abroad, it would take student initiative to propose individual presentations in other classes.

A solution would be to give students the opportunity to present during International Education (IE) Week; a symposium would coincide with the other activities that are already organized by CPIU Global Affairs. This symposium is one way to offer all past participants an

opportunity to present. The drawback to this is that IE Week only occurs in November. Though this course curriculum and schedule is being proposed for the Fall semester, one idea for the Spring semester is to piggyback on an event from another Global Affairs office, the International Student Services office. At the beginning of April, they offer *World Fest*, a day for their international students to present on the culture of their home countries. A symposium organized by Education Abroad could be held both during IE Week and *World Fest*. Once the Reflect & Connect course is picked up by the Individualized & Interdisciplinary Studies Program (IISP) department the symposium can become a graded and required as part of the course.

Similar Programs and Courses

CPIU currently offers two post-study abroad courses for students that went to two specific faculty-led courses: CPIU in Cape Town and Education in London. Neither one of the courses have a syllabus; the Cape Town professor says that her “re-entry course is rather unique to each cohort and kinda evolves throughout the semester” (personal communication, October 23, 2015). The Education in London professor explains that since he is working with graduate students, “there is not a syllabi per se because in graduate level education seminars the students dictate the conversation and work” (personal communication, April 7, 2016). Therefore when creating the Reflect & Connect syllabus I had to look outside of our university and for a more generalized track.

Although the Education in London re-entry course is only available to graduate students, the CPIU in Cape Town course was for any undergraduate student that went to Cape Town. This program attracts students from several majors, with the most students coming from Allied Health, and to a lesser degree Political Science, Economics, etc. (personal communication, January 15, 2016). The professor of the program, which always occurs in Spring term, requires

students to take both a pre-departure and a re-entry course to receive full credit for their study abroad program. Therefore, the Fall semester she is conducting both of these classes simultaneously for outgoing and returning students. She says that during the re-entry course she provides students with reading materials on Cape Town, handouts, and videos from TedTalk or YouTube, or from her private collection. The types of assignments that she includes in the course are journal-writing prompts, which I have chosen to emulate in the Reflect & Connect course. These assignments cover topics such as, “Let’s talk about the re-entry process” and “How to apply what you learned from your internship” (personal communication, October 23, 2015). She also mentioned that “since no one at CPIU ever did a re-entry course, I have just been making it up as I go along... it is a work in progress” (October 24, 2015) and feedback from students have indicated that the course was very helpful in their re-entry process.

Besides, the CPIU re-entry courses, I only found one other course offered from another institution on re-entry. This course titled: “Study Abroad II: Reflection and Integration” is offered at Beloit College for .5 credits (approximately transfers to one credit at CPIU) (Beloit, 2016). Beloit also offers a .25 credit class called “Your Major Meets the World: Planning for Study Abroad” (2016). Although I reached out to Beloit’s Office of International Education, there was no return communication. From their website and YouTube channel I can glean that their course focuses on creating a final digital-media project that the students present at a symposium.

Study Abroad II launches with a three-day workshop, then there are five further classes. Like Reflect & Connect, Study Abroad II is led and organized by their Office of International Education and staff. Their course description highlights that “research on study abroad learning outcomes indicates that the lessons of study abroad do not “take” without opportunities for

reflection and meaning-making... this course aims to allow returned study abroad students to learn from their experiences and convey these lessons to others” (Beloit, 2016). The digital-media films that the students make are given at a symposium and showcase the students’ photos with voice-overs and/or music. For Reflect & Connect, I will borrow and adapt their style of presentation to make it open to learners with other intelligences.

Other than these courses listed above, I have found that most schools, like CPIU, create a toolkit or resource guide that are available via their website. The guides that I have found most helpful and well researched come from: SIT Study Abroad, “After Study Abroad- A toolkit for returning students” (2008); Barcelona Study Abroad Experience (SAE), “Re-entry Workshop: A Toolkit for Continued Personal and Professional Growth” (n.d); MyWorldAbroad, “Re-entry Shock” (n.d.); Saint John’s University, “After Study Abroad... A Resource Guide for Returned Students” (2015); and Melibee Global, “Beyond Abroad: Innovative Re-entry Exercises” (2012). After reading and reviewing these and many other resources guides, I decided to revisit them while creating my curriculum, which is ultimately based upon the needs of the students in the surveys.

Goals and Objectives

The goals and objectives for both the Reflect & Connect course and students have been derived from the needs assessment conducted with students, staff, and faculty at CPIU. The purpose of this course is to help students reflect on their study abroad experience and gain skills to further their career; as a result the direction of the course can change depending on the needs and feedback of the students gleaned throughout the course and from the end-of-course evaluations.

Course Goal

The goal of the course is to provide a creative, experiential, and engaging curriculum that facilitates reflection and aides in the transition of CPIU students back to campus as well as promotes the Education Abroad office on campus.

Course Objectives

CO1: Implement constructive activities to develop student reflection, manage reverse culture shock, and enhance students' careers

CO2: Increase the numbers of students participating in various Education Abroad activities: i.e. Study Abroad Fair, programs' information and orientation sessions, and the International Week Symposium

CO3: Collaborate with other CPIU departments and offices to increase understanding of the importance of international education programs and opportunities

Student Goal

The goal of the students taking this course is to reflect on their study abroad experiences, in order to transition swiftly back to CPIU and to understand how their international experience can be used to promote their career either domestically or internationally.

Student Learning Objectives

LO1: Students will recognize the effect that studying abroad has made on their lives, and be able to vocalize their experience articulately using the principles of critical and creative thinking

LO2: Students will recognize their strengths and weaknesses and reflect on their personal growth from being a CPIU study abroad student

LO3: Students will recognize and engage with professional and academic support services and enrichment opportunities offered at CPIU

LO4: Students will recognize the diversity of our world and practice basic skills needed to actively and ethically contribute to a globalized society and share their experiences

Course Description

Scope

The scope is based on the literature review and the needs assessment, therefore Reflect & Connect: Make the Most of Your Study Abroad Experience is an eight-week long, credit-bearing course worth one credit that will be offered once a semester, twice an academic year. The class will meet for one and a half hours once a week, and last for eight weeks. Additionally, students are required to attend the Education Abroad Re-entry Workshop, lasting three hours, for a total of 15 in-class hours, pending permission from the Faculty Oversight Board. This cannot be approved until the course proposal is submitted to CPIU in May. The students will also be encouraged to present at the symposium either in November (IE Week) or April (*World Fest*).

Since the purpose of this course is to help students reflect on their study abroad experience and gain skills to further their careers, it would be proposed as UNIV 1820 within IISP. The course will be led and organized by Global Affairs and the Education Abroad office, and will also take advantage of CPIU's First Year Foundations (FYF) department for teacher trainings.

At this time the re-entry course can give students one credit in interdisciplinary studies but cannot go towards any major or general education requirements. Pending special permission from the school/college and the University Senate, the class could later be an approved elective course to count towards the International Studies minor. The course will be built to model the

experiential learning cycle including readings, reflections, guest lecturers, group dialogs, and culminate in an optional individual project and presentation designed by the student. Also included will be various skill-building workshops and professional development trainings that connect the student's' international experience to their future goals.

Timeline: Accreditation

In order for this course to be accredited at CPIU, there is a course approval process set up by the University Interdisciplinary Courses Committee (UICC). The accreditation process for a UNIV class will happen as follows:

Program- or unit-level approvals → UICC →

Student Senate Academic Sub-committee → Student Senate

The UICC meets four times a semester, therefore this course proposal will be submitted at the last meeting, usually held at the beginning of May. Ten days before this meeting date the proposal must be handed in to the UICC administrator. Working back from this time, in March and April Education Abroad and then Global Affairs will meet to review and approve of the course. By April, the proposal will be taken to the Global Affairs Vice Provost for final approval. For a view of the entire process please [see Appendix G](#). If the course is not approved, the Education Abroad office will offer the course as a program and schedule mini-workshops throughout the semester to still be able to offer the same career development and reflection opportunities to students.

Potential Participants

Reflect & Connect is a course designed for CPIU students that have just returned from studying abroad. Since the course will be within the IISP, it will not be required, but students that studied abroad for a semester or longer will be especially encouraged to register. Also, based on

the career development topics included in the class and the fact that a majority of students study abroad in their junior year, it is suspected that mostly seniors will populate the Fall semester course, while there may be a mix of juniors and seniors in the Spring semester course.

Curriculum

Throughout Reflect & Connect, students will focus on various aspects of their personal development, academic reintegration, and professional development, and while students can use the knowledge across all three categories, it is recognized that every person reacts differently to not only study abroad but also to returning. The facilitators will recognize that the students are emerging adults (Arnett, 2007) and will come from a variety of study abroad programs. The course will be “driven” by the students and designed in such a way that the instructor and the students are learning partners (Baxter-Magolda, 2004). The design of this curriculum allows students to express themselves and learn within the theory of multiple intelligences (Gardner, 1983). Another consideration in the formulation of the Reflect & Connect curriculum is to follow the cycle of experiential learning (Kolb, 1984) with critical reflection.

