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Spain & Morocco: Issues in Hospitality & Tourism

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SPAIN & MOROCCO: ISSUES IN HOSPITALITY & TOURISM

Exploring both Spain and Morocco through a short-term, summer,
faculty-led, study abroad program for Miami Dade College students

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PIM 69

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

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Abstract

Miami Dade College (MDC) is the largest undergraduate serving institution of higher education in the United States, holding a student population of nearly 175,000. With eight campuses and numerous outreach centers in South Florida, the college is committed to enhancing the academic presence of its local communities. MDC takes great pride in being one of the major contributors to the growth and progress of South Florida, especially in the area of hospitality and tourism. The college hosts various festivals and international events at several of its campuses. Furthermore, Miami Dade County's economy relies strongly on its tourism and hospitality industry, seeking top, quality professionals to enhance the industry and to make it one of the best worldwide.

This capstone is a proposal for the *Spain & Morocco: Issues in Hospitality & Tourism* (SMIHT) study abroad program for a maximum of 15 Miami Dade College students. With a new three-credit hour course, *Issues in Hospitality and Tourism: A Focus on the Culinary Arts*, the SMIHT program will challenge its participants by fostering unique cross-cultural experiences. Literature on short-term study abroad, predeparture orientations and reentry programming, along with experiential learning and identity development theories, will help to shape the program design and enhance the students' learning experiences. With an overview of issues in the culinary arts profession, participants will learn about particular issues in Spain and Morocco. Although a hospitality and tourism study abroad program occurred in the summer of 2011, the one for 2013 will consist of changes based on assessments, evaluations and recommendations from both stakeholders and participants of the program in 2011.

Introduction

This proposal calls for the Miami Culinary Institute (MCI) at Miami Dade College (MDC) to create the *Spain & Morocco: Issues in Hospitality & Tourism* (SMIHT) summer study abroad program. With a maximum of 15 students enrolled, this short-term, faculty-led program will include a three-credit hour course: *Issues in Hospitality & Tourism: A Focus on the Culinary Arts*. The key locations for the program include the cities of Barcelona, Valencia, Marbella and Seville, Spain. Participants also will spend nearly two weeks in Morocco to gain exposure to issues of its culinary arts profession and culture. The total time length of the trip will be four weeks (30 days) from June 16 – July 16, 2013.

Miami Dade College Study Abroad has faculty-led programs in many academic disciplines, including Architecture, Health, Economics, Hospitality and Tourism, Theater and History. The SMIHT summer study abroad program will provide MDC students with a new academic discipline – Culinary Arts. The program aims to enrich MDC students' lives through lectures, coursework, projects, excursions, personal reflections (through journal entries) and group discussions. While preference will be given to students from the Miami Culinary Institute and the Hospitality Management Program, MDC students from any discipline can take advantage of this opportunity.

Background

Miami Dade College (MDC) is the largest undergraduate serving institution of higher education in the United States. With eight campuses and numerous outreach centers in South Florida, the college is committed to enhancing the academic presence of its local communities (Miami Dade College, 2011a). Started as a junior college for 15,000 students in the 1960s, Miami Dade currently enrolls nearly 175,000 with a majority Hispanic student population of

nearly 70 percent (Miami Dade College Office of Institutional Research, 2011). As the mission of this Hispanic-serving institution is “to change lives through the opportunity of education,” some of the institutional values consist of: “*an exceptional learning environment, a commitment to cultural initiatives, sustainability practices, and global reach and awareness*” (Miami Dade College, 2011b). MDC delivers several cultural events, including the Miami International Book Fair, the Miami International Film Festival, and the Chinese New Year Festival.

Miami Dade College offers Associate degrees, Baccalaureate degrees and College Credit certificates in many fields. Some of the Associate degree programs include Architecture, Hospitality Administration, Business, Computer and Engineering Technologies and Aviation. The Baccalaureate degree programs include Nursing, Education, Public Safety Management, Film, Television & Digital Production, and Health Science. MDC’s College Credit certificate programs include Airport Management, Finance and Culinary Arts Management Operations. MDC is known for its significant level of open access, diversity and promotion of cultural awareness among its students, faculty, and staff. In fact, the institution continues to strive for excellence as it focuses on recruiting more international students, especially from Latin America and the Caribbean (Miami Dade College, 2011a).

The Miami Culinary Institute (MCI) prepares students for career opportunities in food, restaurants, baking, and the hospitality and tourism industries. Many of the institute’s courses provide laboratory and hands-on applications to enrich students’ learning outside the classroom. With a brand new building located in the heart of MDC’s Wolfson Campus downtown and an all new innovative restaurant, *Tuyo* (meaning “yours” in Spanish), located on its top floor, the institute values sustainable food and energy technologies, environmental sustainability and culinary innovation at its forefront (Miami Culinary Institute, 2011a). Lastly, the institute is

involved in the local Miami-Dade communities through its provision of seminars and workshops (on sustainable food and environmental sustainability) and through its catering service with organic food at various events, including the South Beach Wine and Food Festival in February.

Program Rationales

There are several justifications for Miami Culinary Institute (MCI) to deliver the Spain & Morocco: Issues in Hospitality & Tourism (SMIHT) study abroad program. Miami Dade County's economy depends strongly on its hospitality and tourism industry, especially in the culinary arts. There are large numbers of resorts, beaches, cruise lines, international festivals, conventions, conferences and restaurants in the cities of Miami, Miami Beach, Coral Gables, Coconut Grove and Key Biscayne serving gourmet food. Miami also hosts many food festivals throughout the year, including the Taste of Brickell Food and Wine Festival, the Mango Festival and the South Beach Miami Food and Wine Festival.

With the SMIHT program, the MCI will have a new study abroad program to offer. The institute will have opportunities to provide South Florida with successful individuals who have training experience in culinary arts, sustainable food and environmental sustainability all with an international twist. These individuals will also have knowledge, skills and awareness regarding predominant issues in the profession. Participants will have the ability not only to confront some of these issues (including health and nutrition) within their profession, but also to provide awareness against these issues, in their local community.

Students enrolling in this study abroad program will be prepared for professional positions directly upon graduation. They can also transfer to a four-year institution with a successful hospitality and tourism program, such as the nearby Florida International University (FIU), where 58% of MDC students attend upon graduation (Miami Dade College Office of

Institutional Research, 2011). In fact, in addition to offering undergraduate and graduate degrees in Hospitality and Tourism Management, the Chaplin School of Hospitality and Tourism Management at FIU has been ranked as one of the leading programs in the United States (FIU Chaplin School of Hospitality and Tourism Management, 2011).

In choosing sites for the course, considerations included unique locations in Spain and opportunities that will provide a unique experience in both the culinary arts and hospitality and tourism industry. Within Europe in 2010, Spain earned the highest receipt of 52.5 billion dollars from international tourists and is ranked fourth worldwide in terms of tourist arrivals (United Nations World Tourism Organization, 2011). Also in Spain in 1928, the Spanish government was very innovative in creating a unique organization that will preserve old castles and palaces from being destroyed, or run down, without being a burden to taxpayers. That is when “*Paradores de España*” was founded and is successful to this day (*Paradores de Turismo*, 2011). Through this organization, Spain is able to preserve many of its historical sites that allow millions of tourists to visit the country.

According to World Guides (2011), the city of Marbella is one of Europe’s and the world’s most popular resort destinations. On the Andalusian coast, Marbella is in the heart of Costa del Sol, where the tourism and hospitality industry is thriving with affluent tourists. The cities of Barcelona, Valencia and Seville provide popular cuisine spots for tourists and for culinary arts festivals. Furthermore, Valencia is considered the birthplace of Spain’s famous *paella*, a popular rice dish with different types of meat and other popular ingredients and the yellow Saffron spice (Andalucia Travel Guide, 2011). Lastly, students will enjoy a flamenco dinner show in the city of Seville and visit a local university with a unique hospitality management program.

Morocco, an African country located south of Spain, allows students a different perspective on both the culinary arts and the tourism and hospitality industry. In addition to meeting with professional chefs, students will have the opportunity to travel by ferry from Tarifa, Spain to Tangier, Morocco, view Arabic architecture, and spend a special 1-day tour in the Sahara Desert. They will also visit Casablanca and have an opportunity to enjoy a Moroccan Dinner and Cultural Show in the city of Marrakech.

Lastly, short-term study abroad programs, such as the SMIHT program, will benefit MDC Hispanic students who are strongly connected to their family and community. Families within the Hispanic communities have a high regard for the cultural value known as *familism* (Tatum, 1997). According to Tatum (1997), *familism* is “the importance of the extended family as a reference group and as providers of social support” (p.137). There is a higher level of emotional and material support within the family and a greater sense of shared obligation, in order to provide support. This occurs in many of the local Hispanic communities of Miami, especially in Little Havana located outside of downtown Miami. With the SMIHT program, these students will be able to study abroad without being away from their family and community for a significant period of time.

A long-term education abroad can be challenging for non-traditional students to experience. However, with short-term study abroad opportunities, participants neither are required to take a significant time period away from family and friends, nor do they have to make a long-time commitment abroad (Brockington, Hoffa, and Martin, 2005; Spencer and Tuma, 2007). In fact, with participants spending only a month abroad through the SMIHT Program, this time length is actually considered less than most short-term programs, which run up to eight weeks (Spencer and Tuma, 2007).

Theoretical Foundations

Kolb's Theory of Experiential Learning (Kolb, 1984) and the literature on Short-Term Study Abroad Programming, Predeparture Orientations and Reentry Programming will help to shape the program design, along with Torres's Theory of Hispanic Identity Development (Torres, 2003) and Cross's Model of Psychological Nigrescence (Evans, Forney, & Guido-DiBrito, 1998). Kolb's theory will provide a structured foundation, allowing the participants "to apprehend the differences they encounter, and transform those brief encounters into concepts against which they can compare the concepts presented by faculty in readings and lectures" (Spencer and Tuma, 2007, p. 178). Short-Term Study Abroad Programming will provide structure, using five best practices for short-term study abroad in the field of international education.

Predeparture orientation and reentry programming not only prepare participants for their time abroad, but also allow them to process their experience effectively both during and after the program (Kinsella, Smith-Simonet and Tuma, 2007; Thebodo and Marx, 2005). The identity development theories will help the faculty leader understand the impact of participants' experience upon their racial and ethnic identities. Since it is assumed that the majority of the participants will be traditional college students, it is imperative to provide them with different frameworks that help them to connect their learning with real-life experiences. It is also important for them to process their entire experience effectively, to examine themselves in terms of their identity and to reflect upon their experiences abroad effectively. Furthermore, a combined focus on minority students' identity and cross-cultural adaptability would be extremely significant for this program.

David Kolb's Model of Experiential Learning

David Kolb's Model of Experiential Learning will play a major role in the curriculum. Posner (2002) explained that, "reality is not external to the individual; it is found within the experience of the individual, the composite of both the individual's internal reactions, such as thoughts and feelings, and external reactions, such as actions, to the influences of the external world" (p. 9). Kolb's model allows the participants to learn through reflections (internal reactions) by doing and to learn by their actions to what they've seen or felt or taste externally for instance. There is learning through adventures, learning collectively with others in a group and even learning through service (service-learning). Experiential learning allows the participants to see a connection between themselves, their world, and their classroom. By confronting, processing and reflecting upon new social experiences, college students will have essential tools to mold themselves into better individuals and to determine their place in the group. Visiting, and receiving lectures from, chefs, for instance, will expose participants to different issues of the culinary arts industry.

David Kolb's model of learning styles will also be instrumental in the program design to ensure that all students execute successful learning outcomes. Kolb describes four learning styles: diverger, assimilator, converger and accommodator (Fiddler, Marienau, and Taylor, 2000). The styles not only are contingent upon concrete experiences, reflective observations, abstract conceptualization, and active experimentation, which are important elements of the learning cycle, but also each style favors different modes of the cycle (p.23). According to Fiddler, Marienau, and Taylor (2000),

The model helps educators recognize that learners vary in how they respond to each mode of the cycle, and in how they grasp and transform their experiences and observations. Attending to all four modes thus enhances learning and accommodates individual differences in approaches to learning..." (p. 24)

I have consciously incorporated the learning styles into the program design so that every student learns successfully.

To accommodate each learning style, the program will implement a variety of assignments and activities beginning with predeparture orientations and running through reentry sessions after their time abroad. Brainstorming before different assignments will be very useful for divergers. Group assignments, projects, exams and individual meetings with the faculty leader are also instrumental with students receiving personal feedback from the faculty leader. Clear and specific instructions are instrumental for assimilators, who prefer a more concise and logical approach. Convergers will have new ideas to work with and will receive technical tasks as well. Last but not least, accommodators, who appreciate hands-on group assignments and activities, will have opportunities to first experience and then reflect upon their experiences.

Short-Term Study Abroad Programming

The literature on short-term study abroad programming will help to design the SMIHT program effectively. Since it is a goal of the SMIHT program to connect students' learning to real-life experiences, it will do so through best practices for short-term study abroad programs mentioned in the field of international education. According to Spencer & Tuma (2002), there are five best practices for short-term study abroad programs:

- **Originate the program with durable and precise academic content.**

The program has a solid rationale for teaching the course abroad. There needs to be a strong parallel between the learning objectives and the program site. All short-term programs should have a connection with an academic course and should be as solid as courses taught at the home institution.

- **Faculty leaders should be content and proficient with experiential teaching.** The faculty

leader should be more than an amazing lecturer. Their teaching ability should be contingent upon how they teach experientially, combining unique aspects of the site abroad to ensure students make connections and have quality learning experiences.

- **Ensure strong, in-depth experiences with the local community.** The faculty leader and students are encouraged to do more than traveling on a bus from the classroom to the hotels to different excursions. The program should provide a service learning or experiential learning project that engages the group with the local community.
- **Include lecturers from the host country.** Professors and academic experts from host country institutions enhance the students' perspective in a different manner than that of the faculty leader.
- **Mandate continuous reflections for the individual student and the entire group.** With guided reflection practices to help them process and understand their experiences, students should maintain a structured journal of their study abroad experience. Groups should engage continuously in structured discussion.

Predeparture Orientation and Reentry Programming

According to Kinsella, Smith-Simonet and Tuma (2007) and Thebodo and Marx (2005), predeparture orientation equips students with necessary, practical information; inspires students to learn about both their host and home cultures and about themselves; and familiarizes students with cross-cultural adjustment, culture, cross-cultural adaptability and intercultural understanding. In conjunction with Kolb's model to enhance students' learning, students can engage in experiential learning activities, such as ice breakers and brainstorming activities, during the predeparture orientation. Predeparture orientations allow seasoned professionals to give quality insights on the logistics, health and safety, crisis management and preparation

procedures. Lastly, predeparture orientations allow participants to connect with others in the program and to have as many questions that they need answered.

Reentry workshops are equally important to enhancing students' learning outcomes in the study abroad program. According to Cavallero (2003), Kinsella, Smith-Simonet and Tuma (2007) and Thebodo and Marx (2005), study abroad reentry programming allows students to readjust to their home culture and to their college or university experience, to be able to articulate from what they learned abroad and to implement their international experience into their lives academically, personally and professionally. Students can also deal with reverse culture shock effectively and learn about ways to process this experience positively. Lastly, students can learn ways to utilize and market their international experience for future endeavors.

Vasti Torres's Model of Hispanic Identity Development

Vasti Torres's Model of Hispanic Identity Development (2003) identifies the significant correlation between ethnic identity and the acculturation of Hispanic college students.

Acculturation, or cultural change, focuses on one's choice to adapt to the new culture in a particular way. The choice is regarding the majority culture, such as the Anglo culture, while ethnic identity focuses on the preservation of one's original culture (Torres, 2003). A focus on acculturation and ethnic identity is important to study, since Hispanic students, most of whom come from immigrant families and live as underrepresented students in the United States, usually gain an international perspective from within their own family and community (Brockington, Hoffa, and Martin, 2005).

Torres's original Bicultural Orientation Model (BOM) analyzes the cultural orientation of Hispanic students. This model consists of four orientation preferences: Bicultural Orientation, Anglo Orientation, Hispanic Orientation, and Marginal Orientation. The Hispanic Orientation,

for instance, equals a high level of ethnic identity but low acculturation, such as living in “highly segregated communities where English is rarely spoken” (Tatum, 1997, p. 139). However, the Bicultural Orientation, which can be viewed as positive yet difficult, equals a high level of ethnic identity and a high acculturation, such as incorporating “selected aspects of both the home and dominant culture, often achieving bilingual fluency in the process” (p. 139). The faculty leader will be able to articulate and meet Hispanic students’ needs in relation to their level of acculturation and their level of identifying themselves ethnically.

William Cross’s Theory of Racial Identity Development

The program will reach out to black students (Hispanic and non-Hispanic) as a part of its recruitment efforts. To ensure a positive experience abroad for these students, it is important to consider William Cross’s Theory of Racial Identity Development (Evans, Forney, & Guido-DiBrito, 1998) into the program design. Cross’s Model is referred to as the psychology of *nigrescence*, or the psychology of becoming black. The model consists of five stages: *pre-encounter*, *encounter*, *immersion/emersion*, *internalization*, and *internalization-commitment* (Evans, Forney, & Guido-DiBrito, 1998). Most black college students are minimally at the encounter stage, which occurs from an event or series of events that force the student to acknowledge the personal impact of racism (Tatum, 1997). Not only will many of these students think about themselves in terms of their race while abroad, but some may encounter racism at different levels as well.

By interpreting their racial identity development, the faculty leader will help these students enlighten themselves and their classmates through shared experiences and feelings of being both *different* and *outsiders* (Brockington, Hoffa, & Martin, 2005). The faculty leader will learn of the students’ development not only by what they may experience abroad, but also

through their interactions with other program participants. For instance, if a black student mostly surrounds his or herself with others of a similar race and only seeks support from them while abroad, then that student is considered being in the *immersion/emersion* stage. However, if the student has a sense of security about his or her racial identity and has established “meaningful relationships across group boundaries with others . . .” (Tatum, 1997, p. 76), then that student is at the *internalization* stage. The only difference between this and the *internalization-commitment* stage is that the latter includes a sense of security, meaningful relationships and a “commitment to the concerns of Blacks as a group” (p.76).

David Kolb’s Theory of Experiential Learning, Literature on Short-Term Study Abroad Programming and Predeparture and Reentry Programming, Vasti Torres’s Theory of Hispanic Identity Development and William Cross’s Model of Psychological Nigrescence will influence the program design. Each of these theories and models will impact the curriculum, excursions, assignments, and projects. Combined, they strongly represent and address MDC students’ needs abroad.

