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Internationalizing the Study Abroad Classroom: An Intensive English Program at the American Graduate School in Paris

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INTERNATIONALIZING THE STUDY ABROAD CLASSROOM:
AN INTENSIVE ENGLISH PROGRAM AT THE AMERICAN GRADUATE SCHOOL IN
PARIS

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

February 14, 2014

Adviser: Dr. Sora Friedman

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Date: February 14, 2014

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ABSTRACT

The American Graduate School in Paris (AGS) is a not-for-profit institution founded in 1994 to provide U.S. higher education in France to students from around the world pursuing graduate degrees in International Relations, Diplomacy, and Business. Since 2008, AGS has partnered with Arcadia University located in Glenside, Pennsylvania, USA, to provide summer, semester, and academic year undergraduate study abroad programs in these fields. While current study abroad participants are undergraduate students pursuing degrees at U.S. institutions, AGS has recently received permission to internationalize the study abroad classroom by recruiting students from around the world. Because AGS courses are delivered exclusively in English, and maintaining the academic rigor of its study abroad program is of utmost importance to the institution, it has been deemed necessary to not only set appropriate English language requirements for prospective international students in this initial phase of recruitment, but to develop a future Intensive English Program (IEP) that would serve as a precursor or complementary course to enrollment in the undergraduate study abroad program.

This Course-Linked Capstone provides a comprehensive plan for designing, delivering, and evaluating an IEP at AGS. Best practices in the fields of International Education, English as a Foreign Language, administration of Intensive English Programs, international student recruitment, and cultural learning have been reviewed and incorporated into the program design. This program seeks to diversify program offerings at AGS, increase accessibility of the current undergraduate study abroad program to a greater number of international participants, and foster a more global study abroad experience in which diverse backgrounds, cultures, and perspectives are represented.

Keywords: Intensive English Program, France, study abroad, orientation, cultural learning

INTRODUCTION

International Education in France

According to the Institute of International Education (2013b), France is the third most popular destination for international students, and while “francophone North African countries make up the bulk of international students, the number of Asian and European students has been steadily increasing in recent years.” The UNESCO Institute for Statistics (2012) lists Morocco, China, Algeria, Tunisia, and Senegal as the top five countries of origin for international students engaged in tertiary education in France. France has also historically been a popular destination for North American students participating in international mobility programs. For U.S. students studying abroad, France was the fourth most popular destination during the 2010-2011 academic year with 17,019 participants representing 6.2 percent of all U.S. students studying abroad (Institute of International Education, 2012).

In 2010, the Campus France Agency was founded to promote French higher education around the world, to supervise the international mobility of students and researchers coming to France including the management of scholarship programs and linguistic training, and to support French institutions of higher education in their international development (Campus France, 2013a). Campus France currently employs over 350 staff members at 141 offices and 39 branches located in 110 countries around the world. In addition to promoting French higher education through events at local institutions in host countries, these overseas offices “help students identify suitable programs and comply with visa regulations and other administrative requirements that must be taken care of prior to their arrival in France,” even offering “in 31 countries an online system [that] allows students to apply for a visa while applying for admission to a program” (Campus France, 2013b).

Programs Delivered in English in France

According to Becker and Kolster (2012), the number of French higher education institutions that offer degree programmes, or parts thereof, in English is increasing. In 2010, 600 higher education programmes were offered at least partly in English by approximately 160 French institutions. Nearly 80 percent of these programmes were completely taught in English. (p.21)

Campus France states that “France is the first non-English speaking country for recruiting foreign students, and provides a wide offer of trainings taught in English. It is thus no longer needed to be fluent in French to study in France” (Campus France, 2013c). An October 2013 search of Campus France’s online program directory revealed 806 programs taught in English including bachelor’s, master’s and doctorate degrees as well as short courses and summer courses. Of these 806 programs, 643 are taught 100 percent in English (Campus France, 2013d).

This recent increase in the number of courses delivered in English at French institutions of higher education is both a timely and controversial topic. In May 2013, France’s National Assembly approved a bid to increase course offerings in English with the goal of increasing “the number of foreign students at universities from 12 percent of the total to 15 percent by 2020” (Agence France-Presse, 2013). This bill has provoked a heated debate in France in which critics argue that the country’s long history of protecting, preserving and promoting French language and culture around the world will be threatened. Supporters of this measure, however, argue that by offering more courses in English, France will increase the employability of its youth as well as its universities’ international rankings thus becoming more competitive in an increasingly globalized world.

The American Graduate School in Paris

The American Graduate School in Paris (AGS) is one of such institutions of higher education operating in France and offering degree programs in English. AGS's School of International Relations and Diplomacy was founded in 1994, expanding in 2009 with the opening of the School of Business and Economics. AGS offers Master and Doctorate degrees in these fields to students that have represented over 50 countries (American Graduate School, 2013b) and has also hosted U.S. undergraduate study abroad students in summer and semester programs since 2008. AGS is a not-for-profit institution of higher education and research committed to promoting the complementarities between their two schools

by providing future actors of international business with a good understanding of the cultural, social and political context of the countries with which they will interact, as well as providing future diplomats and practitioners of international relations with a good knowledge of the business component of the international arena. (American Graduate School, 2013c)

AGS is committed to academic excellence, transatlantic educational exchange, and at “the heart of its mission, AGS values cultural diversity. By drawing its faculty and students from different countries, AGS gives a multi-cultural perspective to the disciplines taught and fosters mutual understanding of different cultures” (American Graduate School, 2013c).

During the Fall 2013 academic semester, there were 67 students enrolled at AGS. Of these students, 48 were from the United States, representing 72 percent of the total student body. The other 19 students were from countries outside of the United States, representing 28 percent of the total student body. Many of the U.S. students were dual-nationals or from mixed ethnic and cultural backgrounds including Haitian-American and Iranian-American students.

International students were from Germany, Hungary, the Czech Republic, Lithuania, Russia, the Philippines, New Zealand, Trinidad & Tobago, Nigeria, other African countries, and the Middle East (J. Wright, personal communication, October 22, 2013). Please see Table 1 below for a breakdown of student enrollment by program of study and national origin.

Table 1: AGS Student Enrollment, Fall 2013

Program	Total Number of Students	U.S. Students	International Students
MA Program in International Relations & Diplomacy (IR&D), On campus	33	23	10
MA Program in IR&D, Finishing thesis abroad	10	8	2
PhD Program in IR&D, On campus	5	3	2
MBA Program, On campus	11	6	5
Undergraduate Study Abroad Program, On campus	8	8	0
Total	67	48	19
Percentage	100%	72%	28%

Undergraduate Study Abroad at AGS

Since the summer of 2008, the American Graduate School in Paris has partnered with Arcadia University located in Glenside, Pennsylvania, United States, to provide undergraduate summer, semester and academic year study abroad programs in International Relations, Politics and Business. While this program has historically been offered only to U.S. undergraduate students studying abroad through Arcadia University, AGS has recently received permission from Arcadia to begin accepting international students into its undergraduate study abroad program in Paris. Given this recent development, AGS would like to increase its marketing and recruitment efforts of international students at the undergraduate level, particularly in emerging or developing markets, however, concerns have been raised about these students' levels of English competency. AGS would like to open its study abroad program to students enrolled in undergraduate programs outside of the United States without compromising the academic rigor

of their current program which is delivered exclusively in English by AGS faculty. To address these concerns, AGS is interested in developing an Intensive English Program (IEP) that would serve as a precursor to enrollment and/or a complementary course to the undergraduate Arcadia study abroad program in Paris to ensure that non-native English speakers are prepared to engage in academically rigorous coursework. The IEP could also be offered to accepted graduate students to improve academic English skills, specifically writing skills, prior to beginning their degree program. This Course-Linked Capstone will provide an outline for AGS's future academic English program for international students, delivered in an eight-week summer session, contributing an innovative program design specific to the unique profile and needs of this institution.

THEORETICAL FOUNDATIONS

Recent Trends in International Student Recruitment

According to Choudaha, Chang and Schulmann (2013), international students can be divided into four main categories or segments based on their academic preparedness and financial resources; Explorers, Highfliers, Strivers, and Strugglers. Explorers generally have high financial resources but low academic preparedness, Highfliers have high financial resources and high academic preparedness, Strivers have low financial resources but high academic preparedness, and Strugglers have low financial resources and low academic preparedness (p. 7). In their report, the authors emphasize that based on the segment into which international students fall, they will have different needs, priorities, and ways of seeking information about institutions of higher education abroad.

The American Graduate School in Paris (AGS) has expressed interest in targeting new recruitment efforts for their undergraduate study abroad program toward international students from emerging markets. AGS staff members have shared that they will focus on recruiting students that come to Paris for a summer or semester primarily for the experience of living abroad in Paris and taking classes in English alongside U.S. students and faculty. While AGS is accredited in the United States, and international students will receive an AGS transcript for courses completed while in Paris, these students will only receive U.S. college credit through Arcadia University upon request and for an additional fee. AGS staff members believe that students from developing markets will not be as concerned with issues of accreditation and college credit, and therefore plan to market their program with a focus on the international experience of living in Paris.

Based on this institutional preference and focus, it is most appropriate for AGS to target international students which fall into the Explorer category as these students “are often interested in the experiential aspects of studying abroad. They are more likely than the other segments to choose student services (13 percent), location (27 percent), and cultural or religious accommodations (7 percent) as one of the most desired information areas” (Choudaha et al., 2013, p. 8). Additionally,

Explorers not only want to earn a degree abroad, but also to gain valuable life experience. Although they need additional support services, they have the financial means to pay for them. This means that institutions planning to recruit Explorers should assess their capacity to attract and retain these students through a range of support services, including English language training. Institutions should emphasize information about student life and location in their marketing material for this segment. (p. 8)

Because AGS is interested in attracting students who place more importance on the experience of living in Paris rather than the academic reputation or transferability of academic credits, Strugglers could also be targeted as “of the four segments, Strugglers are the least interested in learning about the reputation of a school, indicating that they have lower expectations for quality” (p. 10). However, “institutions that recruit Strugglers should ensure that they are capable of absorbing this segment” (p. 10), and these students would likely have many needs that AGS does not have the resources to address at this time, such as “adequate international student services, English language support structures, and the availability of scholarships for international students” (p.10).

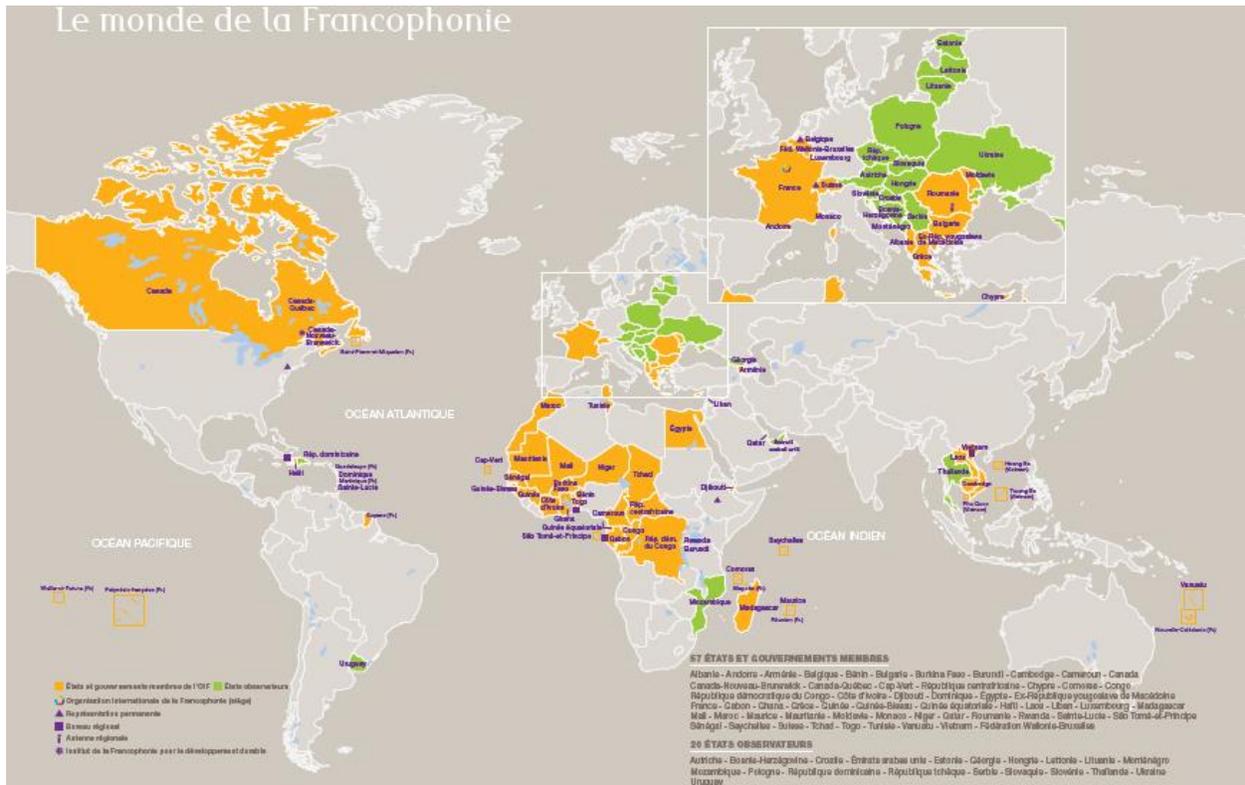
In addition to outlining the profiles, preferences, and needs of the four main segments of international students, Chouda et al. (2013) look specifically at recruitment strategies for students from China, India, and Saudi Arabia. While 37 percent of Chinese students and 39 percent of Saudi students are Explorers, only seven percent of Indian students fall into this category. However, Indian students tend to have a much higher level of English language competency (p. 13-15). Saudi students tend to lack English language proficiency, but have also recently begun to study abroad at accelerated rates due to national scholarship programs, and “are also the only demographic to include location as one of their three top information needs” (p. 16) when deciding where to study. In an attempt to pair these trends with AGS’s institutional profile and priorities, it is advisable to focus recruitment efforts on Explorer students in China and Saudi Arabia, only after ensuring that the necessary English language and other student support services are in place to promote their successful integration into the international study abroad classroom.