Personal Development

Reflect & Connect will prepare students with strategies for personal and emotional development so that they are better able to integrate their international experience into their daily lives. Within in the course, personal development will be covered in the re-entry workshop, and focused on in weeks #1 and #2, keeping in mind that throughout the course, all topics covered are personal to each student.

At the first class, besides introductions, icebreakers, and a review of the syllabus, students will try the “Your Weak Hand” exercise (Kurtzman, 2013), in which they try writing the same word several times. This could be the country they studied abroad in, writing with both

their dominant and non-dominant hand. According to the NAFSA re-entry toolkit, the goals of the exercise include: “reflecting on how writing with the weak hand is similar to crossing cultures – we often feel that everyday activities that we are comfortable with take longer, don’t result in the way we want them to, and cause frustration but the process can get easier over time especially with explicit emphasis on the task” (Kurtzman, 2013, p. 4). This exercise aims to set the tone for the class, which is to be student discussion based either in small groups or pairs.

At the end of the first class students will be assigned their first journal prompt. Before the re-entry workshop the first weekend of classes, students must post and respond to their classmates. In **Journal Prompt #1** students re-introduce themselves to their classmates and answer questions like: Where are you from? What is your major? Where and for how long did you study abroad? Describe your transition back to the US and CPIU. How have you excelled and how have you struggled? This gives students who are more shy or who prefer to communicate online the opportunity to “speak” and participate.

During the re-entry workshop students will be introduced to the re-entry worm (Pusch, 1997). This graph ([see Appendix A](#)) gives students a guide to how their next few months might look. The “worm” is not brought back up until the end of the course since usually the full impact of studying abroad is not realized after a week, month or more after returning. Therefore **Journal Prompt #4**, the Self-Awareness Reflection, is not due until week #7. Students are instructed to draw or write out the stages of the culture shock curve and describe how it affected their time abroad. Next, they will use the re-entry worm to see how their reverse culture shock has been shaped since returning home from abroad.

Week #2 will focus on reverse culture shock. Together, students will watch the short film, “Le Retour”, about a girl returning from France and finding it difficult to readjust to her

American life and friends, all while missing her friends in France. After the film students will split up into to small groups to discuss the film and their responses or any connections that they feel. Besides discussion in class, **Journal Prompt #2** will encourage more reflection on their time abroad. Students are asked to share one of their favorite events while abroad: i.e. class, excursion, local friend, and tell why it is their favorite.

Also during week #2, if there is time or if students are hesitant to share, they can individually do a comparison exercise. In this exercise students will write down their Monday schedule; on one side will be a Monday while they were abroad and on the other will be their Monday now at CPIU. Drawing comparisons and seeing the similarities and differences between their routines can provoke reflection. Also, some might notice how they did one thing in the morning, like shower, before going abroad, but now since they studied abroad they shower at night.

Academic Reintegration

Academic reintegration is a smaller, albeit important topic of this course, and will be touched upon at the re-entry workshop as well as in week #3.

By week #3 students will be settling back into campus life and perhaps searching out their old clubs and friends. However, students that have returned from a semester or year abroad may have difficulty reintegrating into their old social groups. They bring back with them new passions and knowledge that they may wish to explore academically. They may also be searching for clubs where they can use their new language skills or perhaps they took up a new sport while abroad. In the survey, students replied that they were shocked by the amount of waste Americans produced and that they were more interested in social justice and civic engagement. Unfortunately, with all the other obstacles in their way students may need help seeking out

opportunities on campus to use their newfound knowledge, either academically or socially.

Therefore, week #3 will be student led. The week before students will be asked to go to the CPIU Student Involvement Fair to search for international and cultural clubs to present upon. CPIU has a wide range of clubs from Japanese taiko to Brazilian capoeira, as well as cultural groups like the Asian Student Society. Other students can choose to present unique courses that they have found, from a German Film course to Italian conversation.

Professional Development

According to the needs assessment, professional development is the topic where the students feel they need the most support, therefore several weeks will be spent focusing on this topic in various ways. Of the requests for support, 19% of responses wanted support in their job and internship search. Professional development will be focused on in weeks #4, #5, and #6.

In week #4, the facilitator will arrange an expert workshop in conjunction with the CCD. The CCD already has a presentation that Education Abroad uses on marketing their international experience. The workshop focuses on unique qualities and skills students acquire while studying and traveling abroad and how employers define intercultural skills. Before the class, students will be asked to complete a questionnaire (see link in course calendar in [Appendix H](#)), which was borrowed from Saint John's University resource guide for returned students (2015). Together with the CCD presenter students will learn smart practices for promoting their study abroad experience. The homework for the next week is a resume and mock cover letter for a job or internship that they are interested in.

In week #5, students will have the opportunity to listen to a panel discussion of experts in various CPIU departments. These presenters will come from university colleges and schools depending on the students' needs. Ideally, these will be faculty members and administrators that

have traveled, worked, or studied abroad at various points during their careers, or even be an international faculty member. They will be encouraged to give career advice, talk about how they experienced reverse culture shock, and how they see intercultural sensitivity to be important. Before the presenters arrive, the students will break into small groups to prepare talking points and questions for the panel members.

Week #6 will bring guests from the CCD, Education Abroad, and other CPIU staff or faculty that have experience either doing or searching for an international internship, volunteer position, graduate school, job or teaching English as another language position. During class, students will look up and present on various companies and organizations that they find. The guests will be helping out student groups that hope to focus on that guest's field of study. If there is more interest in this, there will be extra time for exploration and presentations during the last class.

Re-entry Workshop

The aim of the re-entry workshop is to have a three-hour event, open to all students that recently studied abroad, and required for students of the Reflect & Connect course. The needs assessment indicated that students would like to have this kind of opportunity, as well as a chance to meet with their Education Abroad advisor and other alumni. Using Baxter-Magolda's (2004) learning partnerships model there will be breakout sessions that will be casual in nature so that students can feel comfortable telling stories and reflecting on their time abroad.

The event will touch upon the three main topics of the course but not delve too deeply. It will give students a glance at the kind of work they will be doing throughout the semester. All students who come will be provided with the same re-entry reading list that the students in the course are encouraged to read for class. Also, since this event takes place the first weekend of

classes, before the end of the add/drop period it will provide another place to “market” the course if there are low enrollment numbers.

Symposium

The symposium will be held twice a year: once in November during IE week and once in April during CPIU’s *World Fest*. In the needs assessment students indicated that they wanted the opportunity to give presentations to other students on their study abroad experience. Although it is not yet a graded part of the class, students are encouraged to create a presentation for this symposium. The “CPIU in Cape Town” program already has a successful symposium during the Fall semester for their students to present their final project from research that they did while in Cape Town (personal communication, October 23, 2015). Although these students usually use PowerPoint to present, the Reflect & Connect students will be encouraged to present in any way that suits their learning style. This could be a journalism report with interviews, a digital storytelling session, reciting a poem, writing and performing a play, etc. In the last class, presentation topic ideas will be discussed and students will be encouraged to submit a proposal with an abstract to present at the symposium. The last journal prompt will include this abstract, whether they are presenting or not; this is so students can think of a topic and may choose to present in another class or write about it for the campus newspaper.

Staffing Plan

Reflect & Connect will be spearheaded by Education Abroad and will thusly be facilitated by a staff member from that office. The Assistant Director (AD) will be the faculty on record for the course. She will attend a majority of the classes for the duration of the course. She will also be responsible for developing and updating the curriculum to meet CPIU’s institutional standards and policies. Education Abroad also employs a graduate assistant who reports to the

AD; part of her responsibilities will be to function as a teacher's assistant (TA) for the course. The TA will keep track of attendance and monitor the ManateeBoard. She will also be responsible for arranging learning materials to be used in the course. Together, the two Education Abroad staff will read the journal entries and plan the class symposium. Also, they will be able to lead by example for the students in the class. The facilitator and TA must have had the experience of studying or working abroad, be culturally aware and competent as well as adaptable, understanding, and flexible. Other Education Abroad staff members will be called upon as needed to facilitate the class, depending on their individual specialties and the availability of the AD.

In following the concerns of the UICC, those Education Abroad staff members that are not trained and vetted to be academic faculty will go through prescribed trainings. These staff members can take advantage of the teacher training offered by the office of FYF, which holds trainings throughout the year to train facilitators of their FYF classes. Since Reflect & Connect instructors will also take these trainings, it will therefore place the responsibility of vetting and evaluating facilitators within the FYF department. Once the course becomes accepted into the International Studies department, only at that time will a full time faculty member be assigned to the course.

Volunteer guest speakers and lecturers will lead a majority of the course's classes. The speakers will primarily come from CPIU's various departments and offices, including but not limited to: the CCD, the School of Business, Counseling and Mental Health Services (CMHS), and the College of Liberal Arts and Sciences (CLAS). If a need for speakers from other offices or departments arise during the term of the course the AD and TA will do their best to find

volunteers from those places. If an outside guest speaker is needed then there will be a budget to find and recruit extra speakers based on their expertise.