Program Goals and Objectives

Goals

- To expand the reputation of the Miami Culinary Institute (MCI) in the tourism and hospitality industry.
- To maximize students’ opportunities with a safe, rewarding, positive, life-changing experience abroad.

Objectives

- To diversify the course offerings of the Miami Culinary Institute by offering the Issues in Tourism and Hospitality Course.

- To increase the number of short-term, summer study abroad opportunities for Miami Dade College students, as many of them are from low-income families, are non-traditional and have other important commitments in the Fall and Spring semesters.

Student Goals and Objectives

Goals

- To increase their knowledge, skills and awareness of issues in the culinary arts industry, particularly in Spain and Morocco.
- To become more competitive in an increasingly international job market. Students will have an opportunity either to go straight into a professional career with these skills and techniques or to transfer to an institution that will further their understanding about concepts learned abroad.
- To gain a better perspective on the impact that their experience will have on them.
- To connect themselves to their experiences both inside and outside the classroom.

Objectives

- Engage in lectures, readings, projects and assignments regarding issues in the culinary arts industry and in Spain and Morocco.
- Interact with local chefs and local experts to increase their knowledge about Spanish and Moroccan cuisines and about industry issues within the two countries.
- Participate in various excursions, site visits, festivals and events to gain insight and to connect themselves to what was taught during class lectures
- Reflect individually and collectively to process their experiences and connect them to their personal, academic and professional endeavors back home

Needs Assessment

A needs assessment was conducted to create a new study abroad program, the program's curriculum, the logistics, staffing, course and budget. An online survey link to Survey Monkey was sent by email to the 2011 Spain: Capital of Tourism study abroad program participants, the ones most affected by the program. The email contained an informed consent and the results were collected anonymously. Coming from nine different academic disciplines, a total of 19 students received the survey. (For the Needs Assessment Survey, see Appendix A).

Of the 19 students who received the survey, 11 completed it. The survey results indicated that the greatest participation, 55 percent, came from hospitality majors. At nine percent each, the other majors include journalism, culinary management, computer engineering, marine biology and art education. Figure 1 below shows where students first learned about study abroad. Ten students responded, whereas one student skipped this question. Five respondents (41.7 percent of the total responses) mentioned that they first learned of the opportunity from their professor. While three respondents (25 percent of the total responses) learned about study abroad from a friend, others learned either from a parent or relative, the Hospitality Program Management Website, or the Student Life Bulletin Board (8.3 percent of the total responses each).

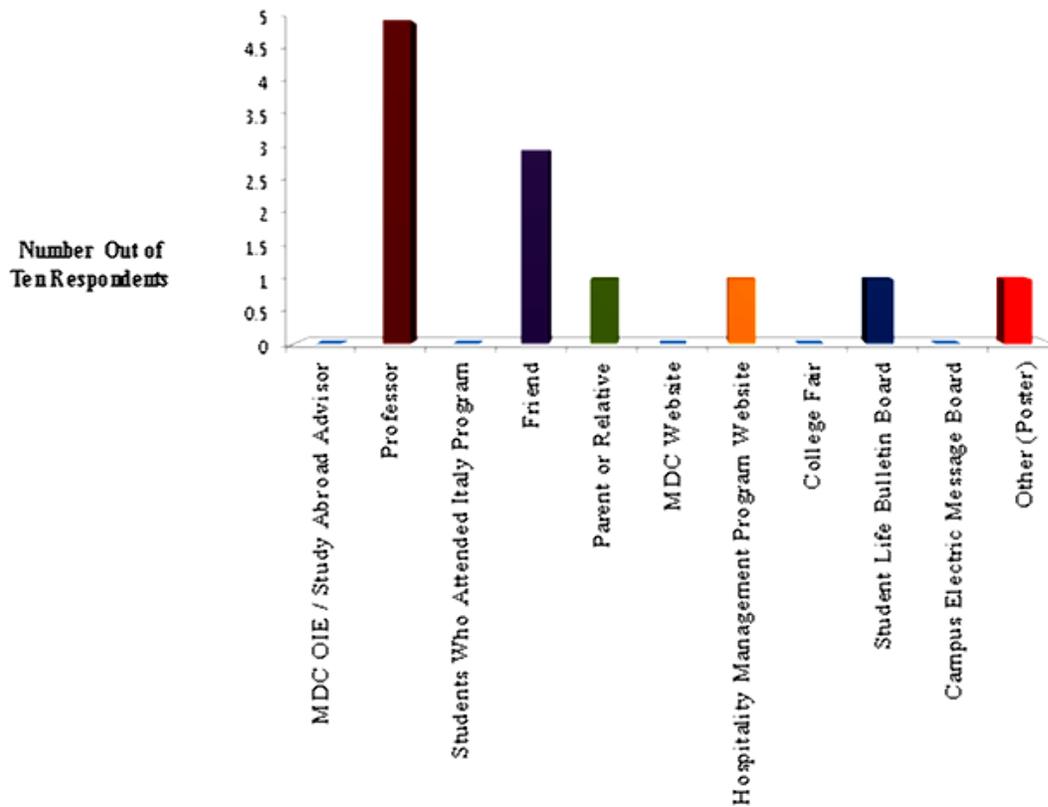


Figure 1: Heard About Study Abroad. This figure describes from where students in the Spain: Capital of Tourism Program heard about the study abroad program.

When asked, “What actually compelled you to take advantage of this opportunity?,” the responses include desiring to travel, studying abroad in 2010 in Italy, trying a new experience, and gaining hands-on-application for what was learned in the classrooms of the Hospitality Management Program. Studying abroad in Italy received the most responses from three out of ten respondents.

Participants also shared some insight on the portions of the study abroad experience they most favored. Figure 2 below shows participants’ responses with ten students, out of eleven, responding to the question. The ideas of cultural immersion, meeting new people, gaining new friendships, the architecture abroad and traveling to more than one country all received 8 out of 10 respondents. The program excursions, food and use of language skills all received 6 out of 10 respondents. The hotel accommodations and the actual course, however, were among the lowest at 2 out of 10 respondents.

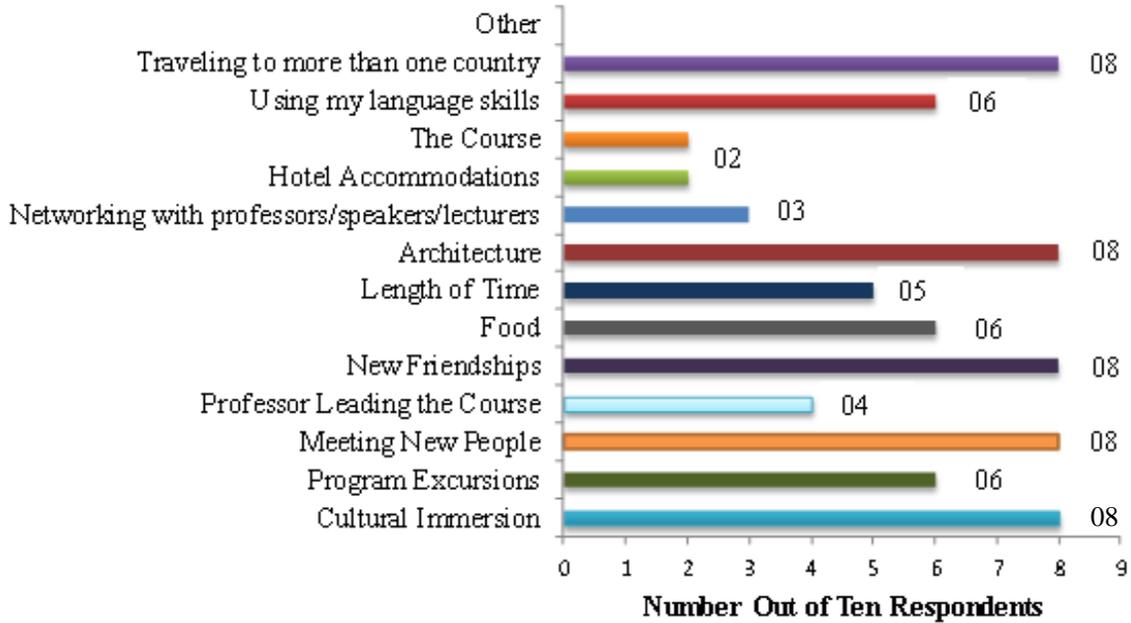


Figure 2: Favorite Part of the Program. The figure above indicates students’ responses about their favorite part of the program. Students were able to choose multiple answers.

When asked about their least favorite experiences, five students responded (six skipped this question). The professor leading the course, the length of time, the food and the hotel accommodations each received two out of eleven total responses. Out of the three responses that selected “Other,” one of those responses stated that the trip started wrong when the group reached the Madrid airport, the first city to visit.

Figure 3 shows the participants’ feelings towards both the trip’s destinations and the length of the program. Forty percent of the participants enjoyed both Spain and Morocco and believed that four weeks abroad was sufficient. Another forty percent enjoyed both destinations but would rather do more than four weeks abroad. Ten percent of participants felt that they enjoyed Spain but not Morocco and would do less than four weeks abroad. Another ten percent enjoyed Spain but not Morocco and would do more than four weeks abroad.

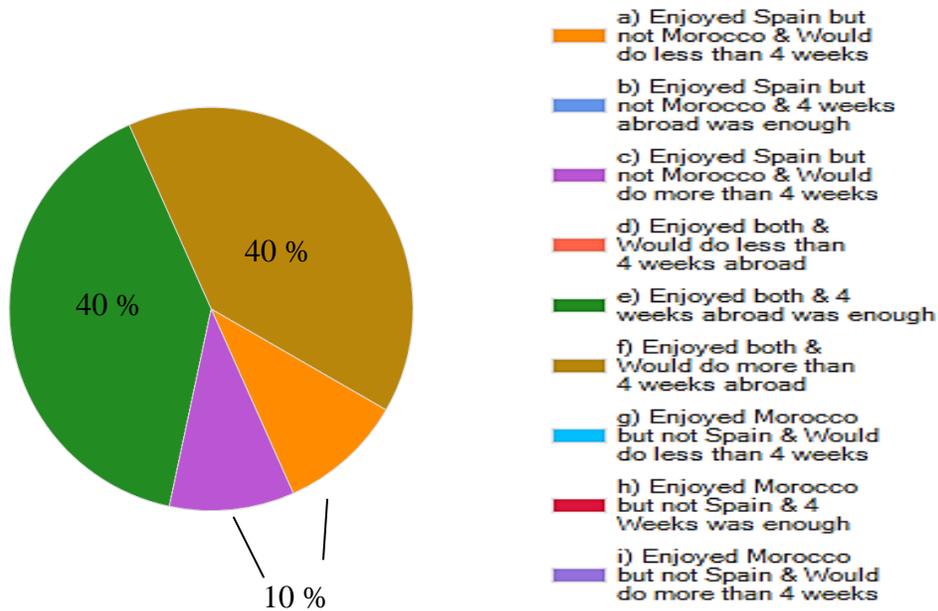


Figure 3: Program Destinations and Length. The figure above describes participants' feelings toward the destinations of the program and its length.

Also, nine out of the eleven participants responded to the question of whether or not it was easier to study abroad in the summer semester in comparison to other semesters. Of the nine who responded, all stated that the summer semester was easier.

When asked what they liked or disliked about the Course/Curriculum, five out of eleven participants responded. One participant (20 percent) liked the course, whereas others had challenges with it. For example, one participant (20 percent) explained that the course materials were very vague and very often what they went over in class did not directly answer the questions they had for homework. That participant actually preferred the course excursions as they were more informative than the class lectures. Another participant (20 percent) mentioned that the course was very easy and the instructor did as little as possible. That participant mentioned that there was not much really to learn except how important it was to have the proper person in charge of a group and the budget.

Six out of eleven participants felt that changes were needed for future study abroad programs in Spain and Morocco. When asked about the changes and the reasons for them, four out of the six respondents (67 percent) mentioned that the entire study abroad program needed to be better organized with respect to details; one out of six respondents (17 percent) requested better transportation and food; two out of the six respondents (67 percent) explained that they needed to have a sufficient number of faculty leaders for the number of participants in the program; one out of six respondents (17 percent) stated the need to have more transparency with funding. One out of six respondents (17 percent) wished more time was provided in Morocco and another one respondent (17 percent) mentioned a suggestion for a six-week long program.

In providing their final thoughts, though, one of the survey participants stated that it was unfair and unjust to have additional people, who were neither MDC students nor employees, participating on this trip. The same participant also felt that the students should not be paying full prices for their meals when the faculty leaders' guests were paying half price, eating the same meals as everyone. The participants' reaction to the course and curriculum and to the entire study abroad program calls for changes that can be made not only to enhance the quality of the program for the year of 2013, but also to consider the welfare of the participants and to avoid institutional liability. While there were levels of uncertainty regarding students' comments, changes will include the faculty leader, the academic program and course, the curriculum, the logistics and the provision of additional activities.

Program Description

Program Scope and Potential Participants

Spain & Morocco: Issues in Hospitality & Tourism is a faculty-led, short-term, study abroad program. The program includes the course, Issues in Tourism and Hospitality: A Focus

on the Culinary Arts, targeting the personal and professional development of culinary students at Miami Dade College. The program is allowed a minimum of 12 and a maximum of 15 students per faculty member with all students being over the age of 18. If there is a high demand for participation in the program, additional students will be placed on a waiting list. One faculty leader, Professor Collen Engle, will deliver the course abroad. Professor Engle has extensive background in experiential education and culinary arts and has traveled to around the world, especially to China for 2008 Beijing Olympics. Students from other academic disciplines can enroll in the course and receive elective credits. (See Appendix B for the official course description).

Students of any racial, cultural and ethnic background can participate in the program. Based on current Miami Dade statistics for the student population, the class is assumed to consist of majority Hispanic students, with a group of non-Hispanic Black (African-American, African-Caribbean, etc.) and White students. Similar to other community and four-year colleges, many of these students are first-generation college students, strongly dependent on financial aid, young parents, or non-traditional. Upon acceptance to the program, the participants will receive a predeparture packet and an insurance plan and will learn about MDC's Emergency Management, all containing health and safety information, insurance information, and crisis management information, respectively. They will also receive information for obtaining passports, visas, and vaccinations in the packet. The MDC Study Abroad helps students, who are not United States citizens, with obtaining visas when necessary.

Program Delivery Timetable

Professor Engle will plan for the SMIHT program in July of 2012. Collen will work on the MDC Out-of-District Study Programs request forms and proposal for the 2013 SMIHT

summer program. The forms will be submitted to the Office of International Education for review and for approval by administrators of Miami Dade College. Based on the timing of the study abroad program, complete, final approval from MDC's President and Board of Trustees is expected by the beginning of February.

In the beginning of September until the middle of January, 2013, Professor Engle and MDC Study Abroad will contact the travel agency and make arrangements with vendors, including Air Europa or American Airlines (partners of Miami Dade College). The travel agency will assist him with travel and logistical arrangements and provide excursions, transportation and other accommodations possibly at discounted group prices. The Office of International Education and Professor Engle will confirm all accommodations and logistical arrangements.

In November of 2012, Professor Engle will work on marketing materials and start "building up a buzz" about the program to his colleagues and students through emails and social media, such as Facebook. At the beginning of February upon approval, he will promote the program on different websites, including those of Miami Dade College, the Miami Culinary Institute, the Hospitality Management Program, MDC Student Life, the Hospitality Student Association, the MDC Gourmet Student Organization, and the Office of International Education. Professor Engle will also post posters created by the Sign and Banner office on the Wolfson Campus. The Issues in Tourism and Hospitality course will be added to the 2013 summer session catalogs. Along with other study abroad programs, the Office of International Education will promote the SMIHT program at the MDC Career Fair and Expo in mid-February of 2013.

The student admissions application deadline will be March 1, 2013. Upon the review of Professor Engle, students will find out if they were selected by March 12th, and their initial, non-refundable enrollment deposit of \$500.00 is due March 20th to the Bursar's Office. The

enrollment deposit is to ensure a slot for the student and to enlist their name for the program. April 1st, April 20th, and May 15th will be the middle three payment due dates. With May 30th as the final payment due date, all students will need to provide proof of their payments to Professor Engle and/or to the Office of International Education for record-keeping purposes. As they continue to make payments throughout the preparation phase, students will also attend two predeparture orientations, one in mid-April and another in mid-May. The orientations will provide a course overview, important documents, and a Question-and-Answer session. The SMIHT study abroad program will last 30 days and will take place June 17 – July 16, 2013. (For the program delivery Timeline, see Appendix C).

Curriculum

Although the SMIHT program course is not required, it does fulfill an elective requirement for all Miami Dade College students. The academic content covers issues within the culinary arts profession. Students will visit a number of sites that focus on these areas. While the main focus for this course will be in Spain and Morocco, the curriculum will be divided into four aspects that will take place both in Miami and overseas: two predeparture orientations, coursework, excursions, and two reentry workshops.

Considering Kolb's Model of Experiential Learning, Short-Term Study Abroad Programming, Predeparture and Reentry Programming, the two identity theories, the curriculum will not only challenge participants, but also connect their classroom lectures, assignments and projects to their outside-of-classroom experiences. Students will be able to grow and to connect their experience to their personal and professional lives.

Predeparture Orientations

During the Predeparture Orientations, students will receive an overview of the course, including information on potential site visits, a brief introduction to both Spain and Morocco with an activity, and an overview of issues in the culinary arts. Participants will have an opportunity to meet and greet each other, share their purposes for enrolling in the course, and share their expectations from the program. At the end of the first session, students will receive some important Predeparture Orientation materials that include: a contract packet from both the MDC Student Life Office and the Office of International Education; a Predeparture information packet for Spain and Morocco (provided by the Office of International Education and the College Consortium for International Studies), both their insurance card and claim form, and emergency response information with an emergency response card. Along with a copy of the passport attached, the contract must be completely filled out or students will not be able to go abroad (See Appendix D for the agenda of the Predeparture Orientation Sessions, Appendix E for a list of Predeparture forms and Appendix F for a Sample Travel Packet to Spain).

Coursework

The coursework abroad will consist of an overview of Spain and Morocco's culinary industry, along with issues in the culinary arts profession. Participants will:

- Perform group projects, including a minimum 10-page group paper focusing on an issue within a specific area of the profession (with a SWOT Analysis on a project to resolve the issue) and a group recipe book with a menu, recipes, information on foreign ingredients and spices and photos for two four course meals (one meal from each country).
- Have group discussions and individual reflections through their personal journal entries.

Students will be able to discuss their reflections with members of the group during group debriefing sessions once a week on Fridays.