Student Recruitment in Francophone Nations for Study in France

While taking the international student recruitment trends, strategies, and recommendations outlined above into account can be informative and useful for AGS in its recruitment efforts, Choudaha, Chang and Schulmann's (2013) report is largely targeted towards a U.S. audience. Although AGS "offers U.S. higher education in France to students from around the world" (American Graduate School of Paris, 2013a), it is important to consider not only potential students seeking a U.S. style of education, but also potential students that may be drawn to France as an educational destination based on factors such as language, ease of acquiring a student visa, or proximity to home country, for example. While AGS will recruit students from China, India, and Saudi Arabia, it is also important to consider other student demographics historically drawn to the pursuit of higher education in France.

In 2012, the top ten sending countries of tertiary-level international students to France were Morocco, China, Algeria, Tunisia, Senegal, Germany, Cameroon, Italy, Vietnam, and Lebanon (UNESCO Institute for Statistics, 2012). Of these ten countries, French is spoken as either an official language, a prestigious language, or a post-colonial language in seven of them (Calvet, 1993, p. 491). Of the top 50 sending countries, French is spoken in 27 of them (UNESCO Institute for Statistics, 2012; Calvet, 1993, p. 491). See Image 1 below for a representation of member (orange) and observer (green) countries of the International Organization of *La Francophonie*, "one of the biggest linguistic zones in the world" in which members share "a common language" as well as "the humanist values promoted by the French language" (*Organisation Internationale de la Francophonie*, 2013b).

Image 1: The World of *La Francophonie*



Source: *Organisation Internationale de la Francophonie*, 2013a

Given the prevalence of students from Francophone nations pursuing higher education in France, this is another important demographic for AGS to target in its marketing and recruitment efforts, specifically when recruiting for an Intensive English Program (IEP). Because students from Francophone countries will already be fluent in the language of the host country, their adjustment to life in Paris may be smoother than that of other international student demographics, allowing them to dedicate more time and energy to studying the English language.

Intensive English Program (IEP) Administration

In their network brief on managing programs for adults learning English written for the Center for Applied Linguistics in Washington, DC, Gallup Rodríguez, Burt, Kreeft Peyton, and

Ueland (2009) outline the key components that all English as a Foreign Language (EFL) programs should address. These program components include

knowledge of adult learners and second language acquisition processes; learner recruitment, intake, and orientation; assessment of learner needs and progress; learner retention and transition; learner support services; curriculum and instruction; staffing and employment conditions; and staff professional development supervision, evaluation, and support. (p. 2)

Each of these program components have been considered and incorporated into the program design for an Intensive English Program (IEP) at AGS, based in best practices in the field of English language learning.

It is important for not only classroom teachers, but also current AGS staff involved in marketing and recruitment, admissions, financial services, and other student services to understand the incoming cohorts of IEP students. As Gallup Rodríguez et al. (2009) state,

adult English language learners bring to programs complex identities and skill sets that are based on a number of factors, including age, gender, ethnicity, cultural background, sociopolitical position, language and literacy, desire to learn English, and opportunities to use English outside of class. (p. 2)

While certain factors such as age, literacy, and level of education obtained will be similar among incoming IEP students at AGS, other factors such as ethnicity and cultural background will vary widely. In order to better understand the background and needs of incoming IEP students, the authors emphasize the recruitment, intake, and orientation process as “crucial opportunities to gather information about learners’ needs, goals, expectations, and language and skill levels, as well as to welcome learners to the program” (p. 3). When evaluating the IEP program, student

feedback about the recruitment and intake process should be solicited. Additionally, the authors suggest pairing veteran students with incoming IEP students to provide guidance regarding cultural adjustment into the host culture in general and the academic institution in specific, a key feature that will be incorporated into the AGS IEP.

Learner needs, abilities, and progress should be assessed “shortly after intake and consistently [...] throughout enrollment” (p. 3). It is important that English language instructors be experienced professionals who “use a variety of formative, classroom-based assessments; learner self-assessments; and student observations to track learners’ progress toward meeting curriculum goals” (p. 4). In 2008, the Teachers of English to Speakers of Other Languages (TESOL) International Organization published a list of standards for EFL teachers of adults, encompassing eight major domains. These domains, each with an accompanying standard for best practices in the field, include planning, instructing, assessing, identity and context, language proficiency, learning, content, and commitment and professionalism (TESOL, 2008). These eight domains and standards have been taken into account in selecting an English language provider organization for the new AGS IEP.

In addition to the academic curriculum, a variety of support services should be considered and provided to IEP students to ensure their success in the program. Some of these services include “computers and other technology; libraries; academic advising; supplemental instruction, including tutoring help outside the classroom; study groups; test accommodations; counseling; and advising; and self-study resources” (Gallup Rodríguez et al., 2009, p. 4). Student support staff at AGS should be “linguistically and culturally diverse, trained in cross-cultural communication,” and should also be provided with opportunities for professional development and meetings with other EFL professionals (p. 5). A collaborative approach should be used

among program administrators, instructors, support staff, and learners to continually improve all program components.

Hur and Suh's (2010) case study of the development, implementation and evaluation of a month-long, 60-hour intensive English program sheds light on common challenges IEPs face and how these issues can be addressed for program improvement. While the context of Hur and Suh's IEP is different (a program for primary and secondary school students, their parents, and other community members in the southern United States), many of the challenges and opportunities identified can serve as valuable lessons applicable to the context of AGS.

To frame their case study, Hur and Suh (2010) used an instructional systems design model called Analysis, Design, Development, Implementation, and Evaluation (ADDIE) (p. 3).

During the Analysis phase, "learners' prior knowledge, general learning styles and specific content areas are explored" (p.3) through surveys and interviews. In the Design phase,

based on the specified learning objectives, designers develop test items that measure learner performances. Types of assessments may include written tests (e.g., multiple choice, short answer, essay), oral presentations, role-plays, or portfolios. Finally, overall learning strategies (e.g., case studies or project-based learning) and specific learning tactics (e.g., teaching methods, media, or instructional procedures) are selected (p. 3).

In the Development phase, "learning activities, program materials (e.g., teacher manuals and student worksheets), and assessment tools are developed" (p. 3), and tested out one-on-one or with small groups. After completing these phases, the program reaches Implementation, followed by Evaluation through formative and summative techniques.

Hur and Suh (2010) used various assessment techniques to evaluate not only student gains in English proficiency, but also satisfaction with the program. The guiding questions for the evaluation process were

1. To what extent did the program influence students' English proficiency?
2. To what extent did the program influence students' self-concept?
3. How did the participants (students, parents, volunteers, and teachers) perceive the program?
4. What activities could be further integrated to create a more satisfying program for participants? (p. 8)

Formative assessment was carried out through informal interviews, a midterm survey, and classroom observations. Summative assessment was carried out through pre- and post-tests developed by classroom teachers to assess English language proficiency, as well as a program evaluation survey using a four-point Likert scale to assess participant satisfaction with the program.

One major pattern revealed in the assessment process was that participants were unhappy with the prevalence of differing levels of English ability among students within the same classroom. This problem can be anticipated with the future AGS IEP as well, given that students will come to the program with varying levels of previous English language study, exposure, and skills. Hur and Suh's (2010) solution to this problem, however, is also one that could be applied to the context of AGS. To provide students with more individual attention, program administrators recruited volunteers from local universities "to help individual students who were behind in classes and assist with group work. Additionally, the volunteers reviewed the students' book reflection papers and corrected grammatical errors, providing verbal and written feedback

to individual students” (p. 6). This same approach will be integrated into the AGS IEP in conjunction with the veteran/incoming student mentor program suggested by Gallup Rodríguez et al. (2009) above to provide individual support to IEP students. Concluding recommendations from Hur and Suh’s (2010) case study that can also be applied to the context of AGS suggest that the success of the program

lies in accurately identifying the unique needs of the students [...] and providing a high quality program to meet those needs. Curricula and teaching that reflects the students’ unique cultural upbringing and practical needs will be able to engage students in learning and promote their academic, personal, and social development through the language acquisition program. (p. 15)

Provision of IEPs: In-House versus Sub-Contracting

In developing an Intensive English Program at AGS that reflects best practices outlined in the literature review above, it is necessary to consider whether the institution has the capacity to provide a quality program completely in-house, or if it would be more advantageous for all stakeholders involved to sub-contract some program components. As Australian professor David Ingram, one of the developers of the International English Language Testing System (IELTS), warns in his interview with Kitson (2005),

despite the extreme financial pressures that universities have been subjected to by the present deplorable funding policies, they need to give higher priority to their long term reputation as quality providers; they need to give less priority to short term financial gain from enrolling inadequately prepared international students. (p. 1)

Furthermore, “universities need to ensure that they provide an appropriate level of support to their international students, especially in English language and [the] education-related culture” (p. 1) of the host country.

Institutions of higher education must be realistic when examining the capacity of their financial and human resources to provide quality programs. In Magaro Rubin’s (1997) article on the lucrativeness of IEPs for universities, she notes the increase of “institutions that want to offer intensive English training but lack the resources to do it themselves [...] turning to private companies” (p. 48) to provide students with these programs. Many “institutions are interested in internationalizing their campuses and attracting international students, but they may not have the funds to operate a professional intensive English program” (p. 48) on their own. By working with private companies such as Berlitz International, for example, universities can provide quality English language programs while receiving revenue from providers through the rental of classroom space on campus, in addition to revenue from IEP students for campus facilities and services. Many administrators agree that this sub-contracting of English language courses is “a win-win situation” and “a positive thing for the university, because it receives rental income from [the providing organization], housing income from students, and has the opportunity to market itself to potential students” (p. 48).

Taking the above standards and recommendations into account, because AGS is a small institution with limited resources, offering English language courses through an established provider organization in Paris is the most beneficial option for all stakeholders involved, at least in the initial phase of the IEP program. By sub-contracting English courses to an experienced organization that bases its curriculum, teaching, and evaluation methods in best practices in the field of EFL, AGS can dedicate its own resources to co-curricular student support services

including pre-departure, arrival and ongoing orientation programs focused on cultural and academic adjustment, as well as individual mentor and tutoring programs. A review of current IEP providers in Paris as well as the rationale for selecting one of these providers, Campus Langues, in specific for the AGS IEP can be found in the Needs Assessment section below.

Student Learning Goals and Curriculum Development

Wiggins and McTighe's (2005) Backward Design model is an effective framework for identifying program and participant goals, and the knowledge, skills, and understanding that must be obtained to reach these goals. Once established, international educators can create purposeful learning activities that directly support program and participant goals. When looking specifically at programs for English language learners, curriculum can be defined as

the complete course of study offered by a program. It may include statements about not only language skills and content knowledge to be gained, but also about social competencies, life skills, and desired outcomes. Crucially, a curriculum informs the selection of materials [...] and the choice of instructional activities. (Gallup Rodríguez et al., 2009, p. 4)

The Backward Design model is used in conjunction with English language learning best practices as the theoretical framework through which the goals, objectives, curriculum and co-curriculum of the AGS IEP are developed.