Course Marketing

Education Abroad will use available resources to market the course to potential students. One of the Program Coordinators (PC) in the office has the responsibility to update and maintain the resources on the webpage and the social media accounts. There is already a section for returning students on the office webpage, so the re-entry course will be added to this already robust page. Once students navigate to the returning students page they are welcomed back and then given links to information on re-entry challenges, logistical procedures: housing, registering for classes, and academic credit, as well as other information on staying involved and the popular photo contest. To this menu, information on this re-entry course will be added, maintained, and updated by the PC, AD, and TA. The TA will also be responsible for adding marketing posts to Education Abroad's Facebook group of all students currently studying abroad.

The course webpage that will be built will contain information about the Education Abroad staff facilitating the course, with a brief anecdote about their personal re-entry process and advice. Included here will also be the course syllabus, including topic calendar with brief descriptions, and logistical information about registration deadlines and classroom location. The course will also be advertised on the main CPIU Global Affairs webpage. As is CPIU tradition, flyers will be placed around campus and will be available in Education Abroad's office. In addition, the course will be first introduced in the pre-departure orientations that are held for all students going abroad, no matter the duration. The AD will present the course and encourage the students to take it once they return to campus. About a month before the end of the semester, students will be sent an email preparing them to come back to school, which will direct them to

the returning students webpage; in this email, the re-entry course can again be mentioned. When the students get back to campus at the beginning of the semester they are sent a “Welcome back!” email, if the course has low enrollment numbers then one last time the course will be marketed here.

Student Recruitment and Admissions

Students will be recruited from the group of students that studied abroad the previous semester. Education Abroad uses Terra Dotta to track student enrollment, therefore there are always up-to-date lists of study abroad students. The AD and TA will recruit heavily from the population of students that have most recently returned and those that took a semester program. For example, students who could take the Fall 2016 course will be recruited from students that went abroad in Spring 2015, as well as May-term 2015 and Summer 2015. Students able to take the Spring 2017 course will have studied abroad Fall 2016 and Winter 2017. Education Abroad advisors can also nominate/suggest students from their applicant pool.

Students will be admitted by registering for the course via the official Office of the Registrar’s procedures. A cap for registration for the first section will be set at 20 students. If the course is highly popular then a second section may be added depending on instructor and guest speaker availability.

Logistics

Any CPIU student that studied abroad is encouraged to take this course, whether they are an international student or an American student; therefore, students could be living on or off campus and thus commuting to class. CPIU has many options for commuting students, including buses and commuter parking lots for those wishing to drive. The students are required to

organize their own transportation to and from the class site. In the event that the class will meet in a different location on campus, instructions will be given ahead of time. Also, if the students choose to add a field trip to their syllabus then the students and the instructor will organize appropriate commuting options. For example, if students wish to see an art exhibit over 10 miles from campus, then a school bus would be rented and the students and instructor would split the costs accordingly. If a possible field trip happens within 10 miles of the campus and there are enough drivers then the students will be responsible for organizing their own transportation.

The class will primarily take place in a CPIU academic building that is assigned prior to the beginning of the semester. The instructor can request, but cannot be promised a specific classroom and/or building. Since one of the goals of the course is to give students a safe space to share and reflect on their study abroad experience, the instructor will try to secure a small to mid-size classroom that is not located in a noisy building. The area around the classroom should also have smaller places for the students to have breakout small group discussions. In this case, CPIU's School of Business would be an ideal location for this course.

Budget and Budget Notes

CPIU will finance the costs for operating this course, including all costs for classroom space, required faculty and guest speakers, materials, and equipment. Details on the budget can be found in [Appendix I](#).

Course Costs

Instructors and guest speakers: CPIU's Education Abroad AD will be responsible for facilitating this course, with aid from the office's graduate intern. Leading this course will be part of their job duties and therefore within the perimeters of their salary. Also, several other staff members in the office will volunteer their time. Most of the guest speakers will come from within the

faculty and staff of CPIU, and therefore it is acceptable to ask them to volunteer their time. The primary cost of the course will come from hiring outside guest speakers, and paying their travel, food, and lodging costs. There are three primary sources of funding the honorarium for speakers: first the instructor can ask Education Abroad; next, there is a budget for speakers within the CPIU Global Affairs office. Finally, if a speaker is secured that requires a higher honorarium to be paid, with good reason the Provosts office can be relied upon. On average, a guest speaker will be paid \$250, depending on reputation, experience, and academic level.

Space: Since the classroom will be on CPIU's campus, the university will cover the cost of the use of facilities and provide the classroom space and, as well as adequate space for breakout groups if needed.

Office supplies and other materials: All CPIU classrooms contain the necessary supplies, materials, and technical/computer/media equipment to run this course. If approved, the Education Abroad office will cover any extra materials that the instructor deems necessary.

Facilities: The cost of facilities is already included in the student's tuition, therefore the CPIU will provide all facilities needed.

Learning materials: To keep down the costs the instructor will provide readings that are available electronically or via the CPIU Library. There is no textbook required for this course.

Time: The course will last for one and a half hours for eight weeks. The students in the class are also required to attend the re-entry workshop offered by the office of Education Abroad at the beginning of the semester. The aforementioned workshop will last for three hours on the first Saturday of the semester.

Health and Safety Plan

The CPIU students enrolled in this course will be fully matriculated students, thus they will all be covered by either university or private insurance. As a part of the Affordable Care Act, every student must have insurance. Since this course will be open to all students that studied abroad, either American or international, they will all have proper coverage.

CPIU's police and fire department will ensure the safety of all students, instructors, or guest lecturers during the time of the course. Also, during their time on campus students and staff have access the all medical facilities and services, including the CPIU Hospital and the CMHS; should any incident occur, these services would be used.

Crisis Management Plan

CPIU has a campus police department that is available 24 hours a day, seven days a week, even on school closure and breaks. Students, faculty, and staff are informed of the emergency number to call the police and fire department, 911 is also available. CPIU has an Office of Emergency Response (OER) that will take control in the event of a crisis on campus. The OER handles situations such as in inclement weather, natural disaster, shooter, and threats: i.e. terrorist, bomb, shooting, etc. The office has a website available to the public that details how the incidents are occurring. As part of the school, faculty, staff, and students can sign up to receive text-alerts in the case a crisis or school closure.

If a crisis occurs on campus while class is in session the teacher and students will follow the directions of the OER. The teacher will be signed up for text alerts from the OER and the syllabus will remind students to sign up as well. The class will take place in a central room on the campus so as to have all help available. In the case that the class participants decide to meet out of the classroom, a safe space will be chosen where aid is easily accessible if it is needed.

In the event of a crisis in the classroom, CPIU's police department will be contacted. If a crisis should arise while the class is in a special or different location, the faculty member or instructor will be the first point of contact.

Since this course can stir up intense feelings about one's study abroad experience the students will be instructed, by way of the syllabus of how to seek help for himself or how to recognize signs of distress in their classmates. In the case of a mental health concern, the instructor will notify CPIU's CMHS. This office already knows the demands of study abroad and culture shock, which they introduced to the students at their pre-departure orientations. If the student is in a state that requires immediate attention, the instructor or two students will accompany the students the CMHS.

Evaluation Plan

Course and Instructor Assessment

The primary purpose of CPIU's Office of Institutional Research and Effectiveness (OIRE) is to proactively support the university's evaluation of courses and instructors. By putting emphasis on providing strategic analytical support the OIRE can help CPIU and Reflect & Connect in shaping an excellent curriculum for the students. To do this, students are encouraged to fill out a Student Evaluation of Teacher (SET) survey and comment sheet, which is standard practice at CPIU.

The SET is divided into three sections to collect contextual data, both qualitatively and quantitatively. The first section collects basic student data, including but not limited to academic level, GPA, and overall levels of course difficulty and desirableness. Section two gives a rating scale from disagree strongly to agree strongly, and asks the student to respond to questions about the instructor. The student will be reminded in class to use the SET to evaluate the instructor on

record, the AD. Similarly, the third section asks students to respond to questions about the course. As previously mentioned, since most instructors for FYF classes and this class come from staff and not faculty the SET is the main form to evaluate and vet instructors. If an instructor receives a score of less than 3 on the SET there is remediation or re-training for that instructor. If the score is too low, the instructor may not be invited back.

To gain a more qualitative perspective, students are asked to fill out a comment sheet for the instructor. This will give students the opportunity to not only evaluate the main instructor, but also the graduate assistant and other volunteer facilitators from Education Abroad. The students are asked three questions where they can freely write their comments ([see Appendix J](#) for these questions).