For three days a week (Mondays, Wednesdays and Fridays), students will be in their personal journals, responding to guided reflection questions from the faculty leader about their experiences along the way. They will have a total of 12 journal entries with a minimum of two pages, single-spaced for each entry. The faculty leader will provide the reflection guides at the beginning of each week with a number for each reflection.

Guided reflection questions will include students comparing their expectations and reactions to different aspects of the program before and upon their arrival (living situation, class, host city, classmates, and food), students' feelings and cultural adaptability towards their new environment, moments of culture shock, readings and lectures, excursions, and the host cities. Students will also reflect on their projects, their conversations with locals, familiarity with issues in the culinary arts profession, their feelings upon reentry, preparation for their return home and their accomplishments and regrets.

- Have two examinations (a mid-term quiz and a final exam) to assess the participants' performance and to be included as major parts of the students' final grade.

Excursions

The excursions in Spain and Morocco will provide great exposure to various aspects of the countries' tourism, hospitality, and culinary arts industries. With experiential learning incorporated in the curriculum design, the excursions will contribute to real world opportunities outside the classroom, where the participants can gain a better understanding of different issues and topics discussed in the course. Some of the Spain excursions include a culinary tapas tour, a

flamenco dinner show and visits with local professional chefs. The excursions in Morocco include site visits to the Museum of Moroccan Arts, the Medina in Tangier, a Mint Tea Lecture, a Tour of the Mamounia Landmark Hotel, a Moroccan dinner and cultural show, and a 1-day Tour in the Sahara Desert.

Reentry Workshops

During the two reentry workshop sessions, scheduled two and a half hours each during the last week of the trip, students will receive an introduction to the reentry process with a focus on reverse culture shock. The first workshop session will focus on the socio-cultural aspect with a lecture on culture shock, in order for participants to make sense of their experience. The first session will also provide some hors d'oeuvres served during break, and will focus on the psycho-emotional aspects of student's experiences, where students can learn about the difficult impact of reverse culture shock. Participants will receive resources on different MDC campus support services to help them cope with any potential issue upon their return. The group will wrap up the first session and continue the next day.

In the second reentry workshop session, participants will focus on the concept of academic reintegration, where participants learn how to incorporate their new knowledge, attitudes, awareness, and skills into future courses and projects. In addition to the lecture, participants will focus on their professional development with a card-sorting activity that allows them to connect scenarios from their experiences in Spain/Morocco with skills, such as leadership, communication and organizational skills, they gained abroad. The group will enjoy additional hors d'oeuvres during break before returning to a lecture on professional development. This lecture will provide participants with different career opportunities/choices and will share resources from the MDC Advising and Career Center on how to implement their experience

abroad: into their resume for employment, or during their transfer to a 4-year college, or into their campus involvement/extra-curricular activities. The last part of this session will allow participants some quality time to evaluate the SMIHT program and the course before wrapping up for the day (See Appendix G for the agenda of both reentry workshop sessions).

Staffing

Miami Culinary Institute

One faculty leader, Chef Collen Engle from the Miami Culinary Institute, will facilitate the program abroad. Collen is one of the Chef Instructors of the MCI at MDC. Chef Engle began his career with Abigail Kirsch Catering while in college. After mastering his own restaurant, The Meridian Café, in Louisville, Kentucky, Chef Engle gained elite opportunities to serve the Governor of Kentucky, to serve at the March of Dimes Star Chef Celebration, and to serve at the 2008 Beijing Olympics. Along with these great accomplishments, the chef's career has taken him around the world in a literal sense.

Professor Engle has taught since 2003, holding several degrees and certifications. He earned an Associate in Culinary Arts, a Bachelor of Science in Recreation Administration, a Master in Business Administration and a Master of Science in Human Nutrition. Along with these credentials, Professor Engle has been published in *Food and Dining*, *Escoffier.com*, *Sizzle Magazine*, the *Encyclopedia of Appalachia*, and *Bon Appétit* (Miami Culinary Institute, Faculty and Administration, 2011).

Office of International Education

In addition to ensuring that the faculty leader and the study abroad program adhere to all MDC policies and guidelines with approval from the MDC Board of Trustees, the Office of International Education (OIE) Program Manager, Eva Fernandez, and the Executive Director,

Jane Ann Williams, will help the faculty leader with budgeting, logistics and other preparations for the 2013 SMIHT Study Abroad Program. The Study Abroad Assistant, Joanne Michaud, will help to advise students regarding financial aid and potential barriers that can inhibit their ability to participate in the SMIHT program. OIE will be involved with the Predeparture Orientation sessions, will receive all participants' completed applications for the program, provide the students' status on the application process to the faculty leader, and help with collecting payments from students. Just as they do for other faculty-led study abroad programs, OIE will keep final record of all important paperwork in a huge binder for the 2013 SMIHT program.

Program Marketing

The SMIHT program marketing plan aims to promote an effective and quality recruitment process for MDC students. The plan focuses on the distribution of printed and electronic materials in various locations throughout MDC's eight campuses. The MDC Sign and Banner Office and the Marketing and Communications Office will create major marketing materials and will provide online information, respectively. However, Professor Engle and OIE will provide important details of the materials as expected.

Distribution of Printed Materials

The MDC Sign and Banner Office will print posters and place them within the Miami Culinary Institute, the Hospitality Management Program, and MDC Student Life of all eight campuses. The Wolfson Campus Duplications Center makes copies of the materials for the faculty leader. The Marketing and Communications Office will place periodic advertisements in campus newspapers that will be distributed throughout the eight campuses as well. The Office of International Education will provide materials to students interested in doing a faculty-led study abroad program through Miami Dade College. The Office of International Education and the

Miami Culinary Institute plan to place the Issues in Tourism and Hospitality course, with its components and benefits, in the new Miami Dade College summer catalog distributed to both current and prospective students and their families. As with other study abroad programs, the OIE Program Manager, Eva Fernandez, and the faculty leader will continue to work with the Duplications Center to ensure a budget and adequate distribution of marketing materials for this study abroad program (See Appendix H for the Marketing Flyer).

Online Marketing and Electronic Advertising

The Office of International Education plans to inform students about the Issues in Tourism and Hospitality course on its website and include the application procedures, scholarship deadlines, course descriptions, and information on how students will benefit academically, personally, and professionally from the course. Professor Engle will also provide similar information on the MDC and Miami Culinary Institute websites, the Hospitality Management Program website and both the Hospitality Student and MDC Gourmet Student Associations' websites. His office e-mail address will be available for students to post their questions, comments and concerns. OIE will also utilize social media to keep students updated and to allow program participants to meet and interact with each other and to prepare for their time abroad. The MDC Sign and Banner Office will post important information on all electronic messaging boards throughout the campuses, including the student life centers, student parking garages, hallways in the academic departments, and the Miami Culinary Institute's Café on the first floor.

Student Recruitment and Admissions

The professor and the OIE Program Manager will visit courses within the culinary arts and the hospitality and tourism programs throughout the Spring semester to promote the SMIHT

program to MDC students. As part of the diversity plan, materials will be sent to advisors of minority student groups on campus, such as the Black Student Union and the Caribbean Student Association. Eva Fernandez and Joanne Michaud will assist underrepresented students with the Gilman Scholarship and other scholarships available to MDC students.

Eva and Joanne will promote the SMIHT program during campus events, such as Black History Month events and one of the bi-annual career fairs in February. Wolfson campus has weekly market Wednesdays, in which Eva and Joanne will be involved. The Honors College staff at different campuses, as well as the faculty and program advisors of all academic departments, who work closely with special student populations, will be well-informed to help promote the course. Professor Engle intends to increase the number of male participants, which is highly recommended from administrators, because the previous program consisted of majority female participants.

Admissions

Admissions requirements for the study abroad program will certify that the course at least contains aspiring professionals dedicated to working in the culinary industry. A maximum of fifteen slots will be open and students must seek departmental approval before formal registration of the course. Each applicant must be at least a part-time student at Miami Dade College. Students are expected to be in good academic standing, having neither any financial nor registration holds, and no disciplinary actions charged against them. (See Appendix I for application forms). Preference will be given to current Miami Dade College students who have completed a minimum of 24 credit hours in the culinary program and have maintained a 2.50 GPA.

After receiving approval from the professor and with financial aid available, each student must enroll in the Issues in Hospitality and Tourism course and pay the bursar a non-refundable deposit of \$500.00. While placement in the course is not guaranteed until the deposit is made, approved students will immediately be sent information on how to apply for their travel documents so that they may begin the process early. Students will also have to fill out several other important forms, including the study abroad agreement and emergency contact forms, during the predeparture orientations.

Logistics

Travel and Transportation

Professor Engel and Eva Fernandez will work with Sojourn Travel Agency in Miami to plan all travel and transportation arrangements to and from Miami International Airport and abroad. MDC requires the safest means of travel and transportation in every part of the trip. Most of these arrangements will receive special group discounts from vendors, which will be extremely beneficial to the program cost. After their acceptance into the SMIHT study abroad program, students will receive information regarding airline tickets, flight itineraries, helpful travel tips, and a designated meeting place and time at the Miami International Airport for departure to Spain. Transportation ranges from international round-trip flights, bus tours, high speed train and overnight train trips, and a round-trip ride on the ferryboat from Spain to Morocco. During the 1-day tour in the desert, professional tour guides are expected to provide the safest accommodations for all participants and the faculty leader (See Appendix J for an itinerary of the program abroad).

Passports and Supporting Documents

In order to enter Spain, students will need their passport valid for at least six months after the final day of the program. Students will manage their own passports and are encouraged to

apply as soon as possible in order to receive their passport before departure. The Office of International Education provides details on its website for applying for passports. Students can apply for a passport at the Post Office or the State Office building. Non-U.S. citizens should contact their embassy or consular office about travel to Spain and Morocco and should seek further details about any additional passport or visa requirements that need to be accomplished before departure. MDC Study Abroad will help students, who are not United States citizens, with obtaining visas when necessary.

Lodging and Meals

Participants will stay at six different hotels in Spain and in Morocco. Sojourn Travel Agency will ensure good quality and safe accommodations. Per the agency, hotels offer group discounts for student groups, in particular. MDC expects all accommodations to include spacious, air-conditioned rooms that will house three to four students per room, morning breakfast each day at the hotels, internet, and laundry facilities.

Breakfasts will be included during participants' stay at the hotels. Lunches and dinners will also be included throughout each day. In order to ensure their health and safety, students must fill out their applications, explaining any dietary needs/food allergies.

Money

The SMIHT program flyer will provide students with costs included in the program. Predeparture orientation materials will be provided in April and May and will include information on different means of accessing funds, including with the use of debit and credit cards, foreign currencies and prepaid Visa cards, while they travel. Students will be notified in advance about how much spending money they should bring for the entire length of the program. A free weekend will be an option for students wanting to travel independently with their cohorts.

However, these groups of students are expected to make independent travel arrangements before going abroad and to carry sufficient funds for their travel as well.

Health and Safety Plan

It is Miami Dade College's highest priority to ensure the health and safety of all participants and faculty leaders. All participants are required to have their routine vaccinations updated. The predeparture travel packets will include a source of information for required vaccinations in Spain and Morocco. We recommend that participants discuss with their physicians any specific concerns. The faculty leader should know if the participants have any serious, pre-existing conditions by having them fill out the Physician Statement provided in the contract.

The predeparture orientation travel packets contain information on health and safety and include a list of websites pertaining to safety measures recommended to the participants. The faculty leader will be obligated to provide only safe transportation methods for all travel throughout the program, including that of high speed trains and the ferry boat from Spain to Morocco and vice versa. Additionally, the faculty leader will have his folder with information on each student and their emergency contact numbers. Since students will have one free weekend of independent travel with at least two other cohorts, the faculty leader will ensure to collect both their travel and contact information regarding housing accommodations. Students will have to sign additional waiver forms for independent travels.

Included in the program cost, Cultural Insurance Service International (CISI) includes a World Class Coverage Plan that extends from Accidental Death to Basic Security Evacuation. It covers reimbursement for one family member's airfare if the student is hospitalized more than six days and contains 24-hour worldwide medical and travel assistance coverage. Participants

will receive a brochure explaining the policy, their own insurance card, and a blank claim form before departure. The Office of International Education keeps copies of their insurance cards on file, and the faculty leader's folder will also contain insurance information. Provided during the first Predeparture Orientation session, the education abroad agreement includes MDC's policies and the Student Code of Conduct. Participants are required to sign this agreement and return it to OIE before departing to Spain. Any misconduct from the participants can lead to expulsion from the program.

Crisis Management Plan

Miami Dade College provides a comprehensive crisis management plan to account for any participant or program crisis that could occur during the course of events. Even though MDC strives to prevent any crises from occurring, it is important that all stakeholders of the program be prepared for serious emergencies. This plan includes a list of possible student and program emergencies, as well as a chain of command for staff to follow during the course of a crisis. Some of these emergencies can range from a sexual assault upon a participant to a participant's death. All stakeholders, including the faculty leader, participants, and the Office of International Education staff are expected to adhere to all policies, guidelines, and procedures. During the Predeparture Orientation sessions, the Director of Emergency Preparedness, will speak with students about crisis management, and the participants will receive an MDC Emergency card (which they will be advised to carry at all times). The card contains contact information, including that of the Director of Emergency Preparedness, of the Public Safety Office and of Jane Ann Williams, the Executive Director of the Office of International Education.

In Spain and Morocco, the faculty leader will ensure that all procedures are followed. He will have a cell phone and emergency phone cards on hand to direct any emergency calls from

overseas. Both MDC Emergency Preparedness and the Public Safety Office will be on call and are responsible for contacting the Office of International Education and the Associate Provost of Academic Affairs, should any crisis arise. The Associate Provost of Academic Affairs will be contacting all participants' emergency contacts and other departments within Miami Dade, including the Student Dean.

Depending on the nature of the crisis, the faculty leader may have to call either the Office of International Education or the United States Embassy directly, instead of the Emergency Preparedness Office, for advice and/or assistance. If a representative of the media comes into contact with the faculty leader and/or the participants, only the faculty leader should contact the Director of Media Relations/Communications at Miami Dade College. The Director will then provide support and assistance regarding a developing response to media inquiries (See Appendix K for the MDC Faculty Emergency Management Plan and Appendix L for the student emergency contact card).

Budget

The SMIHT program's total operating budget is \$82,864 (See Appendix M for Program Budget). With a maximum of 15 participants, each student's expense for the trip is \$5,200 and includes round-trip, international airfare from Miami, Florida to Barcelona, Spain, all meals, all hotel accommodations, travel agency fees, ground transportation, city tours, excursions, health insurance, and expenses for the faculty leader. The program will generate modest revenue of \$2,864. OIE will request cost-share contributions from the Miami Culinary Institute of \$2,864 to match the revenue amount and \$2,000 to cover additional expenses for the faculty leader, all leading to a total cost-share amount of \$4,864. The total amount of \$7,728 (from revenue and

cost-share contributions) will serve as contingency funds, covering unexpected expenses for the program.

The cost of the SMIHT program is higher than most faculty-led, short-term study abroad programs at MDC. Since there are popular destinations, including Morocco, in this program, and students' demands were high for the last Spain study abroad program in 2011, it is assumed a high demand will occur for the SMIHT program. The SMIHT program is longer than other short-term, faculty-led programs and will have more activities to enhance the students' learning experiences while abroad. If there are remaining funds after the program expires, though, OIE can utilize the remaining funds for the 2014 SMIHT program upon approval.

Hotel Accommodations

Three to four students will share rooms in all hotel accommodations both in Spain and Morocco. Students may receive special group prices, which are typical with hotels, especially in Spain. Hotel accommodations will be air-conditioned, and offer internet services for students, daily breakfast and laundry facilities.

Meals

Breakfasts are included in all lodging accommodations and the program covers all lunches and dinners, including those during special occasions.

City Tours/Lectures

For ground transportation, the cost for city tours covers the cities of Barcelona, Valencia, Seville and Casablanca. Each tour costs approximately \$30 per participant and includes a shuttle bus, which provides air-conditioning and comfortable seating. Students are also asked to pay an additional \$30 to cover equipment usage for all lectures in the hotel conference rooms.

Faculty Leader

The faculty leader will fly round-trip and stay (in separate rooms) with the group at all lodging accommodations. Under the total students' cost, students will cover all of the faculty leader's ground transportation expenses, insurance, meals, excursions and any other expenses. As an auxiliary service on campus, the Miami Culinary Institute will be asked to provide additional coverage for the faculty leader under its cost-share contributions.

Evaluation

All stakeholders involved in any part of the SMIHT study abroad program will evaluate its effectiveness. Evaluations will include informal discussions and formal evaluations during the middle of the time abroad, during the reentry workshops at the end of the program and sometime during the Fall semester (for continuing MDC students). Collen Engle and Eva Fernandez will monitor the course and program to ensure that students' needs are met and that the goals and objectives are accomplished. They will ensure that the program participants engage in the process through reflections upon their learning at the individual level. During the last reentry workshop, the participants will evaluate the course and the faculty leader. Upon their return, participants will complete an online survey, not only to evaluate the program's effectiveness, but also to provide several recommendations and other feedbacks for the study abroad office (See Appendix N for the Program Evaluation).

The Administration of the Miami Culinary Institute will collect grades and data from the faculty leader, and assess whether or not all stakeholders have met the program's goals and objectives within the curriculum, logistics, and so on. At the institutional level, student services will be responsible for monitoring different aspects of the SMIHT study abroad program. The Bursar and the Financial Accounts Offices will account for all final payments made to program

vendors. The registrar's office will assess the effectiveness of the summer course and whether or not this course can be sustainable. Final reports will be sent to the Associate Provost of Academic Affairs, the Executive Director of OIE and the Program Manager for assessment and recommendation purposes.

Conclusions and Implications

Miami-Dade County is enriched with a vital hospitality and tourism industry pushing the county to become one of the leading destinations of hospitality and tourism worldwide. From South Beach to downtown to North Miami Beach, the county is filled with resorts, beaches, restaurants, sports arenas, convention centers, cruise lines and more. The population of diverse residents from different parts of the world continues to expand throughout the county. By allowing study abroad opportunities to expand in the area of culinary arts, Miami Dade College will continue to be a leading contributor's to the industry's growth and progress.

Miami Dade College has been providing study abroad programs in several academic disciplines, but a new focus on the culinary arts and the issues within the profession, will give participants the opportunity to learn about and raise awareness of these issues, confront them with adequate preparation from abroad and make a difference in both their profession and their communities. Participants will also have an international perspective on the culinary arts and use their intercultural lens to enhance global awareness in the profession.