GOALS AND OBJECTIVES

Based on the institutional profile and priorities of the American Graduate School in Paris, the theoretical foundations outlined above, and best practices in the fields of International

Education and English as a Foreign Language (EFL), the following program and participant goals have been established for the AGS Intensive English Program.

Program Goals:

- Increase international student enrollment in the undergraduate study abroad program as well as graduate degree programs
- Ensure that non-native English speakers are prepared to participate in rigorous undergraduate-level coursework delivered in English
- Provide intensive academic English language instruction through a partner organization
- Provide in-house, complementary English language support services for non-native speakers through the AGS English Tutor Peer Mentor Program
- Provide a comprehensive orientation program to promote participants' positive integration and adjustment into the host culture and host institution
- Provide weekly co-curricular cultural enrichment activities throughout the city of Paris to promote engagement with the city's diverse English-speaking communities

Participant Goals:

- Improve academic English skills in reading, writing, and oral expression
- Engage in undergraduate-level coursework delivered in English through active participation in classroom discussions, group projects, and individual assignments
- Positively contribute to a multicultural learning environment
- Deepen understanding of Anglophone history and culture in France
- Strengthen skills in cross-cultural communication
- Gain international experience related to chosen field of study

NEEDS ASSESSMENT

General Assessment of IEPs at American Institutions of Higher Education Abroad

As mentioned in the Introduction, the idea for developing an Intensive English Program (IEP) at AGS stemmed from Arcadia University's recent approval of the recruitment of international students for participation in the undergraduate study abroad program. By providing an IEP for prospective students, the program becomes more accessible to non-native speakers of English, and also provides an additional source of revenue for AGS. While the idea for an IEP was conceived with undergraduate students as the target population in mind, the program could also be useful for AGS's graduate students. In an informal conversation with the Academic Coordinator of Special Programs, it was mentioned that one international student enrolled in the Master of Arts in International Relations & Diplomacy program had been struggling with English and was currently retaking some courses for which he received poor grades in previous semesters. While it is acknowledged that Master's students require nearly impeccable English writing skills to produce an 80-page thesis at the culmination of their studies, AGS does not currently offer any type of English language support to graduate students (J. Wright, personal communication, October 22, 2013).

An initial approach to the Needs Assessment for an IEP at AGS involved attempting to gain an understanding of how other institutions hosting similar programs integrate undergraduate students from colleges and universities around the world into the same study abroad classroom. Specifically, it was important to know which standards these institutions use to assess academic English ability, if they provide English courses for non-native speakers in-house or through a partner organization, and what their biggest successes and challenges have been to date. An email was sent to International Education professionals through the SECUSS-L listserv, a free

electronic forum for the exchange of information related to Education Abroad founded in 1991 by members of the Section on U.S. Students Abroad (SECUSSA), a professional interest section of NAFSA: Association of International Educators (SECUSS-L, 2013). Please see Appendix A for the complete email sent to subscribers of this listserv. Additionally, the Assistant Director of Student Services at Arcadia University's College of Global Studies was contacted via email to inquire about any other Arcadia study abroad programs using this model in hopes of gaining insight from their experiences. While neither of these needs assessment strategies produced responses, additional information-seeking methods were used to inform the AGS IEP program design.

Assessment of IEPs in Paris

Internet research was conducted to identify programs operating in Paris providing intensive English language instruction as a precursor to, or in conjunction with, a university-level course of study. Only one institution fitting this description was identified; The American University of Paris. However, two other institutions were identified as providers of intensive English programs; Paris American Academy and Campus Langues. The American University of Paris (AUP) offers two different English Preparatory Programs “for degree-seeking students who need to brush up on their English skills before starting their degree program full-speed. They are not independent programs for students interested in focusing on English that do not plan to obtain a degree from AUP” (A. von Heyden, personal communication, October 21, 2013). The English for University Studies Program is a 20-hour per week, intensive English program. Students are assessed throughout the program and their readiness for progression to the English Foundation Program is based on TOEFL outcomes as well as assessment of written work by a committee of professors at the end of the semester (The American University of Paris, 2013a).

In the English Foundation Program, students take four courses during their first semester; Intensive Writing, English Grammar Review, and two “EnglishBridge” courses, “exactly the same type of courses that all other new freshman take” but distinguished by the fact that students “have more time with [their] professors to work through course material and to understand what [they] have to do to succeed in an American university environment” (The American University of Paris, 2013b). During their second semester, students take Advanced Intensive Writing in addition to other courses selected with input from academic advisers, and over the next four semesters, “because good, solid writing is so important to university study,” students take courses in Principles of Academic Writing, Principles of Advanced Academic Writing, College Writing, and Writing and Criticism (The American University of Paris, 2013b).

The second institution identified, the English Language Institute at Paris American Academy, offers four-week sessions consisting of 20 to 80 hours of English language instruction. While Paris American Academy (PAA) offers summer workshops, semester and academic year programs, and a three-year Bachelor degree in Fashion or Interior Design delivered in English, the English Language Institute at PAA is not designed as a prerequisite for participation in one of these courses of study. Although the English Language Institute is an independent program catering to a wider spectrum of participants than solely university students, “it incorporates English for academic purposes (speak formally, read university-level materials, listen & write on academic topics, take timed objective tests, learn TOEFL English) as well as for business studies (business vocabulary, everyday business situations, negotiations)” (Paris American Academy, 2013).

The third institution identified, Campus Langues, offers an intensive English program in four-, eight- or 12-week sessions of 20 hours per week which include general English, audio-

phonology, workshops on culture and literature, and self-evaluation. Course curriculum and student levels are based on the Common European Framework of Reference for Languages, and students receive a certificate of their level reached at the end of the session (Campus Langues, 2013).

PROGRAM DESCRIPTION

Partnership with Campus Langues

As discussed in the Theoretical Foundations section above, sub-contracting English language instruction to a partner organization is the most feasible option for AGS as it implements an IEP for the first time. While AGS could gradually work toward providing the IEP completely in-house in a second phase of the program, working with a partner organization specializing in EFL instruction in this initial phase will allow AGS to provide a high quality program, both in terms of the academic curriculum and the co-curricular student support services, to incoming students. Developing a partnership with the English Language Institute at Paris American Academy or with Campus Langues is one option. Other alternatives include contacting Paris branches of Berlitz International or the British Council to inquire about designing an IEP specifically tailored to AGS's program, students and needs.

For the purpose of this capstone, Campus Langues will be suggested as the partner English course provider as it offers flexible course sessions and schedules, a comprehensive English as a Foreign Language curriculum, and is certified by France's *l'Office de Garantie des Stages et Séjours Linguistiques* ensuring clear and precise information concerning course options, duration, fees, pedagogic materials used, maximum number of students per class, and complementary learning activities. This organization also ensures that teachers are specialized in

language teaching, they hold university degrees and at least three years of teaching experience, and their teaching and courses conform to the Common European Framework of Reference for Languages. Classrooms meet standard norms and requirements and students have access to a library and cafeteria (Campus Langues, 2013).

Additionally, it is important to note that AGS has experience with this model of providing language courses through a partner organization as current undergraduate study abroad students take nine hours of French classes per week at the Alliance Française as part of their program. Like Campus Langues, the Alliance Française's curriculum is based on the Common European Framework of Reference for Languages and students are placed into appropriate levels based on a pre-test taken during orientation. The Alliance Française offers a 12 percent discount off of regular course tuition to AGS students, and graduate students can also take advantage of these courses if desired. This model is one that can be followed to create a similar partnership between AGS and Campus Langues for the Intensive English Program.

English Language Proficiency and Program Tracks

The desire to expand recruitment for the undergraduate study abroad program at AGS to international students necessitates the establishment of new English language requirements at this institution. AGS aims to increase participant numbers and expand international perspectives represented in the study abroad classroom by enrolling global students, yet maintaining the academic rigor of the existing program is of utmost concern. Many IEP students will not have a sufficient level of English proficiency to participate in the current undergraduate study abroad program's academic coursework and will therefore focus their studies exclusively on improving their academic English skills during the eight-week IEP. The academic coursework for this option will consist of 20 hours per week of intensive English language study at Campus Langues

and will be considered Track 1 of the AGS IEP. Some IEP students, however, will come into the program with a sufficient level of English language ability to participate in the three-hour afternoon seminars on History, Politics, and Diplomacy of France and Europe which make up the core course of the undergraduate summer study abroad program (Appendix B). The academic coursework for IEP students qualifying for this option will consist of 10 hours per week of English language study at Campus Langues in addition to the afternoon seminars at AGS, and will be considered Track 2 of the AGS IEP. English language proficiency requirements for incoming IEP students must be established for both tracks.

Students wishing to enroll in Track 1 of the IEP should have at least some previous knowledge of the English language to ensure that basic communication regarding key program components, especially those related to healthy, safety and emergency situations, is possible. Because IEP students will come from a wide range of home countries and native languages, English will be the common language of communication among participants and program staff. The Common European Framework of Reference for Languages “is a framework, published by the Council of Europe in 2001, which describes language learners’ ability in terms of speaking, reading, listening and writing at six reference levels” (Cambridge ESOL, 2011, p. 4). Students at levels A1 (Breakthrough) and A2 (Waystage) are considered Basic Users, students at levels B1 (Threshold) and B2 (Vantage) are considered Independent Users, and students at levels C1 (Effective Operational Proficiency) and C2 (Mastery) are considered Proficient Users (p. 4). Please see Appendix C for a description of what users can do at each of these levels. For Track 1 of the AGS IEP, students should have passed the A1 level on the CEFR, roughly equivalent to 90-100 hours of formal English language study (Pearson Longman, 2013, p. 7). This previous

English language study can be demonstrated through the submission of CEFR standardized test scores or academic transcripts.

Students seeking admission into Track 2 of the IEP must be able to actively participate and contribute to the undergraduate study abroad summer seminar environment, implying very different English language proficiency requirements than those of Track 1. Current undergraduate study abroad students at AGS come from Arcadia University, where the minimum TOEFL score for undergraduate admissions is a 71 on the Internet-based TOEFL exam (Arcadia University, 2013a). The AGS Admissions Officer expressed that most study abroad students are third-year students and therefore their English language skills would have improved since the time of their acceptance into their undergraduate course of study. As such, he felt that it would be appropriate to require an Internet-based TOEFL score of 76 for the AGS undergraduate study abroad program. The Admissions Officer is also open to accepting IELTS test scores, and has done such in the past for graduate school applicants (M. Delabre, personal communication, September 24, 2013). An Internet-based TOEFL score of 76 is equivalent to an IELTS Overall Band Score of 6 (Educational Testing Service, 2013). Because these above mentioned standardized tests were developed for admissions into U.S., British, and Australian universities, it is also advisable to accept certifications of scores from tests based on the CEFR in order to make the application process more accessible to international applicants, and appropriate to the context of the study abroad program site. The TOEFL and IELTS scores established above would be roughly equivalent to a B2 level on the Common European Framework of Reference for Languages (International English Language Testing System, 2013).

Program Scope

The scope of the Intensive English Program will be an eight-week summer program first delivered in the summer of 2015. Six weeks prior to their arrival in Paris, students will receive a pre-departure orientation handbook via email and will be provided with instructions for accessing an online portal with activities designed to reinforce pre-departure information. This web-based pre-departure site will also provide a virtual space for students to make introductions and ask questions of the IEP Coordinator prior to their arrival in Paris. Please see Appendix D for the pre-departure orientation topics to be covered in the IEP student handbook and virtual forum. Once in Paris, the program will begin with a week-long arrival orientation (Appendix E). All program courses will be held Monday through Friday. Students in Track 1 of the AGS IEP will participate in 20 hours of intensive English courses per week at Campus Langues. Students in Track 2 of the AGS IEP will take two hours of English language courses in the morning before joining Arcadia undergraduate study abroad students in three-hour afternoon seminars on History, Politics, and Diplomacy of France and Europe. All AGS IEP students, regardless of program track, will be invited to attend the field excursions associated with the Arcadia seminar including a guided tour of the *Bibliothèque Nationale de Paris* (BNF), a field trip to a French courthouse, a visit to an Embassy, and a visit to the United Nations Educational, Scientific & Cultural Organization (UNESCO). In addition to these field excursions, all IEP students will participate in weekly cultural enrichment activities designed to increase participants' familiarity and understanding of the diverse Anglophone cultures and people contributing to the multicultural community of Paris, both historically and today (Appendix F). These cultural enrichment activities also provide IEP students with diverse settings in which they can apply their increasing English language skills throughout the program. IEP students will meet weekly

with their AGS English Tutor Peer Mentor to receive individualized English language support and to encourage their integration into the AGS community. IEP students will also meet individually with the IEP Coordinator at AGS on a weekly basis to discuss their academic progress to date, obtain answers to any questions they might have, and receive guidance and support regarding cultural and academic adjustment.