Informally, throughout the course the AD and TA will take notes on recurring issues. They will also hold a formative, mid-course evaluation discussion in class. Students will be asked to anonymously write their feelings about the course, topics, instructors, guest speakers, and learning materials. Collectively, the class will discuss techniques to solve any issues that arise at this time. The purpose of this class is to help the students reflect on their study abroad experience and gain skills to further their career, thusly the direction of the course can change depending on the needs and feedback of the students.

At the end of the course, there will be an in-class, summative evaluation of the course curriculum. CPIU's OIRE only does evaluations on teaching, the SET, which pertains to faculty evaluations and promotions. Although the SET form of evaluation is informative, it is also important to give the students a chance to assess the course directly; therefore, the Course Assessment Questionnaire was designed ([see Appendix K](#)). This questionnaire will assist the

Reflect & Connect instructor to revise the course and their own teaching practices for the next semester, and to assist in the evaluation of the course.

Student Learning Evaluation

As described in the syllabus (see grading in [Appendix H](#)) this course is graded as satisfactory or unsatisfactory. 75% of the grade is based on participation, both online and in class. 25% of the grade comes from the student journals that are written and submitted to the ManateeBoard. Students are given journal topics and are asked to post by the start of class (see journal topics in [Appendix H](#)). Students will also be encouraged to comment on other students posts. Therefore, if a student is hesitant to speak up in class they can still get participation points online.

While both the AD and the TA will be responsible for reading the journal entries, the TA will make sure that the students are participating enough in class and online. If before the end of the add/drop period a student is not meet the criteria to pass the class satisfactorily then the TA will let them know.

Further Considerations

Students will leave the course with a working knowledge of reverse culture shock and understand the strength of their intercultural competence. Students will be involved in their campus community as leaders and demonstrate to peers just what study abroad can do. They will be able to speak about their time abroad in an interview, assured that they are providing the right anecdote to convince a future employer that they are qualified for many issues that could arise on the job. After reflecting on their time abroad, the students will have more confidence, skills, and conviction as they graduate CPIU.

Education Abroad hopes to teach Reflect & Connect: Making the Most of Your Study Abroad Experience as a general university course. Once other departments and faculty see the value in the course, it is our goal to implement it as a requirement for the International Studies minor.

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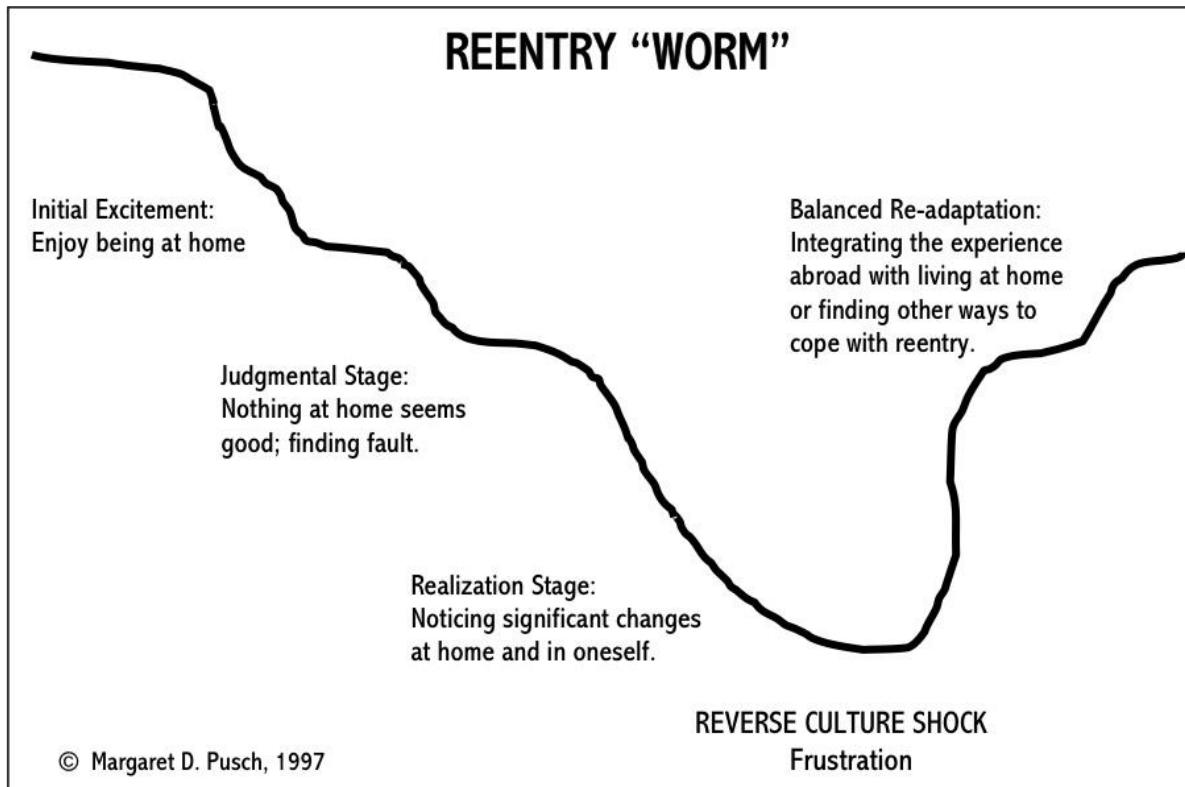
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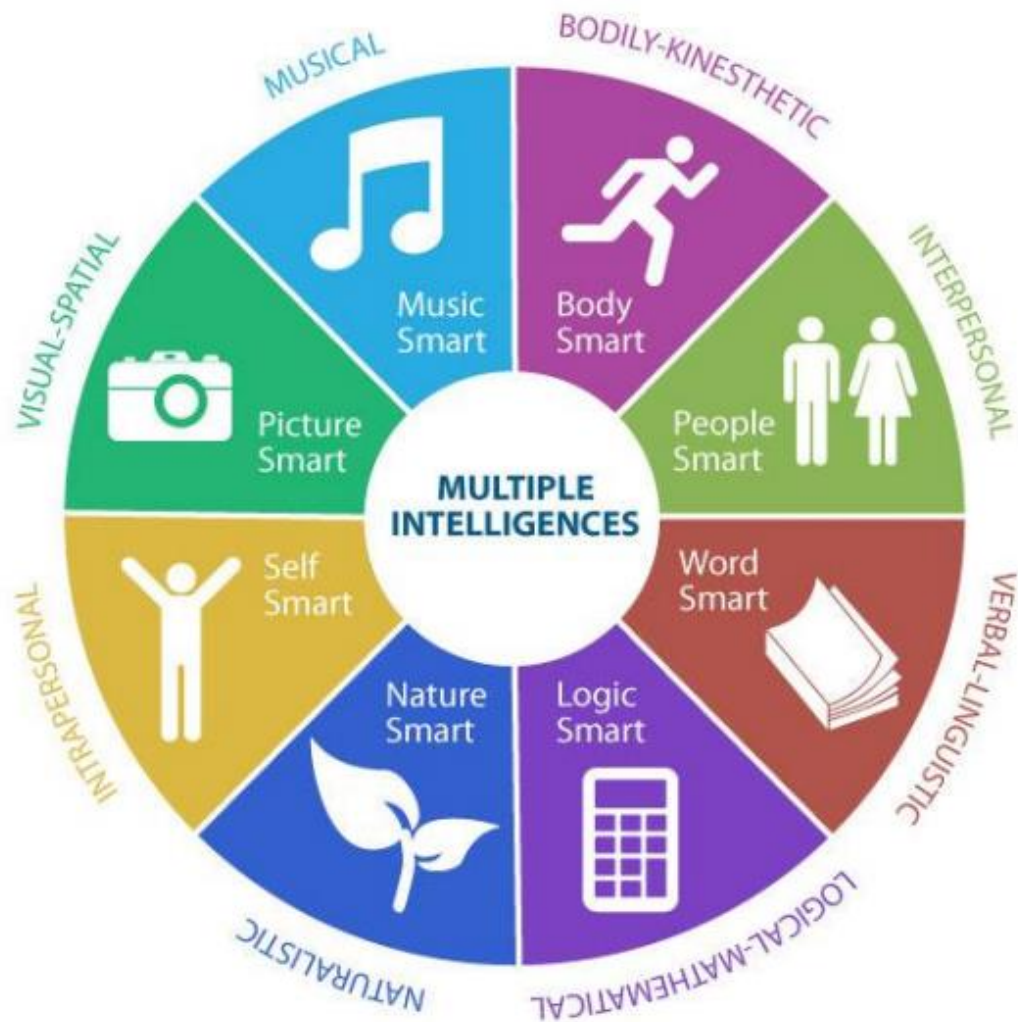
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Appendix A: The Re-entry Worm