The SMIHT program was designed specifically to meet the needs of the students and to ensure better, quality learning experiences. A needs assessment was conducted to enhance the quality of future programs and was utilized as a guideline for drastic changes. Challenges for the program may stem from its time length (where the participants may not have sufficient time to gain deeper levels of acculturation, for instance) or the number of times that the group has to

relocate between cities, which could lead to fatigue and exhaustion. Unlike other institutions of higher learning, Miami Dade College does not have a foreign campus that houses students. On a positive note, though, the college can consider a centralized location in the future or a partnership with the university in Seville to house future program participants.

The SMIHT study abroad program participants will be upcoming professionals making a difference in the culinary arts profession. Through the frameworks of David Kolb's experiential learning cycle, literature on short-term study abroad programming and predeparture orientation and reentry programming, and the two identity theories, participants will be able to connect their classroom experience with that of the outside world. In the end, the SMIHT study abroad program will provide all of its participants with a life-changing experience that they can incorporate into their future academic, personal or professional endeavors. As it is a constant effort of the MDC Office of International Education to have sustainable study abroad programs, hopefully with what the SMIHT program has to offer, the program will be sustainable in years to come.

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Appendix A: Needs Assessment Survey

The survey included questions of non-sensitive materials and some of these questions were multiple choices with a box for explanations for answers. Students could provide multiple answers at times and had the option to add additional comments at the end of the survey as well.

Spain: Capital of Tourism 2011

What is your major here at Miami Dade College?

	Response Count
	11
answered question	11
skipped question	0

Page 1, Q1. What is your major here at Miami Dade College?

1	Hospitality	Aug 6, 2011 5:30 PM
2	Journalism	Aug 5, 2011 10:50 PM
3	hospitality	Aug 5, 2011 9:31 PM
4	Computer Engineering	Jul 27, 2011 10:15 AM
5	culinary management	Jul 26, 2011 7:30 PM
6	Marine Biology	Jul 26, 2011 11:55 AM
7	Hospitality	Jul 26, 2011 9:26 AM
8	Hospitality	Jul 25, 2011 10:38 AM
9	Associates in Art and art education	Jul 25, 2011 4:18 AM
10	Hospitality	Jul 21, 2011 11:41 AM
11	Hospitality	Jul 20, 2011 10:25 AM

1 of 1

How did you hear about the 2011 Spain: Capital of Tourism Study Abroad Program?

	Response Percent	Response Count
MDC Office of International Education/Study Abroad Advisor	0.0%	0
Professor	50.0%	5
Student who attended last year's tourism program to Italy	0.0%	0
Friend	30.0%	3
Parent or Relative	10.0%	1
MDC Website	0.0%	0
Hospitality Program Management Website	10.0%	1
College Fair	0.0%	0
Student Life Bulletin Board	10.0%	1
Campus Electronic Message Board	0.0%	0
Other (please specify)		1
answered question		10
skipped question		1

Page 1, Q1. How did you hear about the 2011 Spain: Capital of Tourism Study Abroad Program?

1	Poster	Jul 21, 2011 11:41 AM
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What actually compelled you to take advantage of this opportunity?

	Response Count
	10
answered question	10
skipped question	1

Page 1, Q1. What actually compelled you to take advantage of this opportunity?

1	The chance to learn about other culture and traditions, and the application to Hospitality management in a totally different Country. The fact that thought that throughout the College the traveling accommodations would have been extraordinary and the price for what it was offered seemed right at the time. My to learn new things thirst with a group of students from the College sounded almost prefect.	Aug 6, 2011 5:30 PM
2	I wanted to travel.	Aug 5, 2011 10:50 PM
3	from doing the Italy study abroad last year	Aug 5, 2011 9:31 PM
4	Wanting to try a new experience, discovering the way other countries live their lives	Jul 27, 2011 10:15 AM
5	I was one of the student who went to last summer study abroad program in Italy and learned so much from it.	Jul 26, 2011 7:30 PM
6	Great opportunity	Jul 26, 2011 9:26 AM
7	The tourism industry is my future job focus, I have been to Spain before and loved it so, and I have always wanted to go to Morocco.	Jul 25, 2011 10:38 AM
8	i work in the hospitality indusry and it sounded like a great oppurtunity	Jul 25, 2011 4:18 AM
9	My love for traveling and meeting new people.	Jul 21, 2011 11:41 AM
10	After doing the Study abroad in Italy.	Jul 20, 2011 10:25 AM

What was your favorite part of the Spain Study Abroad Program?

	Response Percent	Response Count
Cultural Immersion	80.0%	8
Program Excursions	60.0%	6
Meeting New People	80.0%	8
Professor Leading the Course	40.0%	4
New Friendships	80.0%	8
Food	60.0%	6
Length of Time	50.0%	5
Architecture	80.0%	8
Networking with professors/speakers/lecturers	30.0%	3
The Hotel Accommodations	20.0%	2
The Course	20.0%	2
Using my language skills	60.0%	6
Traveling to more than one country	80.0%	8
Other	0.0%	0

Please explain why you selected this choice. (If you selected "Other", please indicate what the other is as well) 4

answered question	10
skipped question	1

Page 2, Q1. What was your favorite part of the Spain Study Abroad Program?

1	All the choices I selected made this trip memorable to me	Jul 27, 2011 10:21 AM
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Page 2, Q1. What was your favorite part of the Spain Study Abroad Program?

- | | | |
|---|---|-----------------------|
| 2 | It was a very nice experience having to interact with people from two different cultures. Every single place we went to had so much interesting architecture and was very interesting and learned a lot about their Spain s culture. I got to taste different food which to me was very good due to the fact that im trying to get a degree on culinary. The Prof. was very nice and had awesome excursions which made it fun and interesting. In those excursions we were able to learn about their culture see the different types of architecture. Also, interact with our classmates and other people and make new friends. It was just all a very nice experience. | Jul 26, 2011 7:39 PM |
| 3 | The best part was the people. I have done a lot of traveling, but always with close friends. It was a big leap for me to come on this adventure alone, but I left with amazing memories, new mentality, and surrounded by wonderful new personalities in my life. Excursions would be a close second, but some of my favorites were actually the ones these new friends and I had planned on off days (roadtrips through Andalucia, Barcelona, the Sahara Desert in Morocco, to name a few) | Jul 25, 2011 11:00 AM |
| 4 | I loved every single minute of the trip, yes i checked every box because everything was awesome from the food to the people to the places we got to visit. | Jul 22, 2011 5:19 AM |

What was your least favorite part of the Spain Study Abroad Program?

	Response Percent	Response Count
Cultural Immersion	0.0%	0
Program Excursions	0.0%	0
Meeting New People	0.0%	0
Professor Leading the Course	40.0%	2
New Friendships	0.0%	0
Food	40.0%	2
Length of Time	40.0%	2
Architecture	0.0%	0
Networking with professors/speakers/lecturers	0.0%	0
The Hotel Accommodations	40.0%	2
The Course	0.0%	0
Using my language skills	0.0%	0
Traveling to more than one country	0.0%	0
Other	60.0%	3

Please explain why you selected this choice. (If you selected "Other", please indicate what the other is as well) 5

answered question	5
skipped question	6

Page 2, Q1. What was your least favorite part of the Spain Study Abroad Program?

1	The trip started wrong when we all reached to Madrid Airport our first City to visit	Aug 6, 2011 9:22 PM
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Page 2, Q1. What was your least favorite part of the Spain Study Abroad Program?

in Spain. We had to wait for transportation to be picked up more than an hour. The first Hotel accommodations were fine but as we continue our trip every time we had to move from place to place we had to drag our heavy luggage most of the times....The Professor would NOT give information about the next Excursion with enough time ahead to prepared and know where we were going, such as name of places so in case we were running late to meet her at a later time. Another negative part of the Professor leading the Course and group of students s that she brought along her husband which none of us were aware of and instead of her making decisions and solving a problem o situation that might have occur she allowed or planned her husband to answer or try to manage the difficulty at the time, and most of the times when the group had a complaint he would come at front and he would said or make a comment such as: WE DON'T HAVE MONEY, AND EVERYTHING IS TOO EXPENSIVE , SORRY! HE SAID HE WAS IN CHARGE OF THE ACCOUNTING. He would always had a negative remark and was not willing to even try to solve the problem what ever that was. I think he had NO business being there and most of all making decisions for the group no matter what those were. The food by half of the trip was worsen, less amounts and menu being repeated. When in Marbella for example where we stayed most of the time we had the same type of breakfast menu every day for two consecutive weeks. This breakfast was lack of eggs, ham or beacon, fresh fruit. etc...The only thing they served was coffee, orange juice, muffins, croissants and cereal daily. Although it was included as a part of the package, I think they could have done better than that. Another terrible thing about our food is that the last days that we spent in Marbella we ate at a place located next to the Hotel were is a place for Senior Citizens the food was horrible and poor. My disappointment worsen when we could perfectly visited another main City of Spain instead of staying in Marbella for two consecutive weeks, for that reason all of the students in this trip paid from our own packet a trip for the long weekend of 4th of July to Barcelona which is a City with so much to see that we could not cover it on a weekend, it's very rich in Architecture, Museums and History. Definitely the Professor need it help with better organization plan for the next trip abroad, and instead of allowing or permitting her husband to come with her have another member of the College male is possible to help out with the tip needs. There was not enough excursions to go to that the College covered, there wee a lot of free time in between, that could have been used to visit more museums, or historical and cultural places or Hospitality related places. Beside in some cases until we were at the location we would find out that the schedule of some museums were for example closed the day of our visit on that particular day.

2	I enjoyed mostly all of the trip	Jul 27, 2011 10:21 AM
3	i didn't like the fact that before we left for our trip we were promised a few things like a daily food voucher and certain trips while in morocco. i didn't like the way the teacher would treat us and leave us behind. some days she would not even tell us what we were doing for the day until we were already doing it. she would not feed us sometimes and more than one occasion she fed us bologna sandwiches sometimes without even a drink. she wasted a lot of our time and money. unfortunately for her her father passed away on the trip and for 4 days we didn't see or hear from her. so where did our food money go those days?? towards the end of the trip she grew more irritated and rude. we hardly saw her or heard from her. we were supposed to do an etiquette class in morocco but she was too busy at spa to even respond to us. we found out on the way back to spain.you would think that she has never taken a group of students abroad before with her behavior. i dont feel that she is responsible enough for this type	Jul 27, 2011 8:06 AM

Page 2, Q1. What was your least favorite part of the Spain Study Abroad Program?

of work.

- | | | |
|---|---|-----------------------|
| 4 | My goal is to be involved in travel planning and I have planned many an excursion myself in the past, so I have a pretty good idea of what it requires. There were several serious flaws in the overall organization and most of all in the case of Morocco, lack of research and time management. To be in a country for 4+ days and only have hotel accommodations for 2 nights is absurd. This was not a whimsical low budget backpackers trip where disasterous accommodations come with the territory. Tthis was a college organization run trip where a certain level of comfort, vigilance, and safety are expected and these standadrs were not met (especially being in a more dangerous country). Towards the end we often questioned where the thousands of dollars we spent were going. | Jul 25, 2011 11:00 AM |
| 5 | I didn't have a least favorite part | Jul 22, 2011 5:19 AM |

How did you feel about both the DESTINATIONS and the TIME LENGTH of the Spain: Capital of Tourism Study Abroad Program?

		Response Percent	Response Count
a) Enjoyed Spain but not Morocco & Would do less than 4 weeks		10.0%	1
b) Enjoyed Spain but not Morocco & 4 weeks abroad was enough		0.0%	0
c) Enjoyed Spain but not Morocco & Would do more than 4 weeks		10.0%	1
d) Enjoyed both & Would do less than 4 weeks abroad		0.0%	0
e) Enjoyed both & 4 weeks abroad was enough		40.0%	4
f) Enjoyed both & Would do more than 4 weeks abroad		40.0%	4
g) Enjoyed Morocco but not Spain & Would do less than 4 weeks		0.0%	0
h) Enjoyed Morocco but not Spain & 4 Weeks was enough		0.0%	0
i) Enjoyed Morocco but not Spain & Would do more than 4 weeks		0.0%	0
	Please explain why.		6
	answered question		10
	skipped question		1

Page 2, Q1. How did you feel about both the DESTINATIONS and the TIME LENGTH of the Spain: Capital of Tourism Study Abroad Program?

1	Spain was Wonderful beyond words of course with all the exceptions and	Aug 6, 2011 8:22 PM
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Page 2, Q1. How did you feel about both the DESTINATIONS and the TIME LENGTH of the Spain: Capital of Tourism Study Abroad Program?

negativeness of the stuff I mentioned before. I think 4 weeks was a little too much basically because the amount and time of walking it becomes too tiring and makes you not too enjoyed yourself and be stressed not being able to relax! So 3 weeks would be more than enough to me. Morocco was a disaster and disappointment. We lost 2 days traveling and it was so exhausting. Instead of getting a fast train or a plane from Spain to Morocco we took a bus, a ferry and a train for 10 long hours. The bathrooms were so dirty, the feces and urine weren't able to be flushed. The train was very hot the Air conditioning was minimum and Morocco was very hot. The train was also overcrowded. That type of train looked like a very low quality compare from what were supposed to get. I was told there was other trains with much better service and faster in amount of traveling hours. Why I ask myself we had to be put trough that to traveled in such a bad conditioned. Another big problem I found going to Tanger, Morocco is that, that particular City is one of the worst in Morocco very poor, very dirty and why didn't visited the Capital of Morocco instead which is a cleaner City and more Modern and had more Hospitality related places to offer? Marrakesh was a little better but not enough time to see enough places. Too much to do in so little time. The returned from Morocco to Spain was also very exhausting we arrived to Spain after taking the 10 hour train one more time back to Marbella late at night and had to get up early to get back to Miami, in the morning we had to get up early and grab our heavy luggage and place it ourselves without any help from anyone into taxis and we had to physically walked a total amount of approximately the amount of 15 blocks to the bus station that would take us to the airport in Malaga. We had to walk the same amount of blocks every time we had to go visited another City from Marbella instead of providing transportation for us to the bus station. I would never travel again by Study Abroad with Miami Dade College. I will rather travel on my own with a group of friends, and i would not recommend it no nobody. I will give the details and give them the realistic part of it, to make sure they are prepared.

2	i enjoyed both of the destinations they are both very pretty but i do feel that it was not planned properly. we spent most of our time in marbella on what seemed to be the teachers honeymoon. she told us we would be 5 nights in morocco which was not the case at all. for what she spent on the bus then the ferry then the train for 25 students.. if she would of planned it properly flights are only 30 euros. but like i said she wasted our time and money and gave us no heads up so we could figure out better options. so we spent our first night in tangier which was nice then the second night we spent on an 11 hr low class train with no bathroom while she slept with her husband in first class. the third night we slept at the hotel and the fourth night she disappeared and we had to figure out where to sleep on our own without a word from her. the next morning she was ready to leave everybody behind not giving a word as to what was going on . its like we had to hunt her down and force information out of her.	Jul 27, 2011 8:06 AM
3	I loved both Spain and Morocco. They were both very interesting places with so much of everything. But I feel like I would've loved to spend more time in Morocco in order to enjoy more of their food and culture and to be able to explore more of what Morocco has to offer.	Jul 26, 2011 7:39 PM
4	I actually would have liked to stay in Morocco for at least 5 days.	Jul 26, 2011 9:28 AM
5	I did not dislike Morocco, I disliked the way the trip was arranged and how the time was allotted. Less than 4 days split between two cities in a new country, especially a country lacking efficient transportation systems is ridiculous. I would definitely not want to take away any time from Spain, but to add on a additional	Jul 25, 2011 11:00 AM

Page 2, Q1. How did you feel about both the DESTINATIONS and the TIME LENGTH of the Spain: Capital of Tourism Study Abroad Program?

week for Morocco if you must visit another country/continent is a must. The rush, stress, and below standard conditions in parts of the trip definitely put a damper on the end of the trip for everyone sadly.

6	I think a month was good enough i was starting to miss my family and friends and just home.	Jul 22, 2011 5:19 AM
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Based on your experience, do you think the summer semester, compared to another term, was easier or harder for you to study abroad?

	Response Percent	Response Count
Easier	100.0%	9
Harder	0.0%	0
Please explain:		7
answered question		9
skipped question		2

Page 2, Q1. Based on your experience, do you think the summer semester, compared to another term, was easier or harder for you to study abroad?

1	I feel the class was not challenging enough.	Aug 6, 2011 9:22 PM
2	Its easier because it a month but you explore more also you would not miss home so much because your only gone for a month as oppose to a fall semester when your gone for more than one month	Jul 27, 2011 10:21 AM
3	its easier because you come back and you have time to get ready for the fall	Jul 27, 2011 8:08 AM
4	First time.	Jul 26, 2011 9:28 AM
5	Many of the students were paying for the trip from pocket, including myself. I think to extend the program to 6 weeks would have been ideal as realistically that is what the Summer A/B sessions are. Even though to do a full 4 months semester would have been beyond amazing, but since we did not have work visas in Spain, financially the trip may have not been possible for many of us.	Jul 25, 2011 11:00 AM
6	You are more distracted.	Jul 22, 2011 5:19 AM
7	It wasn't classroom base, it was hands on approach.	Jul 20, 2011 10:29 AM

Please explain briefly anything you liked or disliked about the Course/Curriculum (e.g. lectures, readings, projects & assignments, quizzes, course-related excursions, etc.).

	Response Count
	5
answered question	5
skipped question	6

Page 2, Q1. Please explain briefly anything you liked or disliked about the Course/Curriculum (e.g. lectures, readings, projects & assignments, quizzes, course-related excursions, etc.).

1	Due to the Professor death in her family the classes were off for two days. I also feel most of the students didn't take the classes too seriously. I felt a lack of interest.	Aug 6, 2011 9:22 PM
2	liked it all	Aug 5, 2011 9:50 PM
3	the course was very easy the teacher did as least as possible .. not much was really learned except how important it is to have the proper person in charge of a group and the budget.	Jul 27, 2011 8:08 AM
4	The material was very vague and very often what we went over in class did not directly answer the questions we had for homework. The course related excursions were certainly the most informative.	Jul 25, 2011 11:00 AM
5	we did more as a group then would do in a classroom.	Jul 20, 2011 10:29 AM

If there were any other changes that you wanted to make towards the program, what would they be (can be on any aspect of this program/course)? Why these changes?

	Response Count
	6
answered question	6
skipped question	5

Page 2, Q1. If there were any other changes that you wanted to make towards the program, what would they be (can be on any aspect of this program/course)? Why these changes?