Timeline

The following timeline is designed for the Summer 2015 Intensive English Program at AGS. See Appendix K for the eight-week AGS IEP program calendar.

- Spring 2014:
 - AGS staff create promotional materials for new website section and begin marketing and recruitment through targeted emails to colleges and universities abroad
 - Build relationship with Campus Langues to provide intensive English language instruction and develop curriculum tailored to AGS's needs
 - AGS staff create AGS IEP Facebook page
- Fall 2014:
 - AGS signs contract with Campus Langues for the eight-week summer session
 - AGS staff members respond to International Education administrator and individual student inquiries via email and Facebook
 - AGS staff members hold informational webinars for prospective students and International Education administrators

- If applicable, staff members advise interested students to apply for passports and take the TOEFL, IELTS or a CEFR exam in their home countries well in advance to the application deadline
- February 1, 2015: IEP Coordinator position posted on International Education and TESOL professional associations and job boards
- February 15, 2015: Application deadline for Summer 2015 program
- February 20, 2015: Application deadline for IEP Coordinator position
- February 15 – March 1, 2015: AGS staff members review student applications and make admissions decisions
- February 20 – March 1, 2015: IEP Coordinator applications reviewed and three interviewees selected
- March 1, 2015: Students notified of acceptance via email
- March 1 – 15, 2015: IEP Coordinator interviews conducted and selection made
- March 15, 2015: Program deposit due; participants provided with necessary documentation for French visa application process upon receipt of deposit
- April 1, 2015: Program balance due
- April 1, 2015: IEP Coordinator begins four-month contract
- April 6, 2015: Students receive pre-departure handbook and instructions for accessing the IEP Student Virtual Forum via email
- April – May, 2015: AGS English Tutor Peer Mentor program promoted to current graduate students through email, fliers and classroom presentations
- May 18, 2015: IEP Coordinator conducts AGS English Tutor Peer Mentor orientation and training session

- May 21, 2015: IEP students arrive in Paris
- May 21 –May 28, 2015: IEP Orientation Week
- May 25, 2015: Intensive English courses begin
- May 28, 2015: Arcadia students arrive in Paris
- May 28 – 31, 2015: IEP students join Arcadia Students in orientation activities
- June 1, 2015: Arcadia Summer Program begins; IEP Track 2 students begin seminar
- July 10, 2015: Arcadia Summer Program ends; Program assessment administered to Arcadia students
- July 11, 2015: Arcadia students depart Paris
- July 17, 2015: IEP Closing Dinner; Program assessment administered to IEP students, AGS faculty and staff, AGS English Tutor Peer Mentors, and host families
- July 18, 2015: IEP program concludes; students depart Paris
- Summer 2015: Evaluation process to modify and improve program for future sessions

Potential Participants

Potential IEP participants will be students between the ages of 18 and 25 from countries around the world. All participants will be required to have obtained a high school diploma prior to participation, and should be enrolled in or planning to enter a tertiary level course of study. Student GPA must be equivalent to a 2.5 on a 4.0 scale using grade conversion guidelines established by World Education Services (2013). Students should be pursuing an academic major or minor in International Relations, International Business, or Political Science and/or demonstrate strong personal interest in these fields. As outlined in the English Language Proficiency and Program Tracks section above, potential participants will need to submit proof of basic English skills (having passed the A1 level on the CEFR, or at least 90 hours of formal

English language study) for participation in the 20 hour per week intensive program (IEP Track 1), or high intermediate English skills (an Internet-based TOEFL score of 76, an IELTS band score of 6, or a B2 level on the CEFR) for the joint IEP/Arcadia Summer Seminar program (IEP Track 2).

CURRICULUM

Orientation

The IEP Orientation program will begin six weeks prior to students' arrival in Paris with pre-departure materials sent to students via email including instructions for accessing the IEP Student Virtual Forum where participants can make introductions, interact with the IEP Coordinator, ask questions, and participate in activities designed to prepare them for travel to Paris and participation in the IEP program. Upon arrival at Charles de Gaulle airport in Paris, students will be met by the IEP Coordinator and their host families, if applicable. Students will either be accompanied to their accommodation by their host family, or the IEP Coordinator will arrange a taxi transfer for those students opting for housing in a student residence. The on-site arrival orientation will begin the next morning with an "arrival and survival" orientation session, a welcome lunch, and English language placement tests at Campus Langues. The arrival orientation will continue over the course of the next week with information sessions on topics such as French and Parisian culture, academic culture and expectations, local transportation, and health and safety. The week-long on-site orientation will also include cultural visits, excursions, and activities throughout Paris. Saturday afternoons and the entire day on Sundays will be reserved for free time during which students can explore Paris on their own.

As indicated in the program timeline above, Arcadia summer study abroad students will arrive in Paris one week after the IEP students. AGS provides a four-day orientation for these students, and IEP participants will be invited to join certain portions of this orientation session to get to know Arcadia students. Throughout the next seven weeks, the ongoing orientation program will include weekly cultural excursions and activities designed to promote students' engagement in the local English-speaking community through expatriate groups, language exchanges, and events at foreign embassies and cultural centers.

Coursework

As outlined in the Program Description, students will enroll in one of two IEP tracks based on their English language ability. Students with beginner to low intermediate levels of English will enroll in 20 hours of intensive English courses per week at Campus Langues, while students with high intermediate to advanced levels of English will take two hours of English courses at Campus Langues in the mornings before joining Arcadia undergraduate study abroad students at AGS for three-hour afternoon seminars on History, Politics, and Diplomacy of France and Europe.

Co-Curricular Learning Activities

The IEP's ongoing orientation program is designed to provide co-curricular activities that encourage students to engage with the vast local English-speaking community in Paris and provide ample opportunities to practice English outside of the classroom. Students will be invited to participate in language exchanges and events organized by local expatriate groups, foreign embassies, and cultural centers. During the on-site orientation, IEP students will be provided with a list of English-language groups, clubs, churches, bookstores, and other activities in Paris, and will be encouraged to attend different events both as part of the program and

independently. Additionally, all IEP students will attend the Arcadia program's field excursions to the *Bibliothèque Nationale de Paris* (BNF), a French courthouse, an Embassy, and the United Nations Educational, Scientific & Cultural Organization (UNESCO).

AGS graduate students will be recruited as volunteers for the English Tutor Peer Mentor Program through which IEP students will receive an additional source of one-on-one cultural, academic, and language support during their time in Paris. To recruit volunteer mentors, the English Tutor Peer Mentor Program informational flyer found in Appendix G will be posted on bulletin boards located in AGS's student lounge and computer lab. Virtual copies of this flier will be sent to all AGS students via email and will be posted on the online AGS Student Notice Board. Additionally, the IEP Coordinator will ask AGS professors for permission to make short presentations during class sessions at the end of the Spring 2015 semester to promote the program and answer any questions. Other student groups such as Model UN and the Graduate Student Association will be asked to collaborate in promoting the program as well. All AGS English Tutor Peer Mentors will be required to attend a mandatory orientation and training session delivered by the IEP Coordinator prior to the IEP students' arrival in Paris. Please see Appendix H for the AGS English Tutor Peer Mentor Orientation and Training Session Outline. At the end of the evening, all AGS English Tutor Peer Mentors will be asked to complete a brief evaluation of the training session for improvement of future program sessions (Appendix I). AGS English Tutor Peer Mentors will also be asked to complete an evaluation of the entire program at the end of the eight-week session.

STAFFING PLAN

Successful development, implementation, and improvement of the IEP at AGS will involve several current staff members, in addition to one additional staff member who will be

hired to fill the position of IEP Coordinator. Current AGS staff members who will also support the IEP program include an Admissions Officer, a Webmaster, an Accountant, an Academic Coordinator of Special Programs/Financial Aid Officer, an Associate Professor of Political Science, and a part-time Recruitment and Outreach Officer. Beginning in the spring of 2014, these staff members will hold weekly meetings, directed by a member of the AGS Advisory Board with several years of experience in international mobility program management, to work toward the implementation of the new IEP program. The Webmaster will work in conjunction with the Admissions Officer, the Academic Coordinator of Special Programs, and the Recruitment and Outreach Officer to create a new section of the AGS website dedicated to the Intensive English Program including a promotional flier and video as well as the program description, timeline, and application procedure. The Recruitment and Outreach Officer will identify and contact Education Abroad offices and/or International Relations and Political Science academic departments at institutions of higher education abroad to market the IEP through targeted emails. The Admissions Officer will review student applications for the IEP program and make decisions regarding student acceptance. The Admissions Officer will work with the Academic Coordinator of Special Programs, the Accountant, and the English language course provider to enroll accepted students. The Associate Professor of Political Science delivers the summer seminar course for Arcadia students in which some IEP students will enroll.

AGS will hire an IEP Coordinator to serve as the key liaison between all of the above mentioned staff and their respective departments to ensure program quality, deliver the on-site arrival orientation, coordinate student housing, coordinate the AGS English Tutor Peer Mentor Program, organize other co-curricular activities, and meet individually with IEP students on a weekly basis to advise them on academic and cultural issues. The IEP Coordinator will hold a

Master's degree in International Education, TESOL, or a related field, and have at least three years of experience coordinating international mobility programs and working with students from varied cultural backgrounds. The IEP Coordinator will be fluent in English and have at least high intermediate French proficiency. The IEP Coordinator will be offered a four-month contract for the summer IEP, with the opportunity to extend to an indefinite contract based on program outcomes. Please see Appendix J for the IEP Coordinator position description, requirements and qualifications.

PROGRAM MARKETING

AGS will primarily use its website, Facebook page, and targeted emails to market its study abroad program to international students and institutions. According to Choudaha et al. (2013), some specific recommendations for enrolling prospective undergraduate students include:

1. Have tuition and cost calculators on your website in order to help students better understand the process of financing their studies[;]
2. Provide adequate English language and student support services to ensure that these students thrive. Make sure to communicate these provisions on your website and social media[; and]
3. Connect with parents in a way that involves them in the application process. This includes adding downloadable documents in their native language. (p. 12)

Also, because more and more undergraduate students seek information through social media sites, it is advisable for AGS to develop this aspect in the marketing process. One strategy that will be used is the development of a promotional video including highlights of famous Paris sites, the AGS and Campus Langues facilities, recordings of study abroad class sessions and excursions, and student testimonials. This video will be posted on Youtube and linked to the new section of the AGS website and Facebook sites. Promotional fliers with program details

will be created as PDF downloads for these sites as well, translated into the major languages of target participants including French, Arabic, Chinese, Korean, Vietnamese, Spanish, Portuguese, Russian and Turkish.

PARTICIPANT RECRUITMENT AND ADMISSIONS

As discussed in the Theoretical Foundations section, potential IEP students will come from a wide range of home countries including developing economies such as China, Saudi Arabia, and India, as well as Francophone nations historically sending large numbers of students to France in pursuit of higher education. Recruitment of these students will take place at the institutional level through targeted emails to Education Abroad offices at colleges and universities in these countries. Because some institutions may not have a designated Education Abroad office, academic deans and department heads of International Relations and Political Science degrees can also be targeted. This method is preferred so that AGS may forge institutional ties and agreements with specific colleges and universities abroad. Additionally, students may find the AGS IEP and undergraduate study abroad program on their own through Internet searches. During the spring of 2014, AGS will develop new sections of their website to be devoted to the IEP and undergraduate study abroad program for international students, which will be useful for foreign institutions and individual students alike.