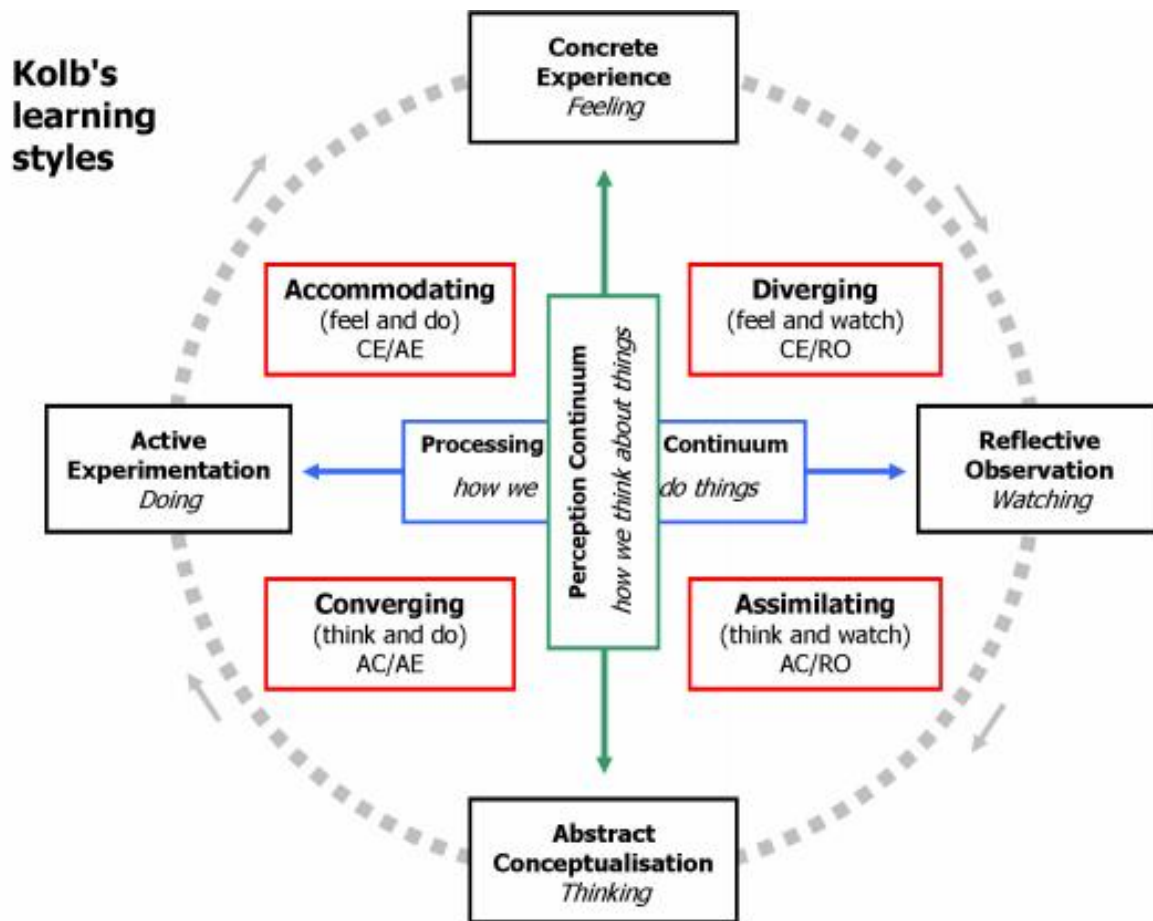


(Image retrieved from: <https://abroad.rice.edu/Content.aspx?id=210>)

Appendix B: Infographic of The Theory of Multiple Intelligences

(Image retrieved from <http://www.connectionsacademy.com/blog/posts/2013-01-18/Understanding-Your-Student-s-Learning-Style-The-Theory-of-Multiple-Intelligences.aspx>)

Appendix C: Infographic of The Experiential Learning Cycle



© concept david kolb, adaptation and design alan chapman 2005-06, based on [Kolb's learning styles](#), 1984
 Not to be sold or published. More free online training resources are at www.businessballs.com. Sole risk with user.

(Image retrieved from http://osls.emory.edu/images/leadership_emory/kolb1)

Appendix D: Student Survey Consent Form & Questions

“Where can I go from here?”

Understanding the need for re-entry support

Non-clinical, Minimum Risk Study

You are invited to participate in a research study that is being conducted by Rachael Dean, the Special Projects Coordinator for UConn Global Affairs, Education Abroad and a graduate student at the SIT Graduate Institute, Brattleboro, Vermont. The purpose of this research is to gather information regarding the needs UConn study abroad participants have after they return from studying abroad. Participation in the research will aid both the researcher and UConn Education Abroad in an attempt to design a re-entry course, which will serve as her final thesis project.

This survey will be sent to all students between the ages of 18 - 21 years old returning from a UConn study abroad program from Summer 2015, Fall 2015, and Winter 2016. It should take the participant approximately 10 minutes to complete the survey. The study procedures include completion of a survey that collects no personal identifying information.

If you agree to take part in the study, your answers to the survey will be kept anonymous unless you choose to provide your contact information to learn the results of this study. Please read the list of the questions to be asked for the survey (provided by the researcher on the first page) before deciding to participate further. If you do not wish to participate please exit the survey. If you choose to participate, on the second page please indicate that you consent and then continue to take the survey. You are free to ask questions at any time by emailing the researcher (rachael.dean@uconn.edu) or Education Abroad (abroad@uconn.edu).

Inducement will not be offered. The survey, will not take up enough of the subject's time to necessitate financial compensation. If you are interested in the results found from this research, please inform the researcher and the information concluded will be provided to you.

There are little to no risks to participation in this study. Participation in this study is voluntary and will not put your current status as a student in jeopardy in any way. You may choose not to participate, and you may withdraw at any time during the study procedures. In addition, you may choose not to answer any questions with which you are not comfortable.

If you have any questions about the study procedures, you may contact Rachael Dean at rachael.dean@uconn.edu. If you have any questions about your rights as a research subject, you may contact the Internal Review Board at SIT Graduate Institute at (802) 258-3559. You will be given a copy of this consent form for your records upon request.

Thank you for your time, please indicate below if you agree to participate in this research study:

I wish to participate: YES or NO

1. When did you study abroad?

Please check all that apply.

- Summer 2015
- Fall 2015
- Winter 2016
- Other: _____

2. Where did you study abroad?

Please state a country name or names if you participated in more than one program/if your program took place in multiple countries.

3. As of right now, what is your status as a student?

- Sophomore
- Junior
- Senior
- Senior +
- Other: _____

4. In what type of program did you participate?

Please check all that apply.

- UConn faculty-led
- Exchange
- Third-party
- Direct enroll
- Petition a new program

5. How long ago did you return to the US after studying abroad?

- Less than one month
- 1-2 months
- 3-4 months
- 5+ months

Please answer the following questions to the best of your ability, your opinion is important.

6. Why did you choose that study abroad program?

Please check all that apply.

- Financial Reasons, i.e. exchange accepts scholarships, cheap country to live in
- To fulfill degree and/or general education requirements
- To study in “_____” country and travel around that region
- To improve my academics and education
- To put on my resume
- To gain perspective on foreign cultures and people
- To learn or become proficient in another language
- To be on the same program as friends

- Because of an internship opportunity that was included
- To get to know a country that I may want to live or work in the future
- Other: _____

7. Did you read the “Happy Thanksgiving and A Look Ahead” email sent by Education Abroad? And if so, was it helpful.

- N/A (Summer 2015 & Winter 2016)
- No or maybe but I don’t remember
- Yes but I don’t remember what it said
- Yes, it really prepared me to come back
- Other: _____

8. After your return to the US, did you experience any adjustment issues or reverse culture shock?

- No
- Yes

9. If you answered yes to the previous question please explain.

Yes:

10. Do you feel that UConn or your programs’ faculty/staff provided you with preparation for re-entry?

- No
- Yes
- Other: _____

11. Where did or would you seek re-entry support?

Please check all that apply.

- I did not seek support upon re-entry or later.
- UConn Education Abroad
- UConn Counseling & Mental Health Services
- UConn Center for Career Development
- Programs’ faculty/staff
- Other: _____

12. If asked by a faculty member or in a job interview, do you feel like you could demonstrate your cross-cultural experience articulately?

- No. I usually just say, “It was awesome!”
- Absolutely, I am able to give several reasons why it was beneficial to my career path.
- Other: _____

12. What forms of re-entry support are you interested in?

Please check all that apply.

- I am not interested in seeking re-entry support.
- Welcome back party
- A photo contest
- One day re-entry workshop at UConn
- Regional re-entry conference
- Peer mentoring opportunities
- Volunteering at study abroad fairs and orientation sessions
- International internship support
- Job search support
- A suggested reading list
- A re-entry course for credit
- Follow-up with your study abroad advisor
- Opportunity to give presentations about your program to fellow students
- Online re-entry course
- Alumni meetings
- Other: _____

Appendix E: Faculty & Staff Consent Form & Interview Questions

“Where can students go from here?” Understanding the need for re-entry support

Non-clinical, Minimum Risk Study

You are invited to participate in a research study that is being conducted by Rachael Dean who is the Special Projects Coordinator for UConn Global Affairs, Education Abroad and a graduate student at the SIT Graduate Institute, Brattleboro, Vermont. The purpose of this research is to gather information regarding the needs UConn study abroad participants have after they return from studying abroad. Participation in the research will aid both the researcher and UConn Education Abroad in an attempt to design a re-entry course, which will serve as her final thesis project.