1	Whole trip needs to be better organized to details. make sure menus and transportation is better covered. Send more than one representative person from the College. Too many students to handle in another Country. I feel is too much for only one Professor to handle. Do not include a Professor significant other to get involve on any type of the group circumstances or problem solving.	Aug 6, 2011 9:22 PM
2	more perpared	Aug 5, 2011 9:50 PM
3	the instructor would definitely need a team helping her with everything she definitely should not be doing it on her own. and more information given to the students about what each day will entail and where exactly the money is going. .. why these changes because these are very important issues espacially when the students are the ones paying for everything.	Jul 27, 2011 8:08 AM
4	have more time in Morocco.	Jul 26, 2011 7:39 PM
5	All the changes mentioned above: extend to 6 weeks, better organization/travel planning, more thorough research especially in a very foreign country like Morocco are musts! There were certainly times student safety was in question.	Jul 25, 2011 11:00 AM
6	better perpared	Jul 20, 2011 10:29 AM

Please feel free to add any additional comments/suggestions that you think will help to make next year's program better.

	Response Count
	5
answered question	5
skipped question	6

Page 3, Q1. Please feel free to add any additional comments/suggestions that you think will help to make next year's program better.

1	Better Organization over all.	Aug 6, 2011 9:23 PM
2	i also dont think it was fair to let have 4 extra people on the trip using a discount when the students pay full price and get treated so badly. those people paid less and were eating the same meals and its just not fair .	Jul 27, 2011 8:08 AM
3	Read above.	Jul 25, 2011 11:01 AM
4	Everything is great!	Jul 22, 2011 5:20 AM
5	It's doing well the way it is.	Jul 20, 2011 10:29 AM

Appendix B: Course Description
Issues in Tourism in Hospitality: A Focus on the Culinary Arts

Spain & Morocco: Issues in Tourism & Hospitality Study Abroad Program

SUMMER B 2013

PREREQUISITE: Admission to program or permission

SCHOOL: Miami Culinary Institute

PROGRAM: Culinary Arts Management

CREDIT HOURS: 3

CATALOG DESCRIPTION:

This course is designed to develop an understanding of issues within the culinary arts profession. Students will be introduced to the current ecological, economical and political issues. The course raises awareness of issues of the food system from producer to consumer, exploring agriculture, fisheries, dairy, meat and poultry production, water and waste and heritage food. Trade, health and nutrition, sustainable food system and social justice issues within the food system will be explored. Emphasis is given towards issues in the culinary arts industry in the cities of Barcelona, Valencia, Marbella and Seville Spain, as well as Tangier, Casablanca and Marrakech, Morocco.

The course requires site visits to important places, and requires participation in numerous culinary related events/activities/lectures/cooking demonstrations. Some of these activities include hotel and restaurant site visits, presentations by local chefs and experts in their own work settings, and entertainment from locals, including the flamenco dancers in Seville, Spain and Moroccan drummers in the Sahara Desert. Participants will spend a total of four weeks in these locations with students gaining hands-on experience relating to course materials.

******Please note that students are required to attend all course activities and events, as integral parts of their grade.***

Appendix C: Program Delivery Timeline

July 2012

- Professor begin initial planning for SMIHT program
- Professor work on MDC Out-of-District Study Programs request forms & proposal for the 2013 study abroad program
- OIE staff review request forms and proposal for final revision

September 2012

- Contact travel agency and make arrangements with vendors for group discounts

November 2012

- Marketing materials are created for the program (tentative until program's approved by MDC Board of Trustees)
- Professor informally promote program to colleagues and students

February 2013

- Latest that request forms can be approved by MDC President & Board of Trustees
- Professor/Marketing and Communications Office/Sign & Banner Office officially promote SMIHT program on different websites and electronic messaging boards through MDC branch campuses
- Marketing materials are posted from Sign and Banner office
- Issues in Tourism and Hospitality course added to 2013 summer session catalogs
- Office of International Education promotes the SMIHT program at the MDC Career Fair and Expo and other events

March 2013

- Admissions application due March 1st

- Students are selected for the program and course - March 12th
- Non-refundable enrollment deposit of \$500.00 due March 20th to Bursar's Office

April 2013

- Next two payments due April 1st and April 20th to Bursar's Office
- First Predeparture Orientation held mid-April

May 2013

- Last two payments due May 15th and May 30th to Bursar's Office
- Second Predeparture Orientation held mid-May

June 2013

- OIE staff and faculty leader will confirm all accommodations and logistical arrangements
- All paperwork due to OIE from faculty leader (to place in SMIHT Program binder)
- SMIHT program departs for Spain and Morocco from Miami International Airport

Appendix D: Predeparture Orientation Sessions I & II

Session I - 4 Hours

I. Introduction to the program and course

- a. Introduction of faculty leader and participants
- b. Syllabus (e.g. projects, assignments, examinations, books, materials)

II. Introduction to Issues in the Culinary Arts profession

- a. Introduce areas and issues within the culinary arts profession
- b. Provide list of important vocabularies and concepts

III. Introduction to Spain

- a. Review itinerary of Spain portion of time abroad
- b. Provide list of key facts of Spain's culinary industries
- c. Introduce issues in the profession in Spain
- d. Provide list of vocabulary and concepts

IV. Predeparture Orientation Packet

- a. Introduction of Program Manager - Office of International Education
- b. Overview of Travel Packet
- c. Insurance Plan with Insurance cards provided
- d. Health and Safety overview of Spain & Morocco (immunizations, common illnesses and their transmission, prevention and water sources)
- e. Participants complete the contract/agreement forms - MDC Student Life & OIE

Session II - 4 Hours

I. Introduction to Morocco

- a. Review itinerary of Morocco portion of time abroad
- b. Provide list of key facts of Morocco's culinary industries
- c. Introduce issues in the profession in Morocco (with activities)
- d. Provide list of vocabulary and concepts

III. Predeparture Orientation Packet

- a. Overview of Emergency Management Plan – Introduction of Director of Emergency Preparedness (simulation activity)
- b. Contact Information (e.g. local hospitals, police and embassies)
- c. Card with MDC Emergency Contacts
- d. Departure Plan & Flight Itinerary (Meet at Miami International Airport, etc.)
- e. Q & A & Wrap-up sessions with a list of rooms & project assignments posted

Appendix E: List of Predeparture Forms

- 1. Student Life Agreement Form for Off Campus College Activities**
- 2. Notice of Class Absence Due To Activities**
- 3. Student Delegate Contract Form**
- 4. Study Abroad Form 1 – Release and Indemnity**
- 5. Study Abroad Form 2 – Pledge of Good Behavior**
- 6. Study Abroad Form 3 – Study Abroad Program Release**
- 7. Study Abroad Form 4 – Physician’s Statement**
- 8. Study Abroad Form 5 – Permission for Emergency Treatment**
- 9. Study Abroad Form 6 – Emergency Contact Information**
- 10. Study Abroad Form 7 – Mobility Audit**
- 11. Study Abroad Form 8 – Student Data Sheet**

Appendix F: Sample Predeparture Travel Packet for Spain



Study Abroad

Faculty Led Program- Spain

Study Abroad Program
Pre- Departure Orientation Handbook
Academic Year Summer 2013

Welcome

Hola!

Enhorabuena! Congratulations on your acceptance to the Summer 2013 Faculty Led Study Abroad Program in affiliation with Miami Dade College. We are confident that you will find your adventure to be intellectually challenging, culturally stimulating, and personally very rewarding. You will experience some of the world's most beautiful scenery and one of its most diverse and interesting landscapes.

The following pages will help you to prepare for your semester abroad, and I look forward to hearing from you in the upcoming months as you prepare for an experience of a lifetime.

Sincerely,

Eva Fernandez
Office of International Education
Program Manager

Contents

1 **Preparing to Go**

Passport
Visas and Mobility Audits
Health Insurance
ISIC Card
Power of Attorney
Course Registration
Travel Itinerary
Payment of Fees
MDC Forms Due
Language Link

2 **Student Responsibilities Abroad**

Academic
Student Conduct
Local Laws and Customs

3 **Safety and Security**

4 **Health Advisory**

5 **Embassy Registration**



6 **Other General Information**

Entry Requirements
Communication
Currency
Appliances
Bank/ATM Access

7 **What to Pack**

8 **Gifts**

9 **Your New Life Abroad**

Culture Shock
Cultural Adjustment
Homestay Experience
Extra-curricular Activities

10 **Useful Resources**

11 **Staying in Touch**

The official website for ISIC is www.myISIC.com

The international identity cards offer the following benefits:

- ▶ Reduced airfares on major international airlines
- ▶ Discounts in the United States and abroad, including transportation, accommodations, international phone calls, car rentals and museum admissions
- ▶ Toll-free, 24-hour, emergency Help Line
- ▶ **Basic insurance to cover sickness, accident and emergency evacuation while traveling outside the United States (only for cards purchased in the United States.)**
- ▶ International student/teacher/youth recognition.

For more information about applying for international identity cards, contact STA as listed above, or at www.statravel.com.

v. POWER OF ATTORNEY

You may also want to designate a family member to sign off on such documents as income tax documents, legal paperwork, etc. You can do this by specifying in a document what you would like for that person to sign off on while you are away. You must then have the document notarized.

vi. COURSE REGISTRATION

- a. Depending upon the program that you are participating in, you will either:
 1. Not be registered for credits at all
 2. Be registered for MDC courses/credits (**ALL SUMMER STUDENTS**)
 3. Be enrolled as a transient students in order to transfer in approved credits upon completion of your program abroad
- b. Language courses will require a placement test once you arrive at your host institution
- c. In cases of MDC enrollment or transient status, you will be notified by our office of whether all credits have been approved (Credit Approval Form)
- d. **IF BY ANY CHANCE YOU DECIDE TO DROP OR SWITCH INTO ANOTHER COURSE WHILE YOU ARE ABROAD, PLEASE NOTIFY YOUR HOST INSTITUTION ABROAD AND NOTIFY OUR OFFICE IMMEDIATELY. THIS CAN AFFECT MANY ISSUES, INCLUDING YOUR FINANCIAL AID, GRADE TRANSFERABILITY, AND LEGAL STATUS IN YOUR HOST COUNTRY.**

vii. TRAVEL ITINERARY

You must inform our office and your host institution abroad of your travel arrangements. Please note that different programs have different arrangements for arrival and pick-up, so the sooner you provide them with your information, the better it will be for planning.

viii. PROGRAM FEES AND PAYMENT

All students have already received an invoice from MDC for program fees due to the college. All program fees **MUST BE PAID** directly to our office prior to departure. Program fees may/may not include housing.

Tuition payment for credits that you are registered for are paid directly to the Bursar's office at Miami Dade College.

If you are scheduled to receive Financial Aid and this will be your form of payment, **you must provide our office with a copy of your award letter** prior to departure so that we may contact the Financial Aid office to verify disbursement dates.

Please Note for Consortium Agreement Forms: The student or Office of International Education must return the "completed" Consortium Agreement to the Financial Aid Office. The Financial Aid Office at MDC will determine each student's eligibility and will process the financial aid award accordingly. Financial aid disbursements for ALL eligible students whether enrolled at MDC or at the HOST institution, will be paid through Higher One. For students in the study abroad program, their choice for delivery of funds should NOT be a check as it will delay the receipt of funds significantly.

viii. LANGUAGE LINK

Remember to bring your patience and a positive attitude when you are abroad! You will become comfortable with speaking a foreign language when you are abroad. Meanwhile, begin reviewing by picking up newspapers and other publications in the host country's language. It is also an excellent idea to watch news and movies with subtitles and to visit language centers at your campus or around your community to sharpen your language skills before departure.

2. STUDENT RESPONSIBILITIES ABROAD:

i. ACADEMIC:

- All students are responsible for maintaining good academic standing as required by MDC and the host institution abroad.
- All students are required to follow the host institution's academic policies, including specific requirements related to the student's course(s), as indicated by the instructor(s) and course syllabi

- Students who are at risk of failing, withdrawing from, or dropping a course must notify the Office of International Education at Miami Dade College and the host institution immediately. Not attending class will NOT necessarily indicate withdrawal from the course
- All credit transfers and academic credit approval must be handled through the student's campus academic administration PRIOR TO departure. The Office of International Education will assist in facilitating this process.

ii. STUDENT CONDUCT:

- All students are required to comply with Miami Dade College and host institutions policies on student conduct/behavior.
- Students shall attend all briefing sessions, lectures, and will participate in all program-related excursions.
- Students will engage in behaviors that are responsible and mature.
- Misbehavior or inappropriate or offensive conduct will result in dismissal from the program and return to Miami at the student's own expense
- Students are required to abide by all local and international laws applicable during participation in the program
- Drugs, other than those medically prescribed, are not tolerated, even if tolerated and/or condoned locally.
- Breaches of local law will be reported to the requisite law enforcement agency of that country
- Accommodations provided, whether hotel or student residence, are not to be utilized for large gatherings. College regulations prohibit the consumption of alcoholic beverages at College functions or in College-sponsored programs.
- If any action of the student(s) is in violation of the MDC Student Code of Conduct or the College Discrimination or Harassment Policy, students may also be subject to College disciplinary action.

iii. LOCAL LAWS AND CUSTOMS (www.state.gov)

When you leave the United States, you are subject to the laws of the country you are visiting. Therefore, before you go, learn as much as you can about the local laws and customs of the places you plan to visit. Good resources are your library, your travel agent, and the embassies, consulates or tourist bureaus of the countries you will visit. In addition, keep track of what is being reported in the media about recent developments in those countries.

When you travel abroad, the odds are in your favor that you will have a safe and incident-free trip. However, crime and violence, as well as unexpected difficulties, do happen to U.S. citizens in all parts of the world. No one is better able to tell you this than the U.S. consular officers who work in more than 250 U.S. embassies and consulates

- ◆ Students who are at risk of failing, withdrawing from, or dropping a course must notify the Office of International Education at Miami Dade College and the host institution immediately. Not attending class will NOT necessarily indicate withdrawal from the course
- ◆ All credit transfers and academic credit approval must be handled through the student's campus academic administration PRIOR TO departure. The Office of International Education will assist in facilitating this process.

ii. STUDENT CONDUCT:

- ◆ All students are required to comply with Miami Dade College and host institutions policies on student conduct/behavior.
- ◆ Students shall attend all briefing sessions, lectures, and will participate in all program-related excursions.
- ◆ Students will engage in behaviors that are responsible and mature.
- ◆ Misbehavior or inappropriate or offensive conduct will result in dismissal from the program and return to Miami at the student's own expense
- ◆ Students are required to abide by all local and international laws applicable during participation in the program

- ◆ Drugs, other than those medically prescribed, are not tolerated, even if tolerated and/or condoned locally.
- ◆ Breaches of local law will be reported to the requisite law enforcement agency of that country
- ◆ Accommodations provided, whether hotel or student residence, are not to be utilized for large gatherings. College regulations prohibit the consumption of alcoholic beverages at College functions or in College-sponsored programs.
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When you travel abroad, the odds are in your favor that you will have a safe and incident-free trip. However, crime and violence, as well as unexpected difficulties, do happen to U.S. citizens in all parts of the world. No one is better able to tell you this than the U.S. consular officers who work in more than 250 U.S. embassies and consulates

around the globe. Every day of the year, U.S. embassies and consulates receive calls from American citizens in distress.

Fortunately, most problems can be solved over the telephone or by a visit of the U.S. citizen to the Consular Section of the nearest U.S. embassy or consulate. However, there are less fortunate occasions when U.S. diplomats are called on to meet U.S. citizens at foreign police stations, hospitals, prisons and even at morgues. In these cases, the assistance that diplomats can offer is specific but limited.

3. SAFETY AND SECURITY

Security

SEE ENCLOSED PACKET

The Department of State's **Consular Information Sheets** are available for every country of the world. They describe entry requirements, currency regulations, unusual health conditions, the crime and security situation, political disturbances, areas of instability, and special information about driving and road conditions. In general, the Sheets do not give advice. Instead, they describe conditions so travelers can make informed decisions about their trips.

In some dangerous situations, however, the Department of State recommends that Americans defer travel to a country. In such a case, a **Travel Warning** is issued for the country in addition to its Consular Information Sheet.

Public Announcements are a means to disseminate information about relatively short-term and/or trans-national conditions posing significant risks to the security of American travelers. They are issued when there is a perceived threat, even if it does not involve Americans as a particular target group. In the past, Public Announcements have been issued to deal with short-term coups, pre-election disturbances, violence by terrorists and anniversary dates of specific terrorist events.

You can access Consular Information Sheets, Travel Warnings and Public Announcements 24-hours a day in several ways.

- **Internet**

The most convenient source of information about travel and consular services is the Consular Affairs home page. The web site address is <http://travel.state.gov>

- **Telephone**

Overseas Citizens Services at 1-888-407-4747 can answer general inquiries on safety and security overseas. This number is available from 8:00 a.m. to 8:00 p.m. Eastern Time, Monday through Friday (except U.S. federal holidays). Callers who are unable to use toll-free numbers, such as those calling from overseas, can

obtain information and assistance from OCS during these hours by calling 1-202-501-4444.

● **In Person**

Consular Information Sheets, Travel Warnings and Public Announcements are available at any of the regional passport agencies and U.S. embassies and consulates abroad.

For travel advisories, always visit: <http://www.state.gov/travel/> and www.travel.state.gov

4. HEALTH ADVISORIES

SEE ENCLOSED PACKET

For health advisories, always visit the Centers for Disease Control and Prevention <http://www.cdc.gov/travel/>

EMERGENCY CONTACT FORM

Print out the Emergency Card. Fill it in. Leave a copy with:

- 1) Your U.S. emergency contacts
- 2) Your abroad emergency contacts
- 3) Keep a copy with you at all times.