The application deadline for the Summer 2015 IEP will be February 15, 2015 and the eligibility requirements outlined in the Potential Participants section above will be included in promotional materials posted on the AGS website. Students seeking entry into the IEP Track 1 will be required to submit proof of approximately 90 hours of previous English language study or having passed the A1 level on the CEFR, and students seeking entry into the IEP Track 2 will be required to submit scores from a TOEFL, IELTS or a CEFR exam. This requirement, and the

importance of registering for such exams well in advance of the IEP application deadline, will be emphasized in promotional materials and on the IEP Student Application. The application packet will include a non-refundable fee of 50 €. Student applications will be reviewed by the AGS Admissions Officer, and students will be notified of the admissions decision via email by March 1. A deposit of 350 € will be due by March 15 to secure participants' place in the program, and the tuition balance will be due by April 1. Upon confirmation of participant numbers, the IEP Coordinator will work with Campus Langues, the Arcadia program, and housing providers to make logistical arrangements.

LOGISTICS

International Travel

All IEP students will be responsible for arranging their own international travel from their home country to Paris, and will be expected to arrive at Charles de Gaulle airport on Thursday May 21, 2015. An airport pick-up on this date will be organized by the IEP Coordinator. Those students opting for homestay accommodations will be met at the airport and accompanied to their homes by their host families while the IEP Coordinator will arrange taxi transfers for those students opting for accommodation in student residences. Participants arriving in Paris before May 21, 2015 will be responsible for making their own arrangements for transportation and accommodation prior to the program start date. All participants will be required to provide the IEP Coordinator with their international travel itinerary.

In-Country Travel

During the arrival orientation, the IEP Coordinator will provide a map and overview of the Paris public transportation system which students will use independently throughout their

eight weeks in Paris. If students wish to travel outside of Paris at any time during the eight-week program, they must notify the IEP Coordinator of their itinerary in advance.

Visas for France

All AGS IEP participants will need to possess a passport valid for at least six months after their departure from France. Depending on their country of nationality, AGS IEP participants may or may not be required to acquire a short-term (less than 90 days) visa for France (Campus France, 2013e). For those participants requiring visas, AGS will provide an enrollment letter upon receipt of the program deposit. It will be the individual responsibility of the prospective IEP participant to ensure that he or she obtains the required travel documents for participation in the program, and any associated visa processing fees will be at the participant's expense.

Housing

Currently, AGS does not provide housing for graduate students. Housing for undergraduate study abroad students is arranged through Arcadia University and the Alliance Française, the organization where students take French classes while in Paris, and students have the option of living in a student residence, with a host family, or setting up their own independent accommodations (Arcadia University, 2013b). For the AGS IEP, students will have the option to live in a student residence or with an English-speaking host family. For those participants opting to live in a student residence, the IEP Coordinator will work directly with the Alliance Française to arrange housing assignments with other IEP and undergraduate study abroad students in apartments shared by two students. Student residence housing assignments for IEP students will be made intentionally to ensure that English is the common language of communication within the apartment.

Living with an English-speaking host family will be the recommended housing option, and the advantages of linguistic immersion provided by this option will be emphasized on the website and other program materials during the IEP student application process. According to best practices in the field of International Education, “student housing is chief among the issues in the student life area of a program, and after academics, the second most important aspect overall” as “housing can also have an instructional purpose” in terms of language acquisition and cultural learning (Zukroff, Ferst, Hirsch, Slawson & Wiedenhoeft, 2005, p. 466). Specifically, “home-stays can be especially desirable when language development is an important program goal” (Holme Brick, Chieffo, Roberts & Steinberg, 2005, p. 406).

English-speaking host families will be recruited through the American Church in Paris and other expatriate groups. FUSAC (originally titled France USA Contacts) is “a free magazine containing classified ads and advertisements for the English-speaking community (Americans, Brits, Canadians, Irish, Australians, New Zealanders, and many other nationalities who speak English as a second language) of Paris and the surrounding area” (FUSAC, 2013a) and will be used to recruit potential host families. Prospective host families will be required to submit a local police report and background check, and the IEP Coordinator will conduct interviews in their homes to ensure that standards regarding privacy, hygiene and comfort are met. Families will be required to provide students with breakfast and dinner daily, and a private room containing a bed, closet, desk, chair, lamp, and linens. Families should also demonstrate genuine interest in including the IEP student in daily activities, routines, and special events to promote linguistic immersion and cultural exchange.

HEALTH AND SAFETY PLAN

All AGS IEP participants will be required to purchase health and accident insurance to cover them during their eight weeks in Paris, and AGS will suggest local insurance options for these students. In their chapter on safeguards for short-term programs, Slind and Spencer (2007) highlight key health and safety issues that all international mobility programs should consider. Guidelines and strategies to ensure the health and safety of all AGS IEP participants will be detailed in writing in the pre-departure handbook, and this information will be reinforced during the IEP Coordinator's presentation of health and safety topics during the on-site orientation. These topics include basic hygiene, immunizations, disease prevention, eye care, responsible use of alcohol, drugs (prescription and controlled drugs as well as consequences of the use of illegal substances in France), personal security, accident and injury prevention, jet lag, emergency situations, mental health issues, emotional problems, anxiety and stress, nutrition, eating disorders, environmental health issues, preexisting conditions, health care delivery options, sexuality and relationships, principles of safe sex, information on sexually transmitted disease, including HIV/AIDS, and contraceptive needs (Slind & Spencer, 2007, p. 202). Other topics will include what to bring and what to leave at home, and safety on the street and public transportation in Paris (p. 203-204). AGS IEP participants will be provided with a laminated emergency contacts card including contact information for the IEP Coordinator, local police, taxis, and health care providers. Participants will provide emergency contact information in their program application which the IEP Coordinator will keep on file at AGS, and participants will also be required to provide their cell phone numbers during the on-site orientation. All AGS IEP participants will sign a liability waiver as part of their application package.

In his article on mental health and study abroad, McCabe (2005) discusses the increase in mental illnesses and crises among college students in general, and how these conditions may be exacerbated by certain mental and psychological factors related to the study abroad experience. Some of these factors include loss and separation, travel stress, culture shock, adjusting to local conditions, social pressure, preexisting or dormant conditions, and unforeseen events (p. 54-55). While it is important for international mobility program directors, coordinators, and other support personnel to have a general understanding of these factors or triggers for mental health issues, it is even more important that they are prepared to address and react to any mental health issues that may arise during a given program. According to McCabe (2005), important ways to respond to mental health problems include insurance, prescreening, mental health professionals, and prevention (p. 56-57).

The AGS IEP will address each of these four mental health response areas to promote the health and safety of its participants. In terms of insurance, the AGS IEP will make certain that the policy students are required to purchase includes mental health coverage in addition to the more standard emergency travel and accident insurance. In terms of prescreening, the IEP student application will solicit basic information regarding mental health and well-being including any prescription medications the student is currently taking. Pre-departure orientation materials will include a mini-mental health checklist to help students assess their general status of mental health and whether the nature of the AGS IEP is a good fit for them. Students will also be made aware that if they are currently involved in a therapeutic relationship with a mental health professional in their home country, this relationship may not be available overseas and therefore the decision to participate in the AGS IEP should be made with input from the current mental health provider. In terms of mental health professionals, while AGS does not have a

designated staff member for this area, a professional in the local community will be identified who can be called upon should a mental health issue arise. This professional's contact information will also be included in the emergency contact card provided to IEP students at the arrival orientation. In terms of prevention, the IEP Coordinator's weekly one-on-one meeting with IEP students will be used as an opportunity to establish regular mental health check-ins with participants, and a chance to discuss any issues related to culture shock or other stressors in the new environment.

CRISIS MANAGEMENT PLAN

Slind and Spencer (2007) state that international mobility program administrators "must be aware of the many types of problems that may endanger [their] students and the program" because "to be aware is to be prepared" (p. 211). According to Stephenson and Forward (2005), major on-site issues affecting international mobility program participants and staff usually fall into one or more of the following areas: "personal and intercultural adjustment issues, nonacademic counseling and disciplinary issues, medical and psychiatric problems, social disturbances, [and] geo-political problems" (p. 574). While international educators can never anticipate all of the potential issues that could arise during an international mobility program, the AGS IEP incorporates strategies and suggestions from both of the resources for best practices in crisis management mentioned above to ensure appropriate preparedness and response in the face of unforeseen emergencies.

In addition to pre-departure materials and on-site orientation presentations on culture shock and intercultural adjustment, the weekly one-on-one meetings between program participants and the IEP Coordinator will be used to address personal and intercultural adjustment issues. These meetings will serve as a general "pulse check" regarding individual

participants' cultural adjustment issues, and when such issues arise in conversation, the IEP Coordinator will be trained to respond through "empathetic listening and guided reflection" including "deep and concerned listening," assisting "the participant in contextualizing his or her feelings and experiences" and setting "concrete goals" for using "new personal and intercultural skills and resources" (Stephenson & Forward, 2005, p. 575). To address and prevent disciplinary issues, norms will be established surrounding "alcohol and drug use, sexual harassment, and appropriate and inappropriate behavior [...] and disciplinary measures used in cases of program-rule violation" (p. 576). While general rules will be stated in the pre-departure handbook, and students will be required to sign an AGS IEP Code of Conduct prior to their arrival in Paris, the IEP Coordinator will work "with the newly arrived group to establish its own code of conduct" and group norms during the arrival orientation thus encouraging participants to "become invested in respecting the rules and guidelines they develop" (p. 577). In the case of participant violation of the established rules of conduct, best practices in the field recommend providing the student with a letter of probation for the first offense indicating that a second offense will result in program expulsion (Slind & Spencer, 2007, p. 211), a procedure that will be adopted by the AGS IEP. In terms of geo-political issues, France is a relatively safe, secure and stable country. Nonetheless, all AGS IEP participants will be encouraged to register their travel dates with their home country's embassy in Paris, and AGS staff will monitor and follow U.S. Department of State advisory guidelines for France. If a participant travels outside of Paris at any time during the eight-week AGS IEP, he or she will be required to inform the IEP Coordinator in advance.

Successful crisis management at the AGS IEP will incorporate the three complimentary aspects of information acquisition, risk management, and crisis team management (Stephenson & Forward, 2005, p. 583). Emergency contacts in Paris will include "reliable hospitals, doctors

of different specialties, psychiatrists and psychologists, a lawyer or legal adviser, the police, ambulance companies, insurance contacts” (p. 583), and the embassy and consulates of participants’ home countries. As a new program at AGS, risk management and crisis team management for the IEP will be covered by the existing structures for crisis response at the institution. The IEP Coordinator will contribute and collaborate with the AGS crisis management team by communicating any IEP student issues, maintaining a written log of any incidents and follow-up interactions, using discretion to keep IEP students in the loop without sharing unnecessary details, monitoring any ongoing situations with IEP students, and providing both ongoing support and a sense of closure of any incident to IEP students. The IEP Coordinator will be advised to “avoid talking with the media because such communication can sometimes result in misrepresentation of the situation” (p. 585), a responsibility which will be left to the AGS crisis management team if deemed necessary.

BUDGET AND BUDGET NOTES

AGS IEP SUMMER 2015 PROGRAM BUDGET				
Assumed Participant (pax) Numbers				
Total Participants	8			
Track 1 Participants	5			
Track 2 Participants	3			
Housing with host families	6			
Housing in apartments	2			
IEP Coordinator	Length of contract (months)	Hours per month	Hourly rate	Total
Salary	4	80	16.00 €	5,120.00 €
Academics: Campus Langues	Cost per pax	# of pax	Sub-Total	Total Payment
Campus Langues Course Fee (Track 1)	620.00 €	5	3,100.00 €	
Campus Langues Course Fee (Track 2)	330.00 €	3	990.00 €	
Total Payment to Campus Langues				4,090.00 €
Academics: AGS	Cost per pax	# of pax		Total
Arcadia Seminar	765.00 €	3		2,295.00 €
Housing	Cost per pax	# of pax		Total
Host family accommodations	1,900.00 €	6		11,400.00 €
Apartment accommodations	1,204.00 €	2		2,408.00 €
Orientation	Cost per pax	# of pax		Total
Airport transfer	45.00 €	8		360.00 €
Welcome lunch	20.00 €	8		160.00 €
Orientation packets and maps	15.00 €	8		120.00 €
Arrival orientation excursions	100.00 €	8		800.00 €
Arcadia seminar field trips	50.00 €	8		400.00 €
IEP Cultural Enrichment Program	50.00 €	8		400.00 €
Closing Dinner	20.00 €	8		160.00 €
Other	Cost per pax	# of pax		Total
Health and Accident Insurance	75.00 €	8		600.00 €
English Tutor Peer Mentor Program	-	-		100.00 €
Host Family Recruitment	-	-		150.00 €
Total				28,563.00 €
General Overhead				1.12
Total Program Budget				31,990.56 €

The following budget notes accompany the budget spreadsheet for the Summer 2015 AGS Intensive English Program above. All prices are given in Euros, the currency of France.