Approximately 6 subjects (3 faculty & 3 staff) between the ages of 25 - 75 years old will participate in the study, and each individual's participation will last approximately 20 minutes. The study procedures include completion of a survey that collects no personal identifying information.

If you agree to take part in the study, your answers to the survey will be kept anonymous unless you choose to provide your contact information to learn the results of this study. Please read the list of the questions to be asked for the survey (provided by the researcher) before deciding to participate further. You are free to ask questions at any time.

In addition to your interview, a similar survey will be sent to all students between the ages of 18 - 21 years old returning from a UConn study abroad program from Summer 2015, Fall 2015, and Winter 2016.

Inducement will not be offered. The survey, will not take up enough of the subject's time to necessitate financial compensation. If you are interested in the results found from this research, please inform the researcher and the information concluded will be provided to you.

There are little to no risks to participation in this study. Participation in this study is voluntary and will not put your current status as a faculty or staff member at UConn in jeopardy in any way. You may choose not to participate, and you may withdraw at any time during the study procedures. In addition, you may choose not to answer any questions with which you are not comfortable.

If you have any questions about the study procedures, you may contact Rachael Dean at rachael.dean@uconn.edu. If you have any questions about your rights as a research subject, you may contact the Internal Review Board at SIT Graduate Institute at (802) 258-3559. You will be given a copy of this consent form for your records upon request.

Thank you for your time, please indicate below if you agree to participate in this research study:

Subject _____ **Date** _____

Researcher _____ **Date** _____

1. Did you study abroad when you were an undergraduate?

- N/A
- No
- Yes

2. Where did you study abroad?

Please state a country name or names if you participated in more than one program/if your program took place in multiple countries.

3. As of right now, what is your status?

- Staff in _____ office
- Faculty in _____ department

4. In what type of program did you participate?

Please check all that apply.

- Faculty-led
- Exchange
- Third-party
- Direct enroll
- Petition a new program
- N/A

5. In what type of program do/did you lead?

Please check all that apply.

- Faculty-led
- Exchange
- Third-party
- Direct enroll
- N/A

Please answer the following questions to the best of your ability, your opinion is important.

6. Why do you think students choose to study abroad?

Please check all that apply.

- Financial Reasons, i.e. exchange accepts scholarships, cheap country to live in
- To fulfill degree and/or general education requirements
- To study in “_____” country and travel around that region
- To improve my academics and education
- To put on my resume
- To gain perspective on foreign cultures and people
- To learn or become proficient in another language
- To be on the same program as friends
- Because of an internship opportunity that was included
- To get to know a country that I may want to live or work in the future

- Other: _____

7. Do you think “A Look Ahead” email sent by Education Abroad is needed? And if so, please explain why you think it would be helpful.

- No
- Yes:

8. After student return to the US, did you see them struggle with any adjustment issues or reverse culture shock? And if so, please explain.

- No
- Yes:

9. Do you feel that UConn or your programs’ faculty/staff provided students with preparation for re-entry?

UConn:	No	Yes
Programs’ faculty/staff:	No	Yes

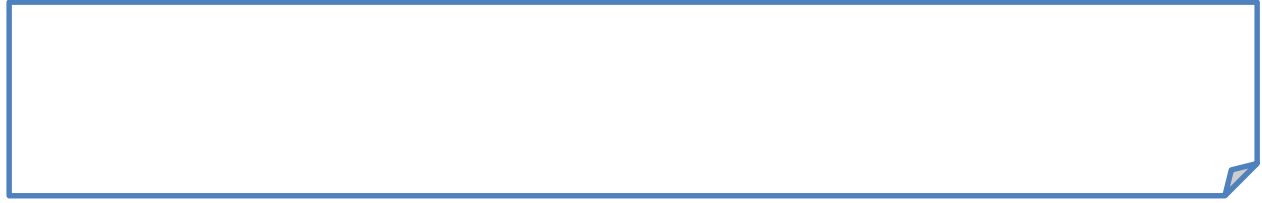
10. Where would advise students to seek re-entry support?

Please check all that apply.

- I did not seek support upon re-entry or later.
- UConn Education Abroad
- UConn Counseling & Mental Health Services
- UConn Center for Career Development
- Programs’ faculty/staff
- Other:

12. If you have asked a student about their experience or given a job interview, do you feel like they could demonstrate their cross-cultural experience articulately?

- No. They usually just say, “It was awesome!”
- Yes:



12. What forms of re-entry support do you think *best* help students?

Please check your top five.

- I am not interested in seeking re-entry support.
- Welcome back party
- A photo contest
- One day re-entry workshop at UConn
- Regional re-entry conference
- Peer mentoring opportunities
- Volunteering at study abroad fairs and orientation sessions
- International internship support
- Job search support
- A suggested reading list
- A re-entry course for credit
- Follow-up with your study abroad advisor
- Opportunity to give presentations about your program to fellow students
- Online re-entry course
- Alumni meetings
- Other: _____

Appendix F: Forms of Support: Table of Answers

Form of support	Grand Total
Not Interested	50
Volunteer Opportunities	25
Photo Contest	22
Job Search Aid	22
Presentations	21
Welcome Back Party	17
Intl Internship	15
Education Abroad Follow-up	14
Reading List	12
Re-entry workshop	11
Alumni Meetings	11
Peer Mentoring	10
Re-entry Course	9
Re-entry Conference	4
Online course	2
Other	2

Appendix G: Accreditation Timeline

Approval from Education Abroad	Mid-March
Approval from Global Affairs	Beginning of April
Approval from Vice Provost	Mid-April
Recommendation from UICC	Beginning of May
Recommendation from Student Senate Academic Sub-committee	TBD- Summer
Approval from Student Senate	TBD- Summer

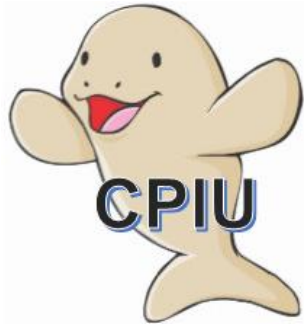
Appendix H: Reflect & Connect Course Syllabus

WE SHALL NOT CEASE FROM EXPLORATION
AND THE END OF ALL OUR EXPLORING
WILL BE TO ARRIVE WHERE WE STARTED
AND KNOW THE PLACE FOR THE FIRST TIME.