Student Emergency Information Card

Student Name _____	Family (U.S.) Emergency Contact _____
Date of Birth ____/____/____	
Citizenship _____	address _____ city _____ state _____ zip _____
Study Abroad Program Name _____	phone # _____ cell # _____ e-mail _____
Abroad Program Emergency Contact _____	Insurance Company _____
address _____	Policy # _____
phone # _____ cell # _____ e-mail _____	24 Hour Ph # _____
Abroad Housing Emergency Contact _____	Embassy/Consulate _____ phone # _____
address _____	address _____
phone # _____ cell # _____ e-mail _____	Equivalent 9-1-1 Abroad _____ phone # _____
Home (U.S.) Campus Emergency Contact _____	Nearest Hospital Abroad _____ phone # _____
address _____ city _____ state _____ zip _____	address _____
phone # _____ cell # _____ e-mail _____	Passport # _____
	Blood Type _____
	Special Medical Conditions _____
	Wishes In Event of Serious Injury/Death _____

Courtesy of Student Abroad- Student Handbook

5. EMBASSY REGISTRATION

(<https://travelregistration.state.gov/lbrs/home.asp>)

Register with the nearest U.S. embassy or consulate. Register with the nearest U.S. embassy or consulate through the State Department's <https://travelregistration.state.gov/lbrs/home.asp>. Registration will make your presence and whereabouts known in case it is necessary to contact you in an emergency. **In accordance with the Privacy Act, information on your welfare and whereabouts may not be released without your express authorization. Remember to leave a detailed itinerary and the numbers or copies of your passport or other citizenship documents with a friend or relative in the United States.** (U.S. embassy and consulate locations can be found in the country's Consular Information Sheet.) If your family needs to reach you because of an emergency, they can pass a message to you through the Office of Overseas Citizens Services at 202-647-5225. This office will contact the embassy or consulate in the country where you are traveling and pass a message from your family to you. Remember consular officers cannot cash checks, lend money or serve as your attorney. They can, however, if the need arises, assist you in obtaining emergency funds from your family, help you find an attorney, help you find medical assistance, and replace your lost or stolen passport.

6. OTHER GENERAL INFORMATION

i. Entry Requirements: Please see your State Department reports for information on entry requirements for your host country.

ii. Communication: Dialing codes for your host countries can be found here: (www.countrycallingcodes.com):

iii. Currency: For updates on currency exchange rates, please visit: <http://www.oasismanagement.com/index.html>

iv. Appliances: Please make sure that you check for information on how electricity works in your host countries, and what kinds of converters or surge protectors might come in handy prior to your departure. Please visit: <http://www.kropla.com/electric2.htm>

v. Banks/ATM Access: Since most U.S. checking and savings accounts are accessible via ATMs abroad, your best option for managing money might be to withdraw funds directly from a U.S. account via the ATM when you need cash, and pay for all other purchases with a credit card. There might be fees associated with these transactions. Make sure to contact your bank to inform them about your travel plans so that they can unlock all of your accounts.

7. WHAT TO PACK

SEE ENCLOSED LIST.

8. GIFTS

You will be staying with a host family and you will be meeting a variety of people during your experience abroad. It is always recommendable that you take gifts that are distinctive of where you come from. T-shirts/sweatshirts, baseball caps, cookbooks, crafts/handmade gifts, are some examples of what you can take. People will always want to see what your country is like, so pictures and postcards are also a good idea.

9. YOUR NEW LIFE ABROAD: CULTURE SHOCK

SEE ENCLOSED PACKET

10. USEFUL RESOURCES

Your upcoming study abroad experience will require a great deal of planning both at home and abroad. The Office of International Education has compiled the following list of sites to assist you in preparation for what is to become a life-changing experience:

- Exchange Rate Website: <http://www.xe.com/ucc/>
- Center for Disease Control: <http://www.cdc.gov/travel/destinat.htm>
- **Information for Parents:**
 - ➔ http://www.studyabroad.com/pages/sitecontent/parent_guide_questions.aspx
 - ➔ <http://www.abroad.pitt.edu/parents.html>
 - ➔ <http://www.studentsabroad.com/>
- International Student Identity Card: http://www.istc.org/sisp/index.htm?fx=istc_info
- Travel Resources: <http://www.centerforstudyabroad.com/links.html>
- Students.gov: <http://www.students.gov> (click on Study Abroad)
- Center for Global Education: <http://www.studentsabroad.com/>
- SAFETI Online Newsletter: <http://www.globaled.us/safeti/newsletter.html>
- Study Abroad.com: <http://www.studyabroad.com>

- Human Rights Watch: <http://hrw.org/about/>
- CNN World News: <http://www.cnn.com>

11. STAYING IN TOUCH

You are going to meet some wonderful individuals who will become your friends and acquaintances. Keep in touch. Don't let these friendships fall by the wayside when you return home! Exchange phone numbers, addresses, and e-mails so that you make sure to drop a line to them every now and then.

We would also love to hear from you as you embark on this incredible journey and upon your return.

You can always contact me at:

Eva Fernandez
Program Manager
Office of International Education
300 N.E. 2nd Avenue, Room 1403
Miami, FL 33132
(E) efeman1@mdcedu
(P) 305-237-3008
(F) 305-237-7439

Have a safe trip and amazing experience abroad!

Appendix G: Reentry Workshop Sessions I & II

Session I - (2.5 Hours)

- I. Introduction on the Reentry Process**
- II. Socio-Cultural: Making Sense of the Experience**
 - a. Lecture on Culture Shock & Examples provided
 - b. Wrap Up
- III. Break (with Hors d'oeuvres)**
- IV. Meeting the Psycho-Emotional Needs**
 - a. Lecture on Reverse Culture Shock and Off-Campus Support Services to meet Psycho-Emotional Needs
 - b. Group discussions on examples of reverse culture shock that may occur
 - c. Wrap Up & End of First Workshop Session

Session II – (2.5 Hours)

- V. Academic Reintegration: Implementing experience abroad**
 - a. Lecture on Academic Reintegration - how students can incorporate their new knowledge, attitudes, awareness and skills into their courses and projects
 - b. Card-sorting Activity on Professional Development – “What skills students gain from abroad?” (Students have a set of scenarios from their experience in Spain/Morocco and need to match the scenarios with skills gained from abroad)
 - c. Wrap Up
- VI. Break (with Hors d'oeuvres)**
- VII. Professional Development: Implementing experience abroad**
 - d. Lecture on Professional Development – Career Opportunities (e.g. Connecting with the Advising and Career Center, using your experience into a 4-Year Institution for further studies, resume building for employment, and campus involvement)
 - e. Wrap Up
- VIII. Program/Course Evaluations & Wrap-Up**

Appendix H: Marketing Flyer

Study Abroad in Spain & Morocco



Summer B 2013

June 17 – July 16, 2013

Spain and Morocco: Issues in Hospitality and Tourism

Join us for a remarkable experience!

The Miami Culinary Institute

Issues in Hospitality and Tourism Course:

A Focus on the Culinary Arts

Total of 3 Credits

Open to all students

Cost: \$5,200

(Includes international airfare, ground transportations,
all accommodations and meals, transfers and insurance)



For more information, please contact:
Professor Collen Engle
Miami Culinary Institute
305-237-7115 or cengle@mdc.edu
Visit <http://www.miamidadeculinary.com>



Appendix I: Application Forms

Office of International Education, 300 NE 2nd Avenue, Suite 1450, Miami, FL 33132 Email: efernan1@mdc.edu
Phone: (305) 237-3008 Fax: (305) 237-7439 www.mdc.edu/mdcglobal

MIAMI DADE COLLEGE OFFICE OF INTERNATIONAL EDUCATION STUDY ABROAD PROGRAMS

Your application packet consists of the following: L 3-page application L Student Mobility Audit accompanied by a copy of your passport L One letter of recommendation, from a professor L Personal statement/letter of interest on why you would like to participate in the program (200-300 words max.) L Degree audit or MDC transcripts L \$500 non-refundable deposit **STUDY ABROAD INFORMATION**

Name of program to which you are applying/going:

Country _____ City _____

Term/Year of Study: (Circle the one that best applies to your program and write down the year) FALL _____

SPRING _____ SUMMER (A, B, C) _____

PERSONAL INFORMATION

Name:

Last First Middle Student ID Number: _____ Date of birth: _____

_____/_____/_____ Current citizenship: _____ Passport # _____

Gender (check one): Male _____ Female _____ Current Mailing

Address (Valid until ____/____/____):

Number and street Apt. #

City State Zip code Telephone number: (____)

_____/_____/_____ E-mail: _____ Permanent Mailing Address

(Valid until ____/____/____):

Number and street Apt. #

City State Zip code Office of International Education, 300 NE 2nd Avenue, Suite 1450, Miami, FL 33132 Email:

efernan1@mdc.edu Phone: (305) 237-3008 Fax: (305) 237-7439 www.mdc.edu/mdcglobal

Emergency Contact Information

Name:

Last First Relationship

Number and street Apt. #

City State Zip code Telephone number: (____)

_____/_____/_____ E-mail: _____

ACADEMIC INFORMATION

Major: _____ Minor: _____ Current

Academic Status: Freshman ___ Sophomore ___ Other ___ College/University you are currently enrolled in:

Current G.P.A.: _____ Are you an Honors College student?: _____

FINANCIAL AID

Will you be applying for financial aid?: _____ Have you filled out your FAFSA form for this school year? _____

Have you spoken to your financial aid advisor about your participation in the study abroad program? _____ If you are attending a summer program, have you applied for Summer financial aid?

COURSE (S): (Write down the course(s) you plan on taking):

ROOM AND BOARD: ALL ROOMS ARE NON-SMOKING ROOMS

Individual room (may not be available for all Locations) Roommate (s)

Requested: _____ (Name #1) (Name #2)

Are you a smoker? _____ If not, would you mind a smoking

roommate? _____ Are you a vegetarian? _____ If so, to what

extent? _____ Are you allergic to any foods? _____ If so, which

foods? _____ Office of International Education, 300 NE 2nd Avenue,

Suite 1450, Miami, FL 33132 Email: efernanl@mdc.edu Phone: (305) 237-3008 Fax: (305) 237-7439

www.mdc.edu/mdcglobal

COMMENTS(S):

Please write down any information that you feel we need to know in order to make your study abroad experience an easier transition (i.e. learning disabilities, special food needs, allergies, etc.).

I, the undersigned, acknowledge that I have read the MDC Application for study abroad and that all statements are correct to the best of my knowledge. In addition, I, the applicant, authorize the release of my transcript(s) and recommendations to the academic institutions involved in the study abroad program for which I have applied.

Applicant's Signature Date Parent/Guardian's Signature Date

(Required if applicant is under 18)

Check here if you do not wish to have your name and email released to other study abroad participants.

Appendix J: Itinerary Abroad For Spain & Morocco
JUNE 17TH - JULY 16TH
(30 DAYS)

Monday, June 17 th	Depart from Miami International Airport on Air Europa
Tuesday, June 18 th	Arrive in Barcelona / Shuttle Bus Pick-up Holiday Inn Express Barcelona Montmelo Check-In <i>Tapas</i> Tour
Wednesday, June 19 th	Morning City Tour of <i>Antoni Gaudi's</i> Architecture Afternoon Lecture
Thursday, June 20 th	Morning visit to local Cruise Line office for lecture with chef Afternoon Lecture
Friday, June 21 st	Check-Out of Holiday Inn Express Barcelona Montmelo Depart for Valencia (via Shuttle Bus) Best Western Hotel Albufera Check- In & group debriefing session
Saturday, June 22 nd	Morning City Tour of <i>Santiago Calatrava's</i> Architecture Afternoon lecture
Sunday, June 23 rd	Lecture on <i>paella valenciana</i> with dinner
Monday, June 24 th	Check-Out of Best Western Hotel Albufera in Morning Depart for Marbella, Malaga (via Shuttle Bus) Don Carlos Resort Check-In
Tuesday, June 25 th	City Tour of Marbella, Malaga Dinner/Lecture at the Restaurant of <i>Parador de Málaga Gibralfaro</i>
Wednesday, June 26 th	Visit the <i>Costa del Sol</i> Tourist Board – Lecture on current issues <i>Estepona</i> Beach for swimming and dinner
Thursday, June 27 th	Check-Out of Don Carlos Resort Depart for Tarifa, Spain (Via Shuttle Bus) Ferry to Tangier, Morocco <i>Atlas Rif</i> Hotel Check-In
Friday, June 28 th	Visit to Museum of Moroccan Arts & group debriefing session Dinner with Chef's lecture on Moroccan spices/issues
Saturday, June 29 th	Off day (Students can travel independently or stay at Hotel)
Sunday, June 30 th	Off day (Students can travel independently or stay at Hotel)

Monday, July 1 st	Off day (Students can travel independently or stay at Hotel)
Tuesday, July 2 nd	Afternoon Mid-term Quiz, Group Discussions & Check-in on students' progress Visit to the Medina/Mint Tea at Local Café
Wednesday, July 3 rd	Check-Out of Atlas Rif Hotel 11-Hour Overnight Train Ride to Marrakech
Thursday, July 4 th	Ryad Mogador Agdal Hotel Check-In Free Tour of Mamounia Landmark Hotel Surprise July 4 th Culinary Celebration Dinner
Friday, July 5 th	Daytrip to Casablanca Tour of the City and lunch with group debriefing session Return to Marrakech in evening
Saturday, July 6 th	Rest/Students work on projects Fantasia Moroccan Dinner and Cultural Show
Sunday, July 7 th	Depart for 1-Day Tour in Sahara Desert (Camels) (Drumming Entertainment included)
Monday, July 8 th	Lecture in Hotel Conference Room
Tuesday, July 9 th	Check-Out of Ryad Mogador Agdal Hotel Depart for Tangier (Overnight Train Ride)
Wednesday, July 10 th	Ferry from Tangier, Morocco to Tarifa, Spain Depart for Seville (Via Bus) & Lunch <i>Tryp Sevilla Macarena</i> Hotel Check-In
Thursday, July 11 th	Day with University of Seville Tourism and Finance Program: <i>Morning Campus Tour, Lecture, Outdoor Gardening Workshop, Lunch & Dinner w/ administrators, faculty, staff & students</i>
Friday, July 12 th	Morning Final Exam (in Hotel Conference Room) Afternoon Groups' Final Presentations & group debriefing session Dinner & Flamenco Show
Saturday, July 13 th	Check-Out of <i>Tryp Sevilla Macarena</i> Hotel Depart for Barcelona (via High Speed Train) with lunch Holiday Inn Express Barcelona Montmelo Check-In Dinner

Sunday, July 14 th	First 2.5-hour reentry workshop (morning) in Conference Room Students free for the day Dinner
Monday, July 15 th	Second 2.5-hour Reentry Workshop in Conference Room Final farewell dinner
Tuesday, July 16 th	Check-Out of Comfort Inn Hotel Flight from Barcelona International Airport to Miami, FL

Appendix K: MDC Faculty Emergency Management Plan



**Miami Dade College
Office of
International Education**

**Emergency
Management
Plan**

December 2010

Office of the Provost
Emergency Preparedness
300 N.E. 2nd Avenue
Miami, FL 33132-2297
(305) 237-2774
www.mdc.edu/alerts

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A: INTRODUCTION

Purpose

This Miami Dade College International Education Office Emergency Management Plan (EMP) sets forth a framework for guidelines for a coordinated response to a variety of emergency incidents that may occur off campus. Specifically, it is intended to:

- provide guidelines and structure to the response to major emergencies or disaster events impacting Miami Dade College International Education Office
- standardize a system of reporting, notification, and warning process for a MAJOR EMERGENCY

Policy

Under Procedure 1590, College Crisis Management, each Campus is responsible to develop and maintain an Emergency Management Plan (EMP) in accordance with and included within the College CEMP. Once adopted and approved for implementation, the Campus Dean of Administrative Affairs is responsible for ensuring the distribution and training on the policy.

Scope

This EMP applies to all faculty, staff, students and visitors of the International Education Office of Miami Dade College.

Assumptions – Domestic Incidents

1. An emergency may occur at any time of the day or night, weekend, or holiday, with little or no warning.
2. The succession of events in an emergency are not predictable; therefore, published response plans, such as this EMP, should serve only as a guide and may require modifications in order to meet the requirements of a specific emergency.
3. An emergency may be declared if information indicates that such conditions are developing or probable.
4. Major emergencies may become county or region wide. Therefore, it is necessary for a Campus and MDC to prepare for and carry out emergency response and short-term recovery operations in conjunction with local, state, and federal emergency response agencies.
5. Assistance from local, state, and federal emergency response agencies may not be

immediately available.

6. It is assumed that all responses to MAJOR EMERGENCY or disaster scenarios will adhere to the principals and practices of the Incident Command System (ICS).

Authority

1. MDC Comprehensive Emergency Management Plan – Section I - College-Wide Plan.
2. MDC Procedure 1590: College Crisis Management.

B: EOP EMERGENCY FUNCTIONS AND TASK CHECKLIST

Major Emergency Notification

Emergency Numbers

- When you arrive in your country, make a list of emergency numbers and keep them in an easily accessible place. This list should include:
 - o MDC Public Safety Office 305-237-3100
 - o MDC International Education Office
 - o MDC Director Abroad
 - o Local Hospital
 - o Local Law Enforcement
 - o Local Fire Department
 - o Local Ambulance Service
 - o US Embassy

Notify 911 or the Equivalent in Your Country

- If you are in danger and need assistance from law enforcement, fire services, or emergency medical care, call 911 or the equivalent emergency number in your country.

C: HAZARD-SPECIFIC CHECKLIST



Contact the International Education Office

- For both medical and non-medical emergencies, please contact the International Education Office or ask the Director Abroad at your current educational facility to do so on your behalf as soon as possible after all necessary emergency responses are implemented. During an emergency abroad, these two offices are likely to receive telephone calls from parents and others, so it is important that they be adequately informed of the situation.

The following are procedures you are expected to follow should an emergency occur while you are overseas. Your immediate response, as well as the lines of communication between you and MDC, have been outlined for the following nine crises:

- Psychiatric or mental health emergency
- Serious injury, illness, or hospitalization of a student
- When a student is found dead
- Sexual assault
- Infectious disease or outbreak of an epidemic among program participants
- Political emergencies and natural disasters
- Missing student
- Arrest of a student
- Crime against a student not including sexual assault

Please note that in most responses, you will need to remember only one MDC phone number while you are away, that of the MDC Public Safety: (305) 237-3100. This is a 24-hour emergency number. The Public Safety will contact the Executive Director for International Education who is on call. Dependent on the particular emergency, the Vice Provost will get in touch with the most appropriate individuals, including the Office of International Education (OIE).

Communications Alert

- You will find, in each procedure, a section entitled, "Communications Alert." Remember that in this day of instantaneous electronic communication, it can be difficult to inform all of the involved parties in a linear fashion. It is entirely conceivable that when you are involved in the immediacy of an emergency or crisis, students on your program could email their friends and/or family in the U.S. and tell them (perhaps inaccurately) what is going on. The "snowball effect" could then take place – all before you have had the chance to make a single phone call. This is something that has happened on other universities' programs, the worst case being a set of parents finding out their daughter had been killed in India from another set of parents, who had received an email from their daughter. The second set was calling the first to console them before they had been informed of the accident. All of this transpired before the university could carry out its own crisis plan.
- It may be worthwhile to have a conversation with your participants about this at your pre-departure session or early on in the program. Chances are, if you explain how potentially damaging the snowball effect can be, they will understand. Caution them to wait to make phone calls and send emails home until you have carried out your own response plan. Be sure to let them know when it is all right for them to get in touch with their support system in the U.S. This can be very comforting for them if the entire group has been through a traumatic event.