- Assumed number of participants: It is assumed that eight students will participate in the first session of the AGS IEP. It is also assumed that five of these students will enroll in Track 1 of the AGS IEP while three will enroll in Track 2, and that six will opt to live with host families while two will opt for accommodation in student apartments. Changes

in the total number of participants, their English language ability, and their preferred housing option will alter the total program budget.

- **IEP Coordinator Salary:** The IEP Coordinator position is a part-time (20 hours per week), four-month contracted position with the possibility to extend to an indefinite contract for future programs. The IEP Coordinator will be paid a gross rate of 16 €/hour (approximately 12.54 €/hour net).
- **Academics: Campus Langues:** Includes a breakdown of the course fee per participant, based on the AGS IEP Track in which they enroll. The total fee paid to Campus Langues is dependent upon the participant assumptions outlined above. This fee includes the English placement exam, eight weeks of coursework, and a certificate of English language proficiency at the end of the session. Participants will be required to purchase their own textbooks.
- **Academics: AGS:** Includes the cost per Track 2 participant enrolled in the Arcadia afternoon seminar. This cost includes the AGS professor salary. Participants will be responsible for purchasing their own textbooks.
- **Host family accommodations:** Includes host family compensation for the eight-week program. Students are provided with a private room and breakfast and dinner daily. Host family students will be advised to budget approximately 280 € for other meals.
- **Apartment accommodations:** Includes fee paid per student for accommodation in a student residence shared with one other IEP or Arcadia study abroad student. Apartment students will be advised to budget approximately 545 € for meals.
- **Orientation:** Includes a list of expenses associated with orientation, cultural enrichment, and co-curricular programming.

- Health and Accident Insurance: Includes the cost of insurance coverage required for participation in the AGS IEP.
- English Tutor Peer Mentor Program: Includes costs of refreshments and materials for the AGS English Tutor Peer Mentor Orientation and Training Session as well as end-of-session certificates of participation.
- Host Family Recruitment: Includes expenses for publishing/posting advertisements in FUSAC publications, the American Church, and other expatriate groups. This cost also includes the IEP Coordinator's associated travel expenses for conducting interviews and house visits.
- General Overhead: A rate of 12 percent of program costs covers ongoing costs at AGS necessary for development, marketing and implementation of all programs, including overall website maintenance, classroom rent and maintenance, payment of utilities, liability insurance, etc.

EVALUATION PLAN

Upcraft (2003) makes a clear distinction between two terms often used interchangeably, assessment and evaluation. Assessment is defined as “any effort to gather, analyze, and interpret evidence, which describes institutional, divisional, or agency effectiveness,” while evaluation is “any effort to use assessment evidence to improve institutional, departmental, divisional, or institutional effectiveness” (p. 556). As a new program at AGS, the AGS IEP aims to gather a variety of assessment evidence from a wide range of stakeholders for improvement of future programs. Zukroff, Ferst, Hirsch, Slawson and Widenhoeft (2005) state that “among the many challenges education abroad professionals face when assessing the education abroad programs

sponsored by their campus or organization, is being certain all of the stakeholders have been provided with ample opportunities to give their input” (p. 452). For the AGS IEP, stakeholders include IEP students, the IEP Coordinator, English Tutor Peer Mentors, undergraduate study abroad students, the AGS faculty member teaching the seminar course, staff from various AGS offices, Campus Langues teachers and administrators, and host families.

Having addressed the sources of assessment information, the AGS IEP assessment plan will also distinguish among “the areas to be examined, [...] the modes of collection, [...] and the goals and objectives against which progress in each area is to be measured” (Zukroff et al., 2005, p. 450). The areas to be examined include IEP student gains in English language ability, IEP student and AGS staff satisfaction with Campus Langues as an English course provider, the quality and effectiveness of IEP student support services including the AGS English Tutor Peer Mentor program, the quality and relevance of orientation and co-curricular topics and activities, quality of housing options, and the impact of IEP Track 2 students in the undergraduate study abroad classroom. Modes of collection will include a pre-program questionnaire on the IEP Student Application to obtain information regarding students’ expectations and concerns, and to inform the pre-departure and on-site orientation program topics; Campus Langues pre- and post-tests for English language ability; one-on-one interviews between the IEP Coordinator and AGS faculty and staff; and end-of-program questionnaires administered to IEP students, undergraduate study abroad students, AGS English Tutor Peer Mentors, and host families. More informal, qualitative assessment data will also be gathered through a mid-session “Helping and Hindering” focus group activity with IEP students, and the IEP Coordinator’s weekly one-on-one meetings, contributing formative assessment techniques. The program and participant goals

established in the Goals & Objectives section above will serve as the guiding standards for progress and improvement.

In Upcraft's (2003) 11-step systematic approach to the assessment process, the last two steps address the transition from assessment to evaluation in which "the implications of the study for policy and practice" (p. 566) are determined to inform clear calls for action, and results are effectively reported to key actors in easily digestible formats. In order to achieve these best practices in program assessment and evaluation, the IEP Coordinator will play a key role in analyzing, synthesizing, and presenting the data to AGS and Campus Langues administrators for program improvement.

CONCLUSIONS AND IMPLICATIONS

This Course-Linked Capstone lays the foundations for the design, delivery, and evaluation of a new Intensive English Program at the American Graduate School in Paris to be delivered in an eight-week session during the summer of 2015. Positive outcomes of this initial program could have several implications for the future of the AGS IEP including the conversion of the IEP Coordinator position into a full-time indefinite contract, the extension of program sessions beyond eight weeks, the ability to offer the program in several sessions throughout the academic year, the ability to offer an additional IEP track tailored to the needs of AGS graduate students, and depending on enrollment numbers, the ability to offer the IEP completely in-house including the hiring of experienced TESOL professionals at AGS to deliver English language coursework at various levels.

While the prevalence of Intensive English Programs and their participant numbers have been steadily increasing in the United States since 2001 (Institute of International Education, 2013a), representing a very lucrative business in this country, the literature review and needs

assessment conducted for the development of an IEP at AGS indicate that these programs are still relatively few in number in non-English speaking countries around the world. The needs assessment for the AGS IEP was limited by the lack of e-mail responses from international education professionals subscribing to the SECUSS-L listserv, which may indicate the lack of such programs operating in non-English speaking countries. Another possible explanation for the absence of responses is that IEPs in non-Anglophone countries are largely managed by private companies providing English language instruction, or by professionals identifying more as TESOL educators rather than international educators, and thus perhaps more likely to subscribe to TESOL publications and listservs rather than the SECUSS-L listserv. While some basic information can be found through Internet searches, it is advisable that future research on IEPs in non-Anglophone countries extend information-seeking methods to places of dialogue and exchange for TESOL professionals to obtain more first-hand experience and insights regarding IEP administration. Collaboration, dialogue and exchange of information and experience between international educators and TESOL professionals will promote the development of more comprehensive Intensive English Programs that best serve participants.

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APPENDIX A: EMAIL TO SECUSS-L LISTSERV

Dear International Educators,

My name is Jordan Caley and I am currently pursuing a Master of Arts in International Education through SIT Graduate Institute's low-residency program, as well as participating in a volunteership at the American Graduate School in Paris (AGS).

AGS currently provides undergraduate semester and summer study abroad programs on International Relations, Politics, and Business in partnership with Arcadia University, and is now interested in accepting students pursuing undergraduate degrees outside of the U.S. into their study abroad programs, particularly students from emerging markets such as China, Vietnam, South Korea, India, and Saudi Arabia. Because the undergraduate study abroad program is delivered in English, AGS is concerned with ensuring that non-native English speakers are prepared to engage in academically rigorous coursework alongside U.S. students.

I am interested in learning from the experiences of similar programs operating abroad that deliver coursework in English and accept study abroad students from non-U.S. institutions. I have posed some specific questions below.

- Where is your study abroad program located?
- From which countries do the majority of your non-U.S. students originate?
- Do you receive students only from specific institutions abroad with which you have established agreements? Can individual students participate in your program?
- What standards do you use (test scores, previous coursework, self-assessment, etc.) to determine that non-native English speakers are prepared to engage in the courses you offer?
- What is the duration of your study abroad program?
- If students take English courses *prior* to participation, when do they start these classes? Do they take them in their home countries, or at the program site? How many hours per week are they enrolled in these English classes?
- If academic English courses are offered *during* the study abroad program, how many hours per week do students take English courses? How many hours per week are they engaged in all other academic courses?
- Does your program deliver English courses in-house, or do you work with a partner organization?
- If you work with a partner organization to deliver English courses, how did you identify this organization and determine that it is a good fit for your program?
- Have you developed an English course or module specific to the content of your study abroad program (ex: terms and vocabulary related to Political Science in the host country)? How was the content of this module decided upon, and who was involved its design? Who teaches this program-specific course?
- Does your program offer any extra-curricular activities to promote improvement of English language skills?
- What are the biggest challenges your program has faced related to non-U.S. students?

You are not required to respond to this email; your response to the questions above is completely voluntary, and you may choose not to answer any questions with which you are not comfortable. Your responses will be used to inform a program design developed for the American Graduate School in Paris (AGS) in fulfillment of the Capstone Project requirement for my degree program. Responding to these questions poses no foreseeable risk to you, and your name and institution will remain anonymous.

I would greatly appreciate any information you have to share. Please respond to me directly at jordan.caley@mail.sit.edu. Thank you!

Sincerely,

Jordan Caley
Master of Arts candidate in International Education, SIT Graduate Institute

APPENDIX B: SYLLABUS FOR SIX-WEEK SUMMER SEMINAR

Arcadia-AGS Summer Program Afternoon Seminar

HISTORY, POLITICS & DIPLOMACY OF FRANCE & THE EUROPEAN COMMUNITY

In the afternoons, students will regroup in the graduate school and participate in three-hour seminars designed to provide them with an introduction to basic knowledge, and a set of analytical tools which they will actively employ to give an intellectual understanding of French and European institutions. Taking advantage of the school's special Paris location, this summer program helps students complement their scholarly work with field trips and guided tours. Getting out of the classroom and acquiring experiential knowledge of the topics they are studying, each week builds on a particular theme, developing disciplinary knowledge in the classroom, followed by practical guided visits in the field to reinforce that knowledge.

THEME ONE: ORIGINS OF THE FRENCH AND EUROPEAN STATES

Day 1 Introduction to Program: Presentation & Debate Workshop

After an introduction to the program including a survey of the lectures and field trips during the upcoming weeks, students will be given a workshop in the preparation of a formal debate, which will be held at the end of the program, addressing a thematic question provided on the first day of class.

Day 2 Guided Tour of the Bibliothèque Nationale de Paris (BNF): Research Methods

Building upon their workshop in the preparation of a debate, students will be given a guided tour of the national library, one of the world's very large repositories of books. They will be directed through the parts of the collection that are relevant to their thematic question, and instructed in basic research methods.

Day 3 From War to Peace: An Historical View of Europe

A broad historical survey of the evolution of modern Europe, this lecture will provide the indispensable background necessary to understanding the geopolitics of Europe, as well as the numerous national identities of its diverse peoples, building upon a theme of the destructive and creative forces of war.

Day 4 History of the French Fifth Republic: Archaeology of Government

Paris is the capital of France, and therefore an excellent location to historically analyze its national government. In particular an archaeology of its institutions can reveal how the current set of governmental structures have been layered upon older ones, in a process going back to the revolution.

THEME TWO: COMPARATIVE EUROPEAN POLITICS & GOVERNMENT

Day 5 Comparative Methodology: Units of Analysis

The comparative approach to political science provides a set of conceptual tools which allow the students to move beyond the case of France to the political institutions (parties and electoral systems) and the governmental institutions (executive, legislative, judicial) of her European neighbors.

Day 6 National Executives of Europe: Monarchs, Presidents, Prime Ministers

The European Union is comprised of nation states, each having its own system of politics and government. In this lecture, using the tools of comparative methodology, students will fill the general concepts developed in the last lecture with specific empirical data on the national executives.

Day 7 National Parliaments of Europe: Parties and Elections

Europe is the birthplace of parliamentary government, and of all the regions in the world, is the one where parliaments continue to play an important role in lawmaking. Parliament also has a representational function, serving as the ideological space for debates over national policies through democratic multiparty elections.