T. S. Elliot

CPIU

**CENTRAL PALM
INTERNATIONAL
UNIVERSITY**



UNIV 1820 SYLLABUS

UNIV 1820: Reflect & Connect: Making the Most of Your Study Abroad Experience

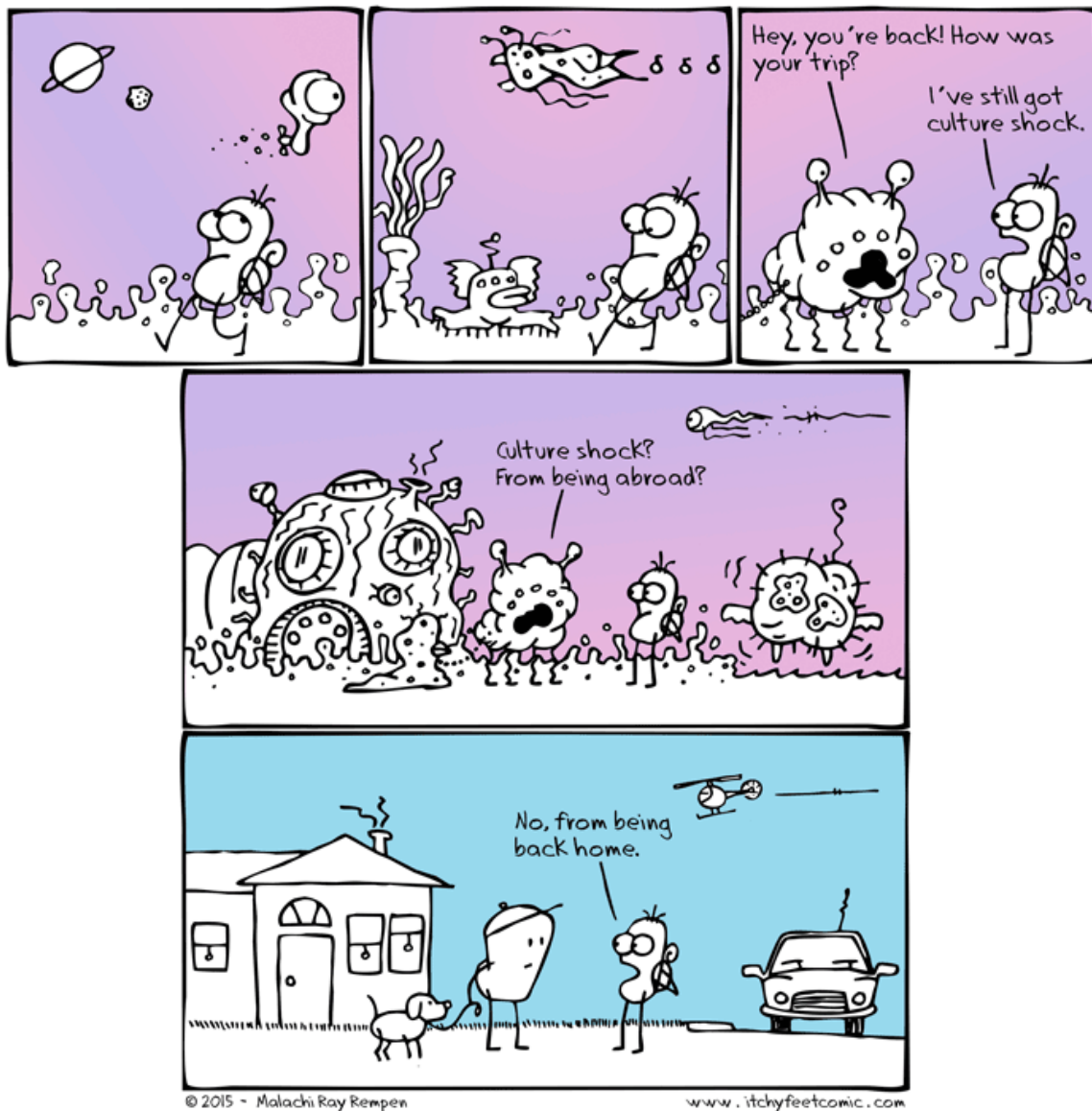
Fall 2016

Day: Monday Time: 2:30-4:00pm Location: Rowe CUE

<u>Instructor:</u> Rachael Dean	<u>Instructor:</u> Abi Hastillo
E-mail: Rachael.Dean@cpiu.edu	E-mail: Abigail.Hastillo@cpiu.edu
Phone: Rachael – 860.486.0298	Phone: Abi – 860.486.6788
Campus Address: Rowe Room 116E Education Abroad Office	Campus Address: Rowe Room 116A, Education Abroad Office
Office Hours: Wednesdays 12-1pm and by Appointment	Office Hours: Thursdays 1-2pm and by Appointment

“The world is a book and those who do not travel read only one page.” – St. Augustine

ITCHY FEET



Course Description

Welcome back to CPIU and Reflect & Connect! Is dining hall food just not going to cut it after eating dumplings in Hong Kong? Are football games not as exciting as to flying to Paris for the weekend? Already planning your next travel adventure? Then this class is for you! This is a unique one-credit course designed to provide you with the opportunity to explore issues relevant to returned study abroad students at CPIU. Our goal for the semester is to provide an open forum for discussion about transition issues and concerns, and to promote greater self-awareness, growth, and understanding of you as a scholar, individual, and global citizen. Over the course of the semester, we will investigate your study abroad experiences holistically, which will allow you the ability to make informed decisions paving the way for a richer, fuller career.

This course is designed to be fun, supportive, reflective, practical, and intellectually challenging. Most of our work in this class will be cooperative. Therefore, our success will largely rely on active, earnest participation from you. Students who successfully complete the course will leave with critical thinking skills, increased cultural competency, knowledge of career resources, increased self-awareness, and a resume. In addition, we hope that you will have some fun memories, confidence, and meaningful connections with faculty/staff and your fellow students.

Course Learning Objectives

LO1: Students will recognize the effect that studying abroad has made on their lives, and be able to vocalize their experience articulately using the principles of critical and creative thinking.

LO2: Students will recognize their strengths and weaknesses and reflect on their personal growth from being a CPIU study abroad student.

LO3: Students will recognize and engage with professional and academic support services and enrichment opportunities offered at CPIU.

LO4: Students will recognize the diversity of our world and practice basic skills needed to actively and ethically contribute to a globalized society and share their experiences.

Course Required Readings

There is a reading packet available. These are readings that will prepare you for various course activities and discussions.

You can access this text for FREE at abroad.cpiu.edu.

Grading

Grading Scale	
Satisfactory 75 – 100%	Unsatisfactory 74% or below

Grade Components	Total Number of Points	Explanation	Grade Percentage
In-Class Assignments / Participation	75 Points	10 Points x 7 Classes 5 Points x 1 Re-entry Workshop	75%
Reflection Journals	25 Points	5 Journal Posts x 5 Points Each	25%
Maximum Total Points	100 Points		

Assignment Summary

Below are brief summaries of the course assignments. Additional information will be discussed in class and can be found on our course ManateeBoard site. **If you have any questions please ask before the assignments are due.**

Class Participation – Due Each Class Meeting (75 Points Total):

Attendance and participation are crucial to your success in this course. Absences will hurt your final grade by reducing the points you receive for the participation and in-class work. If there are special circumstances causing absences, please contact me by email. Excessive or chronic tardiness to class will also be considered when computing the participation portion of your grade. Participation also means speaking in class or participating in online discussions. At the mid-term the instructor will let you know if you are not participating enough.

Reflection Journals (25 Points Total):

Five times this semester you will be asked to reflect on your experiences as a returned study abroad student on ManateeBoard. These will be private reflections only read by your instructors. All journals should be at least 8-10 sentences long.

Journal Prompt #1: Introduce yourself to your classmates. Types of questions you can answer...Where are you from? What is your major? Where and for how long did you study abroad? Describe your transition back to the US and CPIU. How have you excelled and how have you struggled?

Journal Prompt #2: Self-Awareness Reflection: Tell us about your one of your favorite events while abroad: i.e. class, excursion, local friend. Why is it your favorite ____? What was your least favorite event? And why?

Journal Prompt #3: Resume & mock cover letter for a job/internship that you are interested in.

Journal Prompt #4: Self-Awareness Reflection: Draw or write out the stages of the culture shock curve for you and describe how it affected your time abroad. Next, write how your reverse culture shock has been shaped since returning home from abroad.

Journal Prompt #5: Write an abstract for your International Week & Symposium presentation, whether or not you will be presenting.

Important Course & University Policies

A key objective of this course is to encourage open, critical discussion. This is a credit-bearing course, and as such there are obligations to the University which must be upheld. Therefore, the following policies will be observed:

Attendance

Participation is vital to learning in this course, and attendance is vital to participation. As a course designed with a capacity of 19 students, it is the intention of the University to create an environment in which students can interact, learn from each other, and be heard. Thus, we expect that all students will be prepared and willing to participate in class discussion on a regular basis. This can be directly in class or through ManateeBoard discussion posts. Please contact us ahead of time if you need to miss class to participate in a university event or for a major personal reason. If you know in advance that you will need to miss class we can work together to find a way to catch you up. If you miss class due to a genuine emergency or medical problem, please request documentation from Student Health Services after you visit, or contact the Office of Student Services and Advocacy (860) 486-3426. They will look into the issue and send all of your instructors formal notification (an excuse) if appropriate.

Late Work Policy

I do not accept late daily participation work unless you make arrangements with me before the class, or in extreme cases such as medical emergencies. Late posts lose 10% off the final grade for every day that they are late. **Do not leave them until the last minute because they are a vital part of our class sessions. And all major assignments must be in on the listed due dates, unless you are granted an extension ahead of time. Please contact us in advance if you are having a problem with an assignment so that we can help.** You can see us after class, during our listed office hours, or by appointment.

Technology: Cell Phones, Tablets, Laptops, Etc.

In our course you are encouraged to bring smart phones, laptops, tablets, etc. to occasionally help you fact check and engage with online course content during our discussions. However, it is important that your use of technology in the classroom is limited to these purposes. And please remember to turn them on silent before you enter the classroom. If technology becomes a distraction points may be deducted from your participation grade.

Email and ManateeBoard

We will frequently post important information and course materials online. You will need to check your email and ManateeBoard regularly in order to keep up.

Students with Disabilities & Reasonable Accommodation

Students who think that they may need special accommodations because of a disability are encouraged to meet with me privately early in the semester. If you have a documented disability for which you wish to request academic accommodations and have not contacted the CSD, please do so as soon as possible. The CSD is located in Wilbur Cross, Room 204 and can be reached at (860) 486-2020 or at csd@cpiu.edu. Detailed information regarding the accommodations process is also available on their website at www.csd.cpiu.edu.

Individual Conferencing

Office hours are noted above, and you can always talk to us after class or e-mail me to set up an appointment at another time. We especially encourage you to come to see me before work is due (for this or any other class) if you are feeling stressed or confused about an assignment.

Weather Closure

Fall weather closures are rare, but they do happen, and spring semester at CPIU is notorious for snow. Be sure to check online for information concerning possible school closures and rescheduling of classes. If class is canceled on campus we may move our discussions for the day online. If necessary, we will post an updated course calendar on ManateeBoard as soon as possible.