Psychiatric / Mental Health Emergency

RESPONSE (in all cases, the person overseas who is charged with responsibility for MDC students is referred to as the "MDC Director Abroad")

Communications Alert:

- The MDC Director Abroad should immediately warn program participants to wait until the affected student's parents have been notified before sending emails or making phone calls to family and friends. The MDC Director Abroad should not contact the student's parents.
- 1. The MDC Director Abroad will make an initial assessment of the need for assistance by consulting the behavioral threat assessment team resources. If the MDC Director Abroad determines that additional assistance is needed, he/she will call mental health resources. This can be done through the MDC Emergency number (305) 237-3100, by contacting the behavioral threat assessment team leader and/or through contacting the nearest embassy / consulate for an embassy referral. Depending on the nature and extent of the problem, the mental health provider may counsel the student individually or may call in a psychiatrist or duty physician.
- 2. If a student has made an actual suicide attempt or gesture, he or she must be in will be considered a threat to self and taken to a mental health provider for evaluation and treatment.

When calling the MDC Emergency number above, please have the following information available:

Name of student:

Student's ID number:

Nature of illness:

Information about the MDC Director Abroad:

Name:

Phone Number, including city and country code:

Your location (city and country):

Alternative contact name and phone number if available:

Student emergency contact information:

Name of emergency contact:

Relationship to student:

Phone number:

Exact street address:

Student's wishes regarding notification of the emergency contact

If the attempt resulted in significant physical injury or in a drug overdose, the emergency services should be called and the student taken directly to the local emergency room.

DO NOT LEAVE A STUDENT WHO HAS MADE AN ACTUAL SUICIDE THREAT, ATTEMPT, OR GESTURE ALONE FOR ANY AMOUNT OF TIME.

3. If a student appears to be a threat to self or others and refuses an evaluation by a local mental health provider, the on-call member of the Behavioral Threat Assessment Team will be called to hold an interim suspension hearing leading to removal from the group.
4. A student who is treated by the local hospital should be referred to the local MDC mental health referral for follow-up care. The Behavioral Threat Assessment Team will send a letter to either the student's permanent address or overseas address, as appropriate, advising the student of the availability of follow-up care and urging him/her to take advantage of these services.
5. If a student indicates a desire to talk to a counselor but the issue does not appear to be urgent, the MDC Director Abroad will use his/her judgment to determine whether to encourage a scheduled appointment during regular business hours or to contact the mental health referral immediately. The MDC Director Abroad may consult with the MDC mental health referral in this decision.
6. When a student is referred by the MDC Director Abroad to the mental health referral because of a psychological emergency, the mental health personnel who make the final determination on the case will report that disposition back to the appropriate personnel, possibly including the MDC Director Abroad and /or OIE.
7. Should the management of the situation require attention to the individual needs of the students and the needs of the surrounding community, additional assistance may be required from the college.
8. *What to do if you are contacted by a representative of the media?* If you are contacted by a member of the media during an emergency or incident and you have NOT been in contact with MDC, please use the following statement: *My first responsibility is to the student of this program, to their families, and to the college. I will be happy to discuss this matter with you after I have contacted these parties. Thank you for understanding.*

The MDC Director Abroad may eventually be put in the role of the de facto spokesperson. Do NOT release the name of the student or speak on behalf of MDC without first contacting Juan Mendieta in Media Relations, who can provide support and assistance in developing responses to media inquiries.

Names and phone numbers, Juan Mendieta, Director
(305) 237-7611 phone, Juan.Mendieta@MDC.edu

Serious Injury / Illness / Hospitalization of a Student

RESPONSE (in all cases, the person overseas who is charged with responsibility for MDC students is referred to as the "MDC Director Abroad")

Communications Alert:

- The MDC Director Abroad should immediately warn program participants to wait until the affected student's parents have been notified before sending emails or making phone calls to family and friends. The MDC Director Abroad should not contact the student's parents.
- 1. When a student is seriously injured or ill, the MDC Director Abroad has primary responsibility to get the student to the appropriate care facility. This may mean calling the host country's 911 equivalent (if such a thing exists). In some cases, it may be more efficient for the MDC Director Abroad to arrange for transportation (such as a taxi) and take the student to the hospital themselves.
- 2. The MDC Director Abroad should try to identify members of the hospital staff who speak English.
- 3. If the student appears to be in a life-threatening condition, contact the MDC emergency number (305) 237-3100.

When calling the MDC Emergency number above, please have the following information available:

Name of student:

Student's ID number:

Nature of illness:

Information about the MDC Director Abroad:

Name:

Phone Number, including city and country code

Your location (city and country)

Alternative contact name and phone number if available

Student emergency contact information:

Name of emergency contact:

Relationship to student:

Phone number:

Exact street address:

Student's wishes regarding notification of the emergency contact

The Executive Director for International Education on-call staff member and the OIE will then be notified. The Vice Provost representative is responsible for notifying the student's family and answering non-medical questions from the family.

4. The Vice Provost will determine the condition of the student through conversations with the MDC Director Abroad who was on the scene. If the overseas hospital is not willing to release information about the condition of the student, the Vice Provost will contact the next of kin, who will attempt to enter discussions directly with hospital staff. If the student is in critical or life-threatening condition, the Vice Provost and the OIE will most likely be unable to answer medical questions for the student's family.
5. The Vice Provost is responsible for notifying the Director of the Media Relations Office if the situation escalates to the level of public concern.

The Vice Provost is responsible for notifying the Provost and the President.

6. The MDC Director Abroad is responsible for visiting hospitalized students and / or organizing visits from student program participants. Visits should take place when circumstances permit and at the discretion of the MDC Director Abroad.
7. The MDC Director Abroad should be aware that a hospitalized student's parents may want to visit. Should the parents of hospitalized students have needs, such as lodging, the MDC Director Abroad should assist with needed arrangements. The OIE stands by to assist as necessary.

If the decision between the student and the doctor calls for an emergency medical evacuation (to either the U.S. or to the nearest location that has appropriate medical facilities):

- A. The following services are available from the U.S. Embassy or Consulate closest to your location: "If an American citizen becomes seriously ill or injured abroad, a U.S. consular officer can assist in locating appropriate medical services and informing family or friends. If necessary, a consular officer can also assist in the transfer of funds from the United States. However, payment of hospital and other expenses is the responsibility of the traveler."¹
- B. All students going on a study abroad are covered by _____ insurance. This includes medical evacuation contact _____ by using the number on the back of the insurance card if different from the following (toll-free outside the U.S. _____).

¹ U.S. Department web site, <http://www.travel.state.gov>, April 29, 2009

8. *What to do if you are contacted by a representative of the media?* If you are contacted by a member of the media during an emergency or incident and you have NOT been in contact with MDC, please use the following statement: *My first responsibility is to the student of this program, to their families, and to the college. I will be happy to discuss this matter with you after I have contacted these parties. Thank you for understanding.*

The MDC Director Abroad may eventually be put in the role of the de facto spokesperson. Do NOT release the name of the student or speak on behalf of MDC without first contacting Juan Mendieta in Media Relations, who can provide support and assistance in developing responses to media inquiries.

Names and phone numbers, Juan Mendieta, Director
(305) 237-7611 phone, Juan.Mendieta@MDC.edu

When a Student is Found Dead

RESPONSE (in all cases, the person overseas who is charged with responsibility for MDC students is referred to as the "MDC Director Abroad")

Communications Alert

- The MDC Director Abroad should immediately warn program participants to wait until the affected student's parents have been notified before sending emails or making phone calls to family and friends. The MDC Director Abroad should not contact the student's parents.
- 1. Verify the identity of the student. Gather as much information as you can about the circumstances of the student's death. Begin keeping a written log of information and update it as the crisis progresses.
- 2. Contact the MDC Emergency number (305) 237-3100 and have the MDC Public Safety contact the Director of International Education representative on call and the OIE representative who is on call.

When calling the MDC Emergency number above, please have the following information available:

Name of student:

Student's ID number:

Information about the MDC Director Abroad:

Name:

Phone Number, including city and country code

Your location (city and country)

Alternative contact name and phone number if available

Student emergency contact information:

Name of emergency contact:

Relationship to student:

Phone number:

Exact street address:

The Vice Provost, in conjunction with the OIE Executive Director of International Education, will notify the student's designated "Emergency Contact" (in person, if possible) and offer other appropriate support. If no foul play is suspected in the death, the Vice Provost is responsible for notifying the next of kin, responding to non-medical questions, and referring medical questions to the host country medical authorities. If foul play is suspected, then the MDC Public Safety Department is responsible for making the notification.

Be sure that you have spoken with the appropriate personnel at MDC prior to notification of the U.S. Embassy. Notify the U.S. Embassy or Consulate. "When an American dies abroad, a consular officer notifies the American family and informs them about options and costs for disposition of remains. Costs for preparing and returning a body to the U.S. may be high and must be paid by the family. The current mandatory international health insurance covers \$25,000 for repatriation of remains. Often, local laws and procedures make returning a body to the U.S. for burial a difficult process. A consul prepares a Report of Death based on the local death certificate; this is forwarded to the next of kin for use in estate and insurance matters."²

The OIE will work with the MDC Director Abroad to assist the family as necessary, i.e. transportation, accommodations, arranging for a meeting with the consular officer.

3. The OIE, in coordination with the MDC Office of Emergency Preparedness, will coordinate a plan for dealing with the situation. They will construct a network to offer support to all involved parties, such as close friends, roommates, host family, MDC program participants, and the person who discovered the body. Once the network is in place, the MDC Director Abroad will inform the student's roommates and close friends.
4. The Vice Provost will notify the Director of Media Relations, the Provost and the President.

² U.S. State Department web site, http://www.travel.state.gov/consul_help.html, March 14, 2000.

5. The Vice Provost will request student record information as needed, coordination the closing of the student's records with all appropriate college offices (Registrar, Cashiers, the student's academic dean, etc.), and request that any appropriate refund check be mailed to the deceased student's family.
6. The Executive Director for International Education will send a letter of condolence to the student's family. OIE and the MDC Director Abroad may also send letters of condolence.
7. If the family of the deceased student permits, the Vice Provost will inform the appropriate MDC campus and involve them in the response to the death. This response may include a memorial service, depending on the timing of the death in the college calendar and the needs of surviving students, faculty, and staff to attend such a service to deal with the death.
8. The MDC Director Abroad is responsible for providing security for the student's personal belongings (or transferring them to the U.S. Embassy contact if required under local law) and providing appropriate grief support to surviving program participants in consultation with OIE and the MDC mental health referral.
9. When policies of local medical facilities require attending physicians to notify the next of kin, the MDC Director Abroad is responsible for ascertaining that this has been accomplished.
10. *What to do if you are contacted by a representative of the media?* If you are contacted by a member of the media during an emergency or incident and you have NOT been in contact with MDC, please use the following statement: *My first responsibility is to the students of this program, to their families, and to the university. I will be happy to discuss this matter with you after I have contacted these parties. Thank you for understanding.*

The MDC Director Abroad may eventually be put in the role of the de facto spokesperson. Do NOT release the name of the student or speak on behalf of MDC without first contacting Juan Mendieta in Media Relations, who can provide support and assistance in developing responses to media inquiries.

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Sexual Assault

RESPONSE (in all cases, the person overseas who is charged with responsibility for MDC students is referred to as the "MDC Director Abroad")

Communications Alert:

- The MDC Director Abroad should immediately warn program participants to wait until the affected student's parents have been notified before sending emails or making phone calls to family and friends. The MDC Director Abroad should not contact the student's parents

1. The MDC Director Abroad should talk to the person reporting the crime and determine the location and identity of the victim.

2. If there is obvious physical injury, the MDC Director Abroad should arrange for the student to be taken to a hospital/clinic for emergency care. If you ascertain that the student's injuries need to be attended to, but you are not in an emergency situation, please contact the U.S. Embassy or Consulate for referral to a hospital/clinic which will be sensitive to an American's needs in a sexual assault case.

3. The MDC Director Abroad should not ask the student why he/she did or did not do something. Assure the student: That you believe his/her story, that it is not his/her fault, and that you want to help.

4. The MDC Director Abroad should clarify with the student the degree to which he/she wishes to inform local authorities. Inform the student of the laws and procedures for dealing with sexual assault in the host country, as these may be different than in the U.S. For example, in the U.S. it is important to preserve evidence of assault as it may be used in a court of law as evidence. When a student has been a victim of sexual assault, control has been taken away from him/her by the sexual assault, and it is vital that he/she regain control in the healing process. For this reason, it is important to resist the temptation to take over. Instead offer assistance and allow the victim to make the decisions.

5. It is important to respect the student's confidentiality by not informing other students of the incident. Informing student's parents of a sexual assault without the consent of the student is not permitted. Faculty members should feel free to discuss concerns regarding student confidentiality.

6. The MDC Director Abroad can obtain additional support and assistance by contacting the OIE by using the **MDC Emergency number (305) 237-3100**. When calling the MDC Emergency number above, please have the following information available:

Name of student:

Student's ID number:

Nature of situation:

Information about the MDC Director Abroad:

Name:

Phone Number, including city and country code

Your location (city and country)

Alternative contact name and phone number if available

Student emergency contact information:

Name of emergency contact:

Relationship to student:

Phone number:

Exact street address:

Student's wishes regarding notification of the emergency contact:

7. What to do if you are contacted by a representative of the media? If you are contacted by a member of the media during an emergency or incident and you have NOT been in contact with MDC, please use the following statement: My first responsibility is to the students of this program, to their families, and to the university. I will be happy to discuss this matter with you after I have contacted these parties. Thank you for understanding.

The MDC Director Abroad may eventually be put in the role of the de facto spokesperson. Do NOT release the name of the student or speak on behalf of MDC without first contacting Juan Mendieta in Media Relations, who can provide support and assistance in developing responses to media inquiries.

Names and phone numbers, **Juan Mendieta**, Director
(305) 237-7611 phone, Juan.Mendieta@MDC.edu

Infectious Disease or Outbreak of an Epidemic Among Program Participants

RESPONSE (in all cases, the person overseas who is charged with responsibility for MDC students is referred to as the "MDC Director Abroad")

Communications Alert:

- The MDC Director Abroad should immediately warn program participants to wait until the affected student's parents have been notified before sending emails or making phone calls to family and friends. The MDC Director Abroad should not contact the student's parents.
- 1. The MDC Director Abroad should obtain information from the local U.S. Embassy or consulate regarding the potential health threat, existence of local medical facilities, local resources and medical advice as to how to deal with symptoms until medical help is obtained.

2. The MDC Director Abroad should consult with the MDC IEO. You may reach by calling the MDC Public Safety Emergency number (305)237-3100. When calling the MDC Emergency number above, please have the following information available:

Name of student:

Student's ID number:

Nature of situation:

Information about the MDC Director Abroad:

Name:

Phone Number, including city and country code

Your location (city and country)

Alternative contact name and phone number if available

Student emergency contact information:

Name of emergency contact:

Relationship to student:

Phone number:

Exact street address:

Student's wishes regarding notification of the emergency contact

3. Consult the Center for Disease Control information for your host country. This information may be found on the web at: <http://www.cdc.gov>. Also consult the World Health Organization at: <http://www.who.int/en/>
4. The Director Abroad should contact the Miami Dade Health Department at 305-324-2400 for guidance.

5. *What to do if you are contacted by a representative of the media?* If you are contacted by a member of the media during an emergency or incident and you have NOT been in contact with MDC, please use the following statement: *My first responsibility is to the student of this program, to their families, and to the university. I will be happy to discuss this matter with you after I have contacted these parties. Thank you for understanding.*

The MDC Director Abroad may eventually be put in the role of the de facto spokesperson. Do NOT release the name of the student or speak on behalf of MDC

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Missing Student

RESPONSE (in all cases, the person overseas who is charged with responsibility for MDC students is referred to as the "MDC Director Abroad")

Communications Alert:

- The MDC Director Abroad should immediately warn program participants to wait until the affected student's parents have been notified before sending emails or making phone calls to family and friends. The MDC Director Abroad should not contact the student's parents.

- 1. The MDC Director Abroad should notify the local (and if applicable) the local university police. Ask them to check hospital and city records for possible police information. Find out how long a person must be missing before a report can be filed and what the procedure is in the host country for filing a "missing persons" report (or equivalent). Begin writing a log of information that you have been given and actions that you have taken.

- 2. The MDC Director Abroad should also contact the local university psychiatric services (if applicable) and the local university student health service (if applicable) on the chance that the student has been admitted to their facilities.

- 3. The MDC Director Abroad should contact the MDC emergency number (305) 237-3100. The Executive Director of International Education on call staff member and the appropriate parties will then be notified.

When calling the emergency number above, please have the following information available:

Name of Student:

Student's social security number:

Student's passport number:

Last known address and phone number; itinerary:

Last date/time of contact:

Information about the MDC Director Abroad:

Name:
Phone number, including city and country code:
Your location (city and country):
Alternative contact name and phone number if available:

Student emergency contact information:

Name of emergency contact:
Relationship to student:
Phone number:
Address:

4. The MDC Director Abroad should talk with the student's roommate, or host family, and neighbors. Ask them to contact you immediately if the student returns. Check the student's residence so that you can look for information that may indicate where the student is.
5. The MDC Director Abroad should gather any information on any unusual behavior that may have been exhibited.
6. The MDC Director Abroad should file an official missing person report with the local police after required amount of time has passed.
7. The MDC Director Abroad should contact the MDC emergency number (305) 237-3100 so the police can contact the Executive Director for International Education and the OIE, to alert them that an official report has been filed.
8. It is possible to request a "welfare/whereabouts check" from the U.S. Department of State, Overseas Citizens Services. The OIE can coordinate this in the U.S. if it becomes necessary.
9. The MDC Public Safety, the Vice Provost and the OIE will convene a Crisis Management Team. This team will coordinate appropriate actions, which may include contacting the student's designated "Emergency Contact" person. Appropriate follow-up will be planned.
10. If applicable, the MDC Director Abroad will work with the student affairs office at the host university to coordinate appropriate actions and follow-up.
11. Once the student has been located, inform appropriate person on-site and the OIE. The Vice Provost or OIE will notify the appropriate persons in the United States. If necessary, activate other protocols, such as "Serious Injury/Illness/Hospitalization of a Student," or "Crimes Against a Student,"

12. *What to do if you are contacted by a representative of the media?* If you are contacted by a member of the media during an emergency or incident and you have NOT been in contact with MDC, please use the following statement: *My first responsibility is to the student of this program, to their families, and to the university. I will be happy to discuss this matter with you after I have contacted these parties. Thank you for understanding.*

The MDC Director Abroad may eventually be put in the role of the de facto spokesperson. Do NOT release the name of the student or speak on behalf of MDC without first contacting Juan Mendieta in Media Relations, who can provide support and assistance in developing responses to media inquiries.

Names and phone numbers, Juan Mendieta, Director
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Arrest of a Student

The following is adapted from Georgetown University

RESPONSE (in all cases, the person overseas who is charged with responsibility for MDC students is referred to as the "MDC Director Abroad")

Communications Alert:

- The MDC Director Abroad should immediately warn program participants to wait until the affected student's parents have been notified before sending emails or making phone calls to family and friends. The MDC Director Abroad should not contact the student's parents.
- 1. The MDC Director Abroad should quickly assess the situation by obtaining as many details as possible (i.e., determine who, what, when, where, how and why). Begin writing a log of the crisis situation. You will add to this log as the crisis develops.
- 2. The MDC Director Abroad should immediately contact the U.S. Embassy Consular Officer. Ask the Consular Officer for the names of Lawyers. Who can give the student the legal help he/she requires and provide this information to the student. The Consular Officer will also work to ensure that the student's human rights are not violated. The Consular Officer will also notify the prisoner's family and/or friends, if authorized by the prisoner. "While in a foreign country, a U.S. citizen is subject to that country's laws and regulations, which sometimes differs significantly from those in the United States and may not afford the protections available to the individual under U.S. law"

3. The MDC Director Abroad should contact the MDC Emergency number (305) 237-3100. The Executive Director of International Education on-call staff member and the OIE will then be notified. Individuals from these departments will make a decision about informing the student's "Emergency Contact" if the Embassy Consular Officer was not given permission to do so. They will also get in touch with MDC General Counsel.

When calling the MDC Emergency number above, please have the following information available:

Name of student:

Student's ID number:

Nature of crime:

Information about the MDC Director Abroad:

Name:

Phone number, including city and country code:

Your location (city and country):

Alternative contact name and phone number if available:

Student emergency contact information:

Name of emergency contact:

Relationship to student:

Phone number:

Address:

Student's wishes regarding notification of the emergency contact.

4. The MDC Director Abroad should visit the student as possible. In some countries, the MDC Director Abroad may have to assist in bringing necessities to the student including food.
5. The MDC Director Abroad will provide regular updates (at least on a daily basis) to the Executive Director of International Education. The Executive Director of International Education will be in contact with the student's designated "emergency contact" if authorized.
6. *What to do if you are contacted by a representative of the media?* If you are contacted by a member of the media during an emergency or incident and you have NOT been in contact with MDC, please use the following statement: *My first responsibility is to the*

student of this program, to their families, and to the university. I will be happy to discuss this matter with you after I have contacted these parties. Thank you for understanding.

The MDC Director Abroad may eventually be put in the role of the de facto spokesperson. Do NOT release the name of the student or speak on behalf of MDC without first contacting Juan Mendieta in Media Relations, who can provide support and assistance in developing responses to media inquiries.

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Crime against a Student not including Sexual Assault

The following is adapted from Georgetown University

RESPONSE (in all cases, the person overseas who is charged with responsibility for MDC students is referred to as the "MDC Director Abroad")

Communications Alert:

- The MDC Director Abroad should immediately warn program participants to wait until the affected student's parents have been notified before sending emails or making phone calls to family and friends. The MDC Director Abroad should not contact the student's parents.

- 1. The MDC Director Abroad should contact the host university's security office (if applicable) and the local police. Ensure that the physical and emotional needs of the student(s) are being attended to. Keep a log of all facts obtained.

- 2. The MDC Director Abroad should see protocol for Serious Injury/Illness/Hospitalization of a Student for serious injury.
When a victim exhibits fear/fright or shock, the MDC Director Abroad should activate protocol for psychiatric emergencies.

- 3. Talk to the person who reported the crime; identify as many of the key persons involved and facts as possible. Determine identify and present location of the victim(s) and perpetrator(s).

- 4. Contact the MDC Emergency number (305) 237-3100. The Executive Director of International Education on-call staff member and the OIE will then be notified.

When calling the MDC Emergency number above, please have the following information available:

Name of student:
Student's social security number:
Nature of crime:
Information about the MDC Director Abroad:

Name:
Phone number, including city and country code:
Your location (city and country):
Alternative contact name and phone number if available:

Student emergency contact information:

Name of emergency contact:
Relationship to student:
Phone number:
Address:

Student's wishes regarding notification of the emergency contact

5. There will be a determination as to which people overseas and at MDC need to be involved in order to ensure necessary support to the victims and the community.
6. The MDC Director Abroad should brief the Executive Director of International Education on a least a daily basis until the crisis has subsided. Inform him/her of any media inquiries.

7. *What to do if you are contacted by a representative of the media?* If you are contacted by a member of the media during an emergency or incident and you have NOT been in contact with MDC, please use the following statement: *My first responsibility is to the student of this program, to their families, and to the university. I will be happy to discuss this matter with you after I have contacted these parties. Thank you for understanding.*

The MDC Director Abroad may eventually be put in the role of the de facto spokesperson. Do NOT release the name of the student or speak on behalf of MDC without first contacting Juan Mendieta in Media Relations, who can provide support and assistance in developing responses to media inquiries.

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Political Emergencies and Natural Disasters

The following is adapted from Georgetown University

RESPONSE (in all cases, the person overseas who is charged with responsibility for MDC students is referred to as the "MDC Director Abroad")

Communications Alert:

- The MDC Director Abroad should immediately warn program participants to wait until the affected student's parents have been notified before sending emails or making phone calls to family and friends. The MDC Director Abroad should not contact the student's parents.

1. The MDC Director Abroad should make sure all students are accounted for and safe. If a student has been injured have his/her physical injuries attended to (See the Serious Injury/Illness/Hospitalization of a student section).
2. Contact the U.S. Embassy or other official government agency and ask for advice and assistance. If the U.S. Embassy is closed, determine the location from which the Embassy is operating (i.e., other embassy within the country, U.S. embassy in another country). Gather information regarding: the target of unrest and possible danger to U.S. citizens; advice regarding minimizing danger to students; the probable impact of the event on availability of food, water, and medical supplies; the intensity of the emergency or political unrest; the presence of emergency or military personnel; the feasibility of continuing the program, etc. Gather as much information as possible. Begin writing a log. You will continue to update this log as the emergency progresses.
3. Contact the MDC Emergency number (305) 237-3100. The Executive Director of International Education on-call staff member and the OIE will then be notified. Please be prepared to provide the following information:

Injured students' name/social security numbers (if applicable)

Nature of emergency

Information about the MDC Director Abroad:

Name, Phone number, including city and country code

Your location (city and country)

Alternative contact name and phone number if available

4. Dependent on the circumstances, the Vice Provost ~~representative~~ and the OIE will convene Crisis Management Team. This team will:
 - Stay in regular contact with the U.S. Department of State's Citizen Emergency Center

- Contact the U.S. Embassy abroad

If evacuation must be arranged in conjunction with the State Department:

- If commercial transportation is disrupted, the State Department will charter special air flights and ground transportation to help Americans depart.
- When commercial transportation is **NOT** disrupted, but the State Department recommends that U.S. citizens evacuate themselves, new airline tickets may need to be purchased, since it may be difficult to quickly change existing tickets. As stated above, the MDC Crisis Management Team will assist.

If evacuation must be arranged without State Department assistance:

- If the MDC Director Abroad is not close enough to U.S. Government office to receive funds or assistance, another resource is American Express Global Assist Service. (1-800-554-AMEX) This service provides worldwide referrals for personal, medical and legal emergencies.
- If American Express is not accessible, the MDC Director Abroad should try to obtain information about every bank that is accessible and what services each one can provide for quick transfers of funds. The MDC Director Abroad should pass this information to the MDC Crisis Management Team.

- The MDC Director Abroad will brief the Crisis Management Team as least daily, if possible.
- Once the crisis has ended, the members of the Crisis Management Team will work with MDC Director Abroad to assess the impact of the event and provide any follow-up that may be needed.

7. *What to do if you are contacted by a representative of the media?* If you are contacted by a member of the media during an emergency or incident and you have NOT been in contact with MDC, please use the following statement: *My first responsibility is to the student of this program, to their families, and to the university. I will be happy to discuss this matter with you after I have contacted these parties. Thank you for understanding.*

The MDC Director Abroad may eventually be put in the role of the de facto spokesperson. Do NOT release the name of the student or speak on behalf of MDC without first contacting Juan Mendieta in Media Relations, who can provide support and assistance in developing responses to media inquiries.

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Appendix L: Emergency Contact Card

(Wallet Size)

<p>Miami Dade College Emergency Contact Information Card</p> <p>Full Name _____</p> <p>a) Director of Emergency Preparedness: (786) 417-0803</p> <p>b) Public Safety: (305) 237-3100</p> <p>c) Executive Director of Office of International Education: (540) 449-3971 (Cell) (305) 237-3482 (Office)</p> 

Appendix M: SMIHT Program Budget

2013 Spain & Morocco Program Budget			
Assumptions			
Number of Students Attending the Program		15	
Number of Faculty Leaders Delivering the Program		1	
Number of Days Abroad		30	
Exchange Rate	0.7527 Euros	\$1.00	
Exchange Rate	8.37 Moroccan Dirhams	\$1.00	
STUDENT EXPENSES			
Student Travel	Description	Cost Per Student	TOTAL
	International Air Transportation	\$1,050	\$15,750
	Travel agency fee	\$100	\$1,500
	Lodging	\$690	\$10,350
	Holiday Inn Express Barcelona Montmelo in Barcelona - 6 Nights	\$180	\$2,700
	Best Western Hotel Albufera in Valencia - 3 Nights	\$90	\$1,350
	Don Carlos Resort in Malaga - 3 Nights	\$110	\$1,650
	Atlas Rif Hotel in Tangier - 6 Nights	\$120	\$1,800
	Ryad Mogador Agdal Hotel in Marrakech - 5 Nights	\$100	\$1,500
	Tryp Sevilla Macarena Hotel in Seville - 3 Nights	\$90	\$1,350
	Ground Transportation	\$713	\$10,695
	Shuttle Bus (Barcelona & to Valencia) - 8 Days	\$160	\$2,400
	Shuttle Bus (Valencia & to Malaga) - 4 Days	\$80	\$1,200
	Shuttle Bus (Malaga & to Tarifa) - 4 Days	\$80	\$1,200
	Shuttle Bus (Seville) - 4 Days	\$80	\$1,200
	Transportation in Tangier - 6 Days	\$54	\$810
	Transportation in Marrakech/Casablanca - 6 Days	\$54	\$810
	Roundtrip Ferry Pass	\$50	\$750
	Roundtrip Overnight Train (Tangier - Marrakech)	\$40	\$600
	Bus (Tarifa - Seville)	\$25	\$375
	High Speed Train (Seville - Barcelona)	\$90	\$1,350
	Meals	\$300	\$4,500
	Excursions in Morocco	\$126	\$1,890
	Museum of Moroccan Arts	\$6	\$90
	Fantasia Moroccan Dinner/Cultural Show	\$60	\$900
	Splash 1 Day Tour in Sahara Desert	\$60	\$900
	City Tours/Lecture Equipment	\$150	\$2,250
	Health Insurance	\$38	\$570
Sub-Total Student Expenses		\$4,696	\$70,440

FACULTY EXPENSES			
Faculty Travel	Description	Cost Per Faculty	TOTAL
	International Air Transportation	\$1,050	\$1,050
	Travel agency fee	\$100	\$100
	Lodging	\$690	\$690
	Holiday Inn Express Barcelona Montmeló in Barcelona - 6 Nights	\$180	\$180
	Best Western Hotel Albufera in Valencia - 3 Nights	\$90	\$90
	Don Carlos Resort in Malaga - 3 Nights	\$110	\$110
	Atlas Rif Hotel in Tangier - 6 Nights	\$120	\$120
	Ryad Mogador Agdal Hotel in Marrakech - 5 Nights	\$100	\$100
	Tryp Sevilla Macarena Hotel in Seville - 3 Nights	\$90	\$90
	Ground Transportation	\$713	\$713
	Shuttle Bus (Barcelona & to Valencia) - 8 Days	\$160	\$160
	Shuttle Bus (Valencia & to Malaga) - 4 Days	\$80	\$80
	Shuttle Bus (Malaga & to Tarifa) - 4 Days	\$80	\$80
	Shuttle Bus (Seville) - 4 Days	\$80	\$80
	Transportation in Tangier - 6 Days	\$54	\$54
	Transportation in Marrakech/Casablanca - 6 Days	\$54	\$54
	Roundtrip Ferry Pass	\$50	\$50
	Roundtrip Overnight Train (Tangier - Marrakech)	\$40	\$40
	Bus (Tarifa - Seville)	\$25	\$25
	High Speed Train (Seville - Barcelona)	\$90	\$90
	Meals	\$300	\$300
	Excursions in Morocco	\$126	\$126
	Museum of Moroccan Arts	\$6	\$6
	Fantasia Moroccan Dinner/Cultural Show	\$60	\$60
	Splash 1 Day Tour in Sahara Desert	\$60	\$60
	City Tours/Lecture Equipment	\$150	\$150
	Health Insurance	\$38	\$38
Sub-Total Faculty Expenses		\$4,696	\$4,696
Faculty Cost Per Student		\$313	
Total Student Expenses		\$5,009	\$75,136

REVENUES			
	Number of Students	Program Cost Per Student	TOTAL
	15	\$5,200	\$78,000
Total Revenue			\$2,864
COST SHARE			
	Number of Attendees	Contribution For Each Attendee	TOTAL
Miami Culinary Institute for students	15	\$164	\$2,864
Miami Culinary Institute for faculty leader	1	\$2,000	\$2,000
Total Cost Share			\$4,864
CONTINGENCY FUNDS			
			TOTAL
Total Revenue			\$2,864
Total Cost Share			\$4,864
Total Contingency Funds			\$7,728

Appendix N: SMIHT Program Evaluation

Summer 2013 Faculty-Led Study Abroad Programs Survey Questions

I. About You

- 1) Please tell us how you found out about this study abroad program.
- 2) Please indicate your ethnicity. The following information will only be used to help us to be more effective in our outreach efforts.
- 3) Home Institution/Campus:
- 4) Program Country:
- 5) Program Name:
- 6) Dates Attended (From MM/DD/YY to MM/DD/YY)
- 7) Academic Major:
- 8) Status While Abroad:

II. Your Study Abroad Experience

- 1) Why did you decide to participate in this study abroad program? Check all that apply.
 - Personal Growth
 - To learn more about different cultures
 - Academic Requirement
 - Career Advancement
 - To improve foreign language skills
 - Other: (please specify)
- 2) Would you recommend this program to others?
 - a) Yes, I would definitely recommend this program to others.
 - b) Maybe
 - c) No, I would absolutely not recommend this program to others.

3) The Predeparture Orientation received from the program covered the following:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
a) City/Country Information	<input type="radio"/>				
b) Passport and Visa Information	<input type="radio"/>				
c) Course Offerings and/or Course Introduction	<input type="radio"/>				
d) Contact Information	<input type="radio"/>				
e) Predeparture Orientation Material and Dates	<input type="radio"/>				
f) On-Site Orientation Information	<input type="radio"/>				

4) The Predeparture Orientation and materials I received prepared me well for the following:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1) Cultural differences I would encounter when abroad	<input type="radio"/>				
2) Information on medical insurance abroad	<input type="radio"/>				
3) Information about course and housing selection	<input type="radio"/>				
4) Health and safety recommendations	<input type="radio"/>				

5) Money matters and banking options when abroad	<input type="radio"/>				
6) Items to pack for the trip	<input type="radio"/>				
7) Travel and cultural resources to prepare for trip	<input type="radio"/>				
8) Dealing with reverse culture shock	<input type="radio"/>				
9) Drug and legal policies established abroad	<input type="radio"/>				
10) Academic and conduct responsibilities	<input type="radio"/>				

5) How helpful was the predeparture orientation?

- a) Helpful
- b) Somewhat helpful
- c) Not helpful at all

III. When Abroad

1) Please indicate the degree to which you agree with each statement:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1) I was satisfied with my housing arrangements.	<input type="radio"/>				
2) I was satisfied with my course option(s)	<input type="radio"/>				
3) The staff on-site was available to offer me assistance	<input type="radio"/>				
4) I was satisfied with the medical care I received abroad	<input type="radio"/>				

5) The field trips/excursions enriched the program	<input type="radio"/>				
6) I was able to improve my foreign language skills when abroad	<input type="radio"/>				
7) The classrooms and meeting spaces were satisfactory	<input type="radio"/>				
8) The resources offered assisted me with banking, travel, housing, and local events information	<input type="radio"/>				
9) The library and technology services were easily and conveniently accessible	<input type="radio"/>				
10) The professors and staff abroad were enthusiastic, engaging, and eager to teach others	<input type="radio"/>				
11) The academic quality of the program met my expectations	<input type="radio"/>				

2) What types of cultural interactions or events were made available for you to experience?

Check all that apply.

- Excursions
- Guest lectures
- Activities with students from the host country
- Homestay
- Other: (please specify)

- 3) With which students did you spend the majority of your time?
- Host country students
 - American students
 - MDC students
 - Other international students
- 4) How were the instructional methods and classroom experiences different from those at your home institution? Did these create a problem for you in terms of learning the material?
- 5) Please, comment on the transportation arrangements that you made to travel to the program site, local transportation around the city, and tips and cost estimates for your independent travels.
- 6) Packing - is there anything else that you would recommend others to pack before traveling to the host country? What do you wish you would have left behind?
- 7) Money Matters: Approximately how much would you say you spent when you were abroad?
- 8) What benefits did you receive from studying abroad?
- 9) What did you like the best about your experience abroad? What did you like the least?
- 10) What tips do you have for students who will travel to this site in the future? Please consider cultural as well as practical issues.
- 11) Comment on what would help improve the program or another student's experience abroad.
- 12) On a scale from 1 (low) to 5 (high) how would you rate your study abroad experience within your academic career?
- 13) Is there anything you wish you had known before you left?
- 14) I believed that the professor(s) managed the program very well:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1) During the predeparture phase	<input type="radio"/>				
2) While abroad	<input type="radio"/>				

IV. Final thoughts

Please, share with us any other comments about your experience that have not been adequately covered in the questions above.