Day 8 National Judiciaries in Europe: Common Law vs. Civil Law

For students coming from America, the English judicial system of “common law” is probably more familiar than the Continental systems of “civil law.” In this lecture students will learn how the latter differ from the former, particularly their limited independence of judges, and absence of the power of judicial review.

Day 9 Field Trip to a French Courthouse

Taking advantage of the school’s Paris location, and building upon the previous lecture of judicial structures, this field trip to a functioning French courthouse will allow students to see with their own eyes how the judicial institutions of a “civil law” system work, and equally important, how they differ from “common law” courts.

THEME THREE

INTERNATIONAL RELATIONS AND THE EUROPEAN UNION

Day 10 Theoretical Approaches to International Relations in Europe

An introductory lecture to major theories of international relations, from mainstream “realism” (which emphasizes the primacy of nation states) to modern “functionalism” (which highlights the role played by international organizations & supranational institutions) – provides the theoretical framework.

Day 11 European Union (EU): A Theoretical Case Study

Following upon the discussion of international relations theory, this class will describe the institutions of the European Union as a case study of “functionalism,” that is, a set of supranational institutions that perform delegated governmental functions of the member states.

Day 12 Issues and Problems in European Economy

European economic integration has been the basis for political and governmental integration of the EU. Despite the resounding success of the common monetary policy (creation of a common currency) there are many problems preventing deeper integration which result from divergent national interests of member states.

Day 13 Trends in European Culture and Identity

Europe is a society of nations, of peoples with common identities based on shared historical experiences. Two challenges facing deeper integration are the building common political and governmental institutions in the absence of a strong shared European identity, and the integration of new, non-European immigrant populations.

Day 14 Visit to an Embassy: Traditional European Diplomacy

There are over a hundred embassies in Paris. Visiting one of these, students will see that, although many functions of the traditional European ambassador have been displaced by modern communications technology, ambassadors and their embassies continue to play an important role in the conduct of diplomacy.

THEME FOUR UNDERSTANDING FRENCH FOREIGN POLICY

Day 15 Elements of French Foreign Policy

The important role still played by France in the international community is a legacy of its past grandeur, which continues in the use of French as an official language of diplomacy, a special relationship with former colonies, a permanent seat on the UN Security Council, and a vocal opposition to American hegemony.

Day 16 Francophonie & Françafrique

Two unique foreign policies of France, which follow from its quest for major power status in the international system, are the creation of a language-based international organization designed to promote and construct upon the French language, and the maintenance of a special relationship with former African colonies.

Day 17 Visit to the United Nations Educational, Scientific & Cultural Organization (UNESCO)

Located in Paris, this world famous organ of the United Nations provides a second case study of functionalism, as well as an opportunity to explore the new politics of “cultural diversity” that have been championed by France in its multilateral foreign policy.

Day 18 Final Preparations for the Debate

Each of the students having been assigned specific roles in a formal debate, this day will be reserved for the final preparations, including the presentation of written note cards, the identification of missing information, any problems in argumentation, and final logistical arrangements.

Day 19 Presentations/Debate

The conduct of a formal debate, which involves the statement of a problem, the presentation of the arguments pro and con, the cross-examination of those cases in chief, and the rebuttal and rehabilitation of challenged claims. Students submit a written presentation providing an argument of the pro (or con) side of the debate.

Day 20 Joint AGS and Alliance Française Closing Ceremony/Certificate and Award giving.

[Source: Adapted from Arcadia University, 2013c]

APPENDIX C: THE COMMON REFERENCE LEVELS

Proficient User	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

[Source: Cambridge ESOL, 2011, p. 8]

APPENDIX D: WEB-BASED PRE-DEPARTURE ORIENTATION TOPICS

Logistics:

- Passports and Visas
- International travel arrangements
- Packing and luggage issues
- Housing
- Communication (phone, email, mail)
- Banking and finances
- What is and is not included in the program fee

Health and Safety:

- Pre-departure medical and dental check-ups
- Resources for determining required and recommended immunizations for France
- Prescriptions and over-the-counter medications
- HIV/AIDS and sexually transmitted disease information
- Medical insurance coverage
- Staying healthy before, during and after travel; jetlag
- Alcohol use and abuse issues
- Special student health needs and services available in France
- Mental health issues
- Student responsibility for safe behavior
- Safety precautions students should take when travel to Paris and within France
- Emergency contacts and procedures
- Registering with home country embassy in France
- Gender, race, sexual orientation, and religious stereotypes, and tolerance issues
- Women's safety issues and sexual harassment
- Dating and relationship norms in France
- Local crime statistics and laws
- Appropriate dress in social and academic settings
- Climate and weather conditions in France
- Political tensions and social and environmental issues
- Liability waiver and release forms
- Program cancellation policies

Academic Information:

- Explanation of AGS IEP Tracks and role of Campus Langues
- Transfer credit for AGS/Arcadia seminar
- Academic differences abroad (for both U.S. higher education and language study in France)
- Language learning strategies
- Overview of AGS, its resources, and general campus culture
- Overview of AGS English Tutor Peer Mentor Program

Cross-Cultural Issues:

- Features of culture (individualism versus collectivism, high- and low-context cultures)
- Cultural Iceberg

- Culture shock and cultural adjustment
- Ethnocentrism and Ethnorelativism
- Cultural Identity (cultural autobiography)
- Housing with Anglophone families
- Multiculturalism in Paris

Paris and France:

- Land and climate
- History and art
- Population
- Predominant languages
- Religions
- Attitudes and appearance
- Customs and courtesies
- Patterns of daily and family life
- Dating, sexual norms, gender- and age-specific roles
- Food and diet
- Recreation and holidays
- Business, labor and government
- Foreign relations
- Transportation and Communication
- Education and health care systems

[Source: Adapted from Kinsella, Smith-Simonet & Turner, 2007; Woody Thebodo & Marx, 2005]

APPENDIX E: IEP ARRIVAL ORIENTATION TOPICS AND SCHEDULE

Thursday May 21, 2015:

- Arrival at Paris Charles de Gaulle Airport
- Meet IEP Coordinator and host families, if applicable
- Transportation to accommodation with host family or by taxi

Friday May 22, 2015:

Morning: Arrival and Survival Orientation

- Program obligations, times and places of orientation meetings, how to arrive
- Student maps of area where they will be living including pharmacy, ATM, police station, subway stop, food shops (developed by IEP Coordinator and host families)
- Map of Paris public transportation system
- Information on how to call home
- Emergency Contacts card
- Walking tour of area around AGS and Campus Langues including public transportation stops, ATM machines, supermarkets, post offices, pharmacies, police stations, historical sites, and parks

Welcome Lunch

Afternoon: English-language placement tests at Campus Langues, free time to explore Paris

Saturday May 23, 2015:

Morning: General Orientation

- Hand out packet with program information, program calendar, and local events taking place during the eight-week session
- Program calendar (academic and extracurricular)
- Money and banking
- Communications: telephones, Internet, and post office
- Transportation
- Health and Safety
- Student conduct, responsibilities, and consequences of misbehavior
- Group norms establishment

Afternoon: Free time to explore Paris

Sunday May 24, 2015:

Free time to explore Paris

Monday May 25, 2015:

Morning: English classes at Campus Langues

Afternoon: Academic Orientation

- Overview and tour of AGS campus, facilities, and resources
- AGS IEP Program Tracks
- Transfer credit for AGS/Arcadia Seminar
- Academic expectations and pedagogic style in U.S. higher education
- Academic expectations and pedagogic style for language study in France
- Class schedules and attendance policies
- Where to purchase books and other academic resources
- English language support and AGS English Tutor Peer Mentor Program
- Weekly one-on-one meetings with IEP Coordinator

Tuesday May 26, 2015:

Morning: English classes at Campus Langues

Afternoon: Accommodation Orientation

- Student Residences and Host Families
- Acclimating to new environment
- Noise, parties, curfews, and overnight guests
- Use of telephone, Internet, kitchen, laundry facilities
- Keys, responsibility for damage, general housekeeping
- Food and meals

Wednesday May 27, 2015:

Morning: English classes at Campus Langues

Afternoon: Cultural Orientation

- Features of culture (individualism versus collectivism, high- and low-context cultures)
- Cultural Iceberg
- Culture shock and cultural adjustment
- Ethnocentrism and Ethnorelativism
- Cultural Identity (cultural autobiography)
- Multiculturalism in Paris
- Anglophone organizations, churches, resources, and communities in Paris
- Overview of Weekly Cultural Enrichment Program

Thursday May 28, 2015:

Morning: English classes at Campus Langues

Afternoon: Arrival Orientation debrief, closing, and evaluation; “What’s Next” for seven weeks ahead

Friday May 29, 2015:

Morning: English classes at Campus Langues

Afternoon: Orientation activity with Arcadia students

Saturday May 30, 2015:

Morning: Orientation activity with Arcadia students

Afternoon: Free time to explore Paris

Sunday May 31, 2015:

Free time to explore Paris

Ongoing features of the Arrival Orientation:

- Icebreaker activities and other exercises to foster group dynamics
- Content delivered in a variety of ways to maximize student engagement, interaction and participation (lecturettes, small and large group discussions, brainstorming, fish-bowl exercises, videos and other media, walking tours and visits, and incorporation of guest speakers including AGS students, faculty and staff, and other members of the Anglophone community in Paris
- English language support (providing all key information in writing, focus on articulation, clear language and avoiding slang in presentations, regular “pulse checks” on individual and group level for comprehension)
- Unscheduled time for processing, rest and relaxation

[Source: Adapted from Kinsella, Smith-Simonet & Turner, 2007; Stephenson, Ogden, Rodriguez & Smith-Simonet, 2005]

APPENDIX F: IEP WEEKLY CULTURAL ENRICHMENT PROGRAM

Thursday June 4, 2015 at 5:00pm: Event at Canadian Cultural Centre



Sample Event: Stan Douglas. Abandonment and Splendour (Exhibition)
Visit the exhibition in the artist's presence

A retrospective look at the photographic work produced by Stan Douglas in the last decade of the twentieth century, "Abandonment and Splendour" explores the ruins of certain great Western utopias in their paradoxical beauty. The exhibition focused on four series (Ruskin Photos, Potsdamer Schrebergärten, Nootka Sound and Detroit Photos) haunted by a history between light and shadow that the image does not explain but evokes with the poetic suspense that is the artist's hallmark. Stan Douglas lives in Vancouver. A major figure in contemporary art, he produces films, photographs and installations in which past and present are condensed in complex systems that borrow as much from Hollywood and television, as they do from literature, music and philosophy.

Curator: Catherine Bédard
In partnership with Connaissance des Arts

[Source: Adapted from Government of Canada, 2013]

Wednesday June 10, 2015 at 6:00pm: Cheese Tasting and History with Julian Bach Au Petit Fromager



Today we'll visit Au Petit Fromager to meet Julian Bach, the only Franco-American cheesemonger in France who spends his time between Paris, the Swiss mountains, and the Rhine valley, making, ageing, and eating cheese! He'll share with us the origin and history of cheese in France, teach us how to cut different kinds of cheese, show us how to create the perfect cheese board, and explain the ins and outs of bread and wine pairings. Julian's great passion for cheese is truly contagious!

[Source: Adapted from FUSAC, 2013b]

Thursday June 18, 2015 at 7:30pm: Event at Irish Cultural Center
Sample Event:

Evening of traditional music

Compánach

With **Fintan Vallely** (flute and commentary),
Tiarnán O Duinncín (pipes), **Gerry O'Connor** (fiddle),
Máire Ní Choilm (voice)



Developed around the book, e-book and website *Companion to Irish Traditional Music*, edited by **Fintan Vallely**, this performance draws on the Companion's historical thread. It is an encyclopedia to which over two hundred experts from all over the world contributed. A live music show with large-scale projected photographic and art imagery, it travels through different eras of Irish music from the Gaelic and Celtic consciousness of the late 1800s through the early 20th century to the modern era in which Irish traditional music is a genre widely known and played in Europe, Australia, the US and Canada. The musicians play superbly, both individually and together, a treat for the senses!



[Source: Adapted from Centre Culturel Irlandais, 2013]

Friday June 26, 2015 at 2:00pm: Anglophone Writers in Paris Walking Tour



"Lost Generation" Montparnasse and Beyond

This promenade features the great days of Anglophone literary expatriation in the 1920s, with resident and inveterate café-goer Ernest Hemingway, the central figure. We explore his literary and personal links with Gertrude Stein and F. Scott Fitzgerald in particular, but also with James Joyce, Ezra Pound, and Ford Madox Ford, visit places he writes about in *The Sun Also Rises* and *A Moveable Feast*, and talk about his marriage with Hadley. We also look into the strange affair between Ford and Jean Rhys which led her to write *Quartet*, her roman à clef based on it. The expatriate story continues in the 1930s with the erotico-literary passion of Henry Miller and Anaïs Nin, and, at age thirty-one, the turning point in the life of Samuel Beckett. On the French literary side, Simone de Beauvoir was born and raised in the heart of Montparnasse and lived here for her last thirty years, with Jean-Paul Sartre just down the street for his final two decades. The cafes that practically all these writers frequented -- the Dôme, the Rotonde, the Sélect, La Coupole, and the Closerie des Lilas -- are still jumping. We dip into them and stop for coffee at one.

[Source: Adapted from Burke, 2013]

Saturday July 4, 2015 at 5:00pm: 4th of July Celebration at the American Church in Paris



Join us for American Independence Day festivities — food, fun and games — in the courtyard and the front of the church!

The American Church in Paris
65 quai d'Orsay, 75007 Paris

[Source: Adapted from American Center France, 2013]

Friday July 10, 2015 at 2:00pm: Visit to the Suresnes American Cemetery and Memorial



Originally a World War I cemetery, the Suresnes American Cemetery and Memorial just outside Paris now shelters the remains of U.S. dead of both wars. The 7.5-acre cemetery contains the remains of 1,541 Americans who died in World War I and 24 unknown dead of World War II. Bronze tablets on the walls of the chapel record the names of 974 World War I missing. Rosettes mark the names of those since recovered and identified.

The World War I memorial chapel was enlarged by the addition of two loggias dedicated to the dead of World War I and World War II, respectively. In the rooms at the ends of the loggias are white marble figures in memory of those who lost their lives in the two wars. Inscribed on the loggia walls is a summary of the loss of life in our armed forces in each war, together with the location of the overseas commemorative cemeteries where our war dead are buried.

[Source: Adapted from American Battle Monuments Commission, 2013]

July 13, 2015 at 7:30pm: Evenings with an Author at the American Library in Paris
Sample Evening with an Author: Susan Ossman



What causes people to move around from country to country, settling in each before moving on? In her book she defines these "serial migrants" as people who have already immigrated once, then repeated the experience in a new place, all of their own accord. In other words, she explores not people who have been transferred or relocated by companies, but those who seek out new countries and cultures. As she told the Los Angeles Review of Books, "Much has been written about the travails of the immigrant who is "caught" between his two countries. But what happens when the immigrant moves on? Worries about immigration in many countries stop us from asking this question. We assume all immigrants want to come to the US, and that citizens of a place like this one want to stay put. But this is not the case. Similarly, return migration is sometimes simply an interlude, a time to regroup before heading elsewhere."

About the author:

Susan Ossman has been a professor at the University of California at Riverside since 2007. She is the Director of UCR's Global Studies program. She previously taught at Goldsmith's College, University of London, Rice University, Georgetown University, The American University of Paris and the CELSA-Sorbonne. In 1992 she founded the Rabat center of the Institut de Recherche sur le Maghreb Contemporain (IRMC- now Centre Jacques Berque), where she was research fellow and director until 1996. She received her Ph.D from UC Berkeley in 1991.

Her previous books include *Three Faces of Beauty: Casablanca, Paris, Cairo* (Duke 2002) and *Picturing Casablanca: Portraits of Power in a Modern City* (California 1994).

[Source: Adapted from The American Library in Paris, 2013]

July 14, 2015: Bastille Day Celebration

We'll celebrate France's independence from morning till night!

9:00am: Military Parade on the Champs-Élysées



[Source: Paris Convention and Visitors Bureau, 2013b]

10:00pm: Fireworks display at Trocadéro



[Source: Paris Convention and Visitors Bureau, 2013a]

APPENDIX G: AGS ENGLISH TUTOR PEER MENTOR POSITION DESCRIPTION

SUMMER 2015 AGS ENGLISH TUTOR PEER MENTOR PROGRAM

What is the AGS English Tutor Peer Mentor Program?

- The AGS English Tutor Peer Mentor Program pairs incoming Intensive English Program (IEP) students with an AGS peer tutors who will work with them one-on-one to overcome cultural, linguistic, and academic difficulties during their eight-week summer program. The **Summer 2015 IEP will run from May 21 – July 18, 2015.**

What does an AGS English Tutor Peer Mentor do?

- AGS English Tutor Peer Mentors will meet weekly with his or her IEP mentee to provide one-on-one English language tutoring including assistance with understanding conversations, lectures, and classroom discussions; help reading and understanding undergraduate level texts; and help improving written English skills. In addition to academic tutoring, the peer mentor will offer guidance regarding cultural adjustment to life in Paris and integration into the AGS community.

How much time will I have to commit?

- All AGS English Tutor Peer Mentors will attend a **mandatory orientation and training session on Monday May 18, 2015 from 6:00-8:30pm** (refreshments will be provided!). During the eight-week IEP session, mentors should set up **weekly two-hour meetings** with their mentee.

Why should I become an AGS English Tutor Peer Mentor?

- Being an AGS English Tutor Peer Mentor is a great opportunity to develop and hone your skills in leadership, goal setting, problem-solving, active listening and communication. In addition to boosting your resume, you'll make a positive difference in an IEP student's transition to life in Paris and at AGS by sharing your personal experiences, strategies, and advice.

Am I qualified to become an AGS English Tutor Peer Mentor?

- If you're an AGS student in good academic standing, enjoy working with people from different cultures, and have a desire to make a positive contribution to an IEP student's Paris experience, you're qualified!

This sounds great! What is my next step in becoming an AGS English Tutor Peer Mentor?

- Please send a brief email (less than 300 words) to the IEP Coordinator (iep@ags.edu) explaining why you'd like to become an AGS English Tutor Peer Mentor, what unique contribution you will make to the program, what you hope to get out of the experience, and any previous experience you have with English tutoring and/or peer mentoring (previous experience is not required!).

Still have questions? Don't hesitate to contact the IEP Coordinator at iep@ags.edu to learn more!

[Source: Adapted from Chatham University, 2013; Garringer & MacRae, 2008]

APPENDIX H: AGS ENGLISH TUTOR PEER MENTOR ORIENTATION

AGS English Tutor Peer Mentor Orientation and Training Session Outline

Monday May 18, 2015

6:00-8:30pm

AGS Conference Room

6:00-6:15: Welcome and Introductions

- IEP Coordinator introduction and contact information
- Orientation and Training Session objectives
- What is the AGS IEP?
- How does the English Tutor Peer Mentor Program complement the IEP?

6:15-6:25: Ice-Breaker/Warm-Up

6:25-7:15pm: What is a mentor?

- Small group (3-4 people) guided discussion: Roles of a mentor (who has mentored you?)
- Small group brainstorm and creation of visual: "A mentor is... A mentor is not..."
- Re-group, share, and debrief (goals of mentoring in general, specific program goals)

7:15-7:30: Break and Refreshments

7:30-8:00: Effective communication, confidentiality and boundaries (lecturette)

- Active listening
- Cross-cultural factors: Cultural Iceberg, High- and Low-Context Cultures

8:00-8:15: Building relationships (guided group discussion)

- Getting to know your mentee
- What you will do together

8:15-8:30: Questions and Wrap-Up, Evaluations, Next Steps

Materials needed:

- Conference room with laptop and projector
- PowerPoint presentation outline (created by IEP Coordinator)
- Butcher paper and colored markers
- Printed evaluation worksheets
- Refreshments, plastic cups, plates, and napkins

[Source: Adapted from Garringer & MacRae, 2008]

APPENDIX I: AGS ENGLISH TUTOR PEER MENTOR TRAINING EVALUATION

AGS English Tutor Peer Mentor Orientation and Training Session Evaluation Form

Date: _____

Please take a moment to respond to the following questions. Your comments are valuable!

Please circle appropriate response:	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. The workshop was well-designed (pacing, adequate time for Q&A, etc.).	1	2	3	4	5
2. I received information that answered my questions about English tutoring and mentoring.	1	2	3	4	5
3. The materials and handouts provided useful content both in the session and for future reference.	1	2	3	4	5
4. The trainer was knowledgeable and helpful.	1	2	3	4	5
5. I have a better sense of what it takes to be an English tutor and mentor.	1	2	3	4	5
6. The workshop met the stated objectives.	1	2	3	4	5
7. This workshop was valuable and I would recommend it to others.	1	2	3	4	5

8. Was there anything you would have liked to spend more time on? What? Why?

9. Was there anything you would have liked to spend less time on? What? Why?

10. What did you like best about the training?

11. What two things could you suggest to improve the training?

[Source: Adapted from The National Mentoring Partnership, 2013]

APPENDIX J: IEP COORDINATOR POSITION DESCRIPTION

Intensive English Program (IEP) Coordinator

American Graduate School in Paris (AGS)

France

The new Intensive English Program (IEP) at the American Graduate School in Paris (AGS) is seeking a talented and highly motivated individual to join our team as the IEP Coordinator. The IEP Coordinator will collaborate with AGS professors and staff in implementing the Intensive English Program, beginning with an eight-week Summer 2015 session. This is a part-time (20 hours per week), temporary contract position (four months; from April 1-July 31, 2015), likely to be extended based on program outcomes.

Responsibilities:

The Intensive English Program (IEP) Coordinator will have primary responsibility for the day to day operations of the new IEP at AGS. Operational duties include collaborating with AGS professors and staff in the areas of Admissions, Recruitment and Outreach, Coordination of Special Programs, and Financial Services. The IEP Coordinator will serve as the key liaison between AGS and the partner English language course provider to coordinate participant placement tests and course selection. Other responsibilities include recruiting and supporting English-speaking host families in Paris, implementing and overseeing the new English Tutor Peer Mentor Program, and delivering pre-departure, on-site, and on-going orientation programming for academic and cultural adjustment as well as English language support. During the eight weeks in which IEP students are in Paris, the IEP Coordinator will hold weekly one-on-one advising meetings with program participants. Additionally, this individual will be responsible for formative and summative program evaluation.

Minimum Qualifications:

- Masters in TESOL, International Education, Intercultural Communication, or related field
- Experience working with non-native speakers of English
- Experience with program planning, coordination, and evaluation
- Ability to provide high customer satisfaction to a broad variety of participants
- Effective writing, reasoning, and critical thinking skills
- Effective oral communication and interpersonal skills
- High Intermediate (B2) French language proficiency

Preferred Qualifications:

- Experience living and working abroad
- Experience teaching English in a university-level ESL program for academic purposes

Compensation: 16 € per hour (gross), comprehensive benefits

Application Deadline: February 20, 2015

[Source: Adapted from South Dakota State University, 2013; University of Pennsylvania, 2013]

APPENDIX K: PROGRAM CALENDAR

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
17 MAY	18	19	20	21 IEP students Arrive in Paris	22 Arrival Orientation activities	23 Arrival Orientation activities Free afternoon
24	25 English courses begin Arrival Orientation activities	26 English courses Arrival Orientation activities	27 English courses Arrival Orientation activities	28 English courses IEP Arrival Orientation closing session	29 English courses Orientation activity with Arcadia students	30 Orientation activity with Arcadia students Free afternoon
31	1 JUNE English courses continue through July 17 Arcadia PM seminar begins (through July 9)	2 <i>Bibliothèque Nationale de Paris (BNF)</i> Guided Tour	3	4 Event at Canadian Cultural Center	5	6
7	8	9	10 Cheese Tasting at Au Petit Fromager	11	12	13
14	15 Field Trip to a French Courthouse	16	17	18 Event at Irish Cultural Center	19	20
21	22 "Helping and Hindering" Session	23 Embassy Visit	24	25	26 Anglophone Writers in Paris Walking Tour	27
28	29 UNESCO Visit	30	1 JULY	2	3	4 US Independence Day Celebration at ACP
5	6	7	8	9	10 Visit to the Suresnes American Cemetery and Memorial	11
12	13 Evening with an Author at the American Library in Paris	14 Bastille Day Celebration	15	16	17 English courses end Program Eval. Closing Dinner	18 IEP students depart Paris

Key: English Courses at Campus Langues Arcadia Afternoon Seminar IEP Cultural Enrichment Prog. Field Excursions with Arcadia