Religious Observance

After reviewing the syllabus carefully, if, due to your religious observance, you foresee an absence from a class meeting or a conflict with a due date for an assignment or an exam, please inform the instructor in writing within the first three weeks of the semester. Prior to the anticipated absence, take the initiative to work out with the instructor a schedule for making up missed work. For conflicts with final examinations, students should contact the Office of Student Services and Advocacy.

Civil Discourse, Rights, and Responsibilities

In our class discussions, in our readings, and in our writing throughout the semester, we will examine ideas from diverse perspectives. At this university, students and faculty are afforded an academic environment that allows for intellectual expression. Challenging issues and ideas may arise, but none of these should be expressed in an inappropriate manner either verbally or in writing. One of the goals of a university is to challenge us to think again about what we know (and all that we don't know). This demands that we all share responsibility for creating and maintaining a civil learning environment in our classrooms and in the larger university community. We will be conscious of and accept responsibility for what we say and do, how we act, how our words and actions have consequences, and how our words and actions affect others. As part of this awareness, we will avoid sexist, racist, and heterosexist language.

Policy Against Discrimination, Harassment, and Inappropriate Relationships

"The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors. Academic and professional excellence can exist only when each member of our community is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. In addition, inappropriate romantic relationships can undermine the University's mission when those in positions of authority abuse or appear to abuse their authority. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate romantic relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University."

"Any person who believes that s/he is being or has been discriminatorily harassed or otherwise subjected to discrimination by a University employee or person doing business with the University is encouraged to contact the Office of Diversity and Equity (ODE), which includes the Title IX Coordinator. ODE is located in Palm Hall; Telephone (555) 309-2943; Email: ode@cpiu.edu. In particular, any person who believes s/he has been sexually harassed or discriminated against by any member of the University community on

the basis of his or her sex (gender) is encouraged to contact the University's Title IX Coordinator, John Smith, Palm Hall, Telephone: (555) 309-2943; Email: titleix@cpiu.edu. The Title IX Coordinator will ensure that complaints of this nature are addressed by the appropriate University administrators and will assist the parties in receiving support services. The Title IX Coordinator also will facilitate any interim measures that may be necessary during the investigation to protect the parties in the University setting.

Early reporting of concerns is encouraged because early intervention can prevent a situation from escalating. No person should feel compelled to wait to report concerns until discriminatory harassment becomes sufficiently severe, pervasive or persistent to create a hostile environment.

Complaints against students are handled by Community Standards and are governed by the provisions of The Student Code. Therefore, complaints about student misconduct (including graduate students) should be reported to Community Standards, Wilbur Cross Building, Room 501; Telephone: (555) 309-8402; Email: community@cpiu.edu." – Central Palm International University Policies and Procedures

Finals

This class **does not** have a final exam.

Academic Misconduct

"A fundamental tenet of all educational institutions is academic honesty; academic work depends upon respect for and acknowledgment of the research and ideas of others. Misrepresenting someone else's work as one's own is a serious offense in any academic setting and it will not be condoned."

-Central Palm International University, Student Code, Section VI

What is considered academic misconduct for undergraduate students?

Academic misconduct includes, but is not limited to:

- Providing or receiving assistance on academic work (papers, projects, examinations) in a way that was not authorized by the instructor
- Any attempt to improperly influence (bribery, threats) any member of the faculty, staff, or administration of the University in any matter relating to academics or research
- Plagiarism
- Doing academic work for another student
- Presenting the same, or substantially the same, papers or projects in two or more courses without the explicit permission of the instructors
- Situations where one student knowingly assists another student in committing an act of academic misconduct, and any student doing so will be held equally accountable for the violation

Plagiarism

Plagiarism can be a deliberate action, in cases of downloading or purchasing pre-written essays or accidental, when a student paraphrases incorrectly or assumes that because the information is online, it needs no attribution. Presenting the same paper in two or more courses without the explicit permission of the instructors involved is also considered a form of academic misconduct. Recycling papers addresses various ethical issues, including "self-plagiarism," providing individuals with an unfair academic advantage, and undermining the objectives associated with a particular assignment. For academic misconduct, typical sanctions for serious offenses are generally considered to be failure in the course. For less serious offenses, it is generally failure in that portion for which you are accused of academic misconduct. If you find yourself with additional questions about the policy, contact me immediately. If you are desperately tempted to plagiarize, stop. Come see us or e-mail us. As you will see in our Information Literacy unit, there are much better solutions to the problem.

We reserve the right to alter this syllabus. However, if we do we will give you ample notice.
 In red, under the topic is the learning objective(s) focused on that week.

UNIV 1800-085 Syllabus/Course Calendar			
Semester Week	Class Date	Topic/Special Location	Assignments Due (To Be Completed Before Class Meets)
1	Aug. 31	Welcome Back! LO1 & LO2 1) Expectations & introductions 2) Review of syllabus & ManateeBoard 3) "Your Weak Hand" exercise	
-	Sept. 5	Education Abroad Re-entry Workshop All LOs This is a 3 hour workshop open to any student that studied abroad in the previous 2 semesters. <i>You are required to attend this workshop as a part of your class participation points.</i>	Journal #1 Due on ManateeBoard by 9/4 -Go to the Student Involvement Fair and bring back examples to talk about in week #3
2	Sept. 7	Reverse Culture Shock LO1, LO2, & LO4 1) Watch: Le Retour 2) Discussion on reverse culture shock 3) Comparisons exercise	
3	Sept. 14	Academic Reintegration LO2, LO3, & LO4 1) Strategies for getting back into the swing of life at CPIU	Journal #2 Due on ManateeBoard
4	Sept. 21	Expert Workshop: Center for Career Development LO2 & LO3 -How to promote your international experience in your resume & cover letter	Worksheet: Promoting Your International Experience p. 24-25
5	Sept. 28	CPIU Panel Discussion: LO1 & LO3 Panel with expert presenters from: School of Business, CLAS, & TBD (last presenter(s) dependent on students' needs)	Journal #3 Due on ManateeBoard
6	Oct. 5	Continuing your international experience All LOs -Explore internship, volunteer, TESOL, graduate school, & job possibilities	Find an international internship or job that interests you. See the reading packet for examples.
7	Oct. 12	1) Topic TBD dependent on students' needs 2) Symposium topic discussion	Journal #4 Due on ManateeBoard
--	Nov. 16	International Education Week & Symposium LO2 & LO4 Presentation schedule TBD	Journal #5 Due on ManateeBoard by Nov. 1

(Subject to Change - Dates, Locations, Topics, and Assignments)

Appendix I: Budget

Costs of the Course	
Instructor and graduate assistant	Pay covered by salary from Education Abroad
CPIU faculty guest speaker	Volunteer
Outside CPIU guest speaker	\$250/hour, Provided by university
Office supplies/materials	Provided by university
Facilities	Provided by university
Learning materials	Cost covered by student

Appendix J: Evaluation- Comment Sheet**CENTRAL PALM INTERNATIONAL UNIVERSITY
COMMENT PAGE FOR THE INSTRUCTOR ONLY**

Instructor	Department	Catalog #	Section
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Campus	Term	Year	Enrollment
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NOTE: Your responses to the following questions will be sent directly and ONLY to the instructor after the final grades are posted.

1. What was the most positive aspect of the way in which this instructor taught this course?

2. What can this instructor do to improve teaching effectiveness in the classroom?

3. Please write any comments you have about the course or course materials.

Appendix K: Course Evaluation**CENTRAL PALM INTERNATIONAL UNIVERSITY****COURSE ASSESSMENT QUESTIONNAIRE**

(Subject to change & adapted from Smith College's course evaluation)

Teaching and learning require both the teacher and the student to be responsible for creating an effective learning environment. Keeping that shared responsibility in mind, please answer the following questions about 1) your role as learner, 2) the course, and 3) the learning objectives.

1. How would you describe your own efforts to learn in this course?

Consider not only how much work you did for the course but also the kind of thinking you did in order to accomplish the work. Consider your contributions to class meetings, group work, discussion online, and your role in your own learning in this course.

2. What features of this course made the most valuable contributions to your learning? In what ways could specific features of this course be improved?

Try to focus your response on specific course activities (refer to the class calendar in your syllabus) and how they affected the kind of thinking you did about the course content.

Consider whether and/or how your engagement and learning could have been enhanced.

Valuable features:

Suggestions for improving the course:

3) The course content and activities fulfilled the learning objectives.

LO1: Students will recognize the effect that studying abroad has made on their lives, and be able to vocalize their experience articulately using the principles of critical and creative thinking.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

LO2: Students will recognize their strengths and weaknesses and reflect on their personal growth from being a CPIU study abroad student.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

LO3: Students will recognize and engage with professional and academic support services and enrichment opportunities offered at CPIU.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

LO4: Students will recognize the diversity of our world and practice basic skills needed to actively and ethically contribute to a globalized society and share their experiences.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree