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Mi cultura, Su cultura: A Cultural Exchange Program for Central College

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MI CULTURA, SU CULTURA:
A CULTURAL EXCHANGE PROGRAM FOR CENTRAL COLLEGE

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SIT PIM 72

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

May 25, 2014

Advisor: William Hoffa

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Date: May 25, 2014

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ABSTRACT

Central College is a 1,500-student, liberal arts higher education institution located in Pella, Iowa. The College boasts a study abroad participation rate of over 50 percent; however, the institution seeks to internationalize the campus beyond study abroad. At the request of Central College President Dr. Mark Putnam, a global taskforce consisting of faculty, staff and students formed to consider internationalization strategies and the taskforce is keen to welcome international students to the institution. Currently, a very small number of international students attend Central College and international student support services are decentralized and limited.

Mi Cultura, Su Cultura (MCSC) was developed to jump-start Central's process of welcoming additional international students to campus. MCSC is a short-term cultural exchange and service-learning program which will bring 10 Mexican students from Marista University in Mérida, Mexico to Central College for one week during spring 2016. MCSC allows Marista University students and the Central community to share their cultures through formal and informal interaction. In addition, Marista University students will serve alongside their Central College peers during Central's campus-wide Service Day. MCSC should be seen as a stepping stone as Central College works to create a campus environment that is more "more international in character and composition."

INTRODUCTION

Central College is a small, private liberal arts higher education institution located in Pella, Iowa. Approximately 1,500 Central students select courses from 56 academic programs on this residential campus affiliated with the Reformed Church of America. Central College is recognized by *Forbes* magazine and the Center for College Affordability and Productivity as one of the top 25 best-value Midwestern colleges and Washington Monthly's 2013 ranking of liberal arts college marks Central College at number 37 in the nation.

Central College is recognized for a number of attributes including study abroad. Over 50 percent of Central College students study abroad; this is due, in large part, to Central's commitment to international education beginning in 1965 with the development of a study abroad program in Paris, France. Since its humble beginnings nearly 50 years ago, Central's study abroad programs have developed into Central College Abroad (CCA), a non-profit, university-based, third-party provider featuring semester, summer and year-long programs in eight locations around the world. More than 10,000 students from over 400 colleges and universities have studied abroad with CCA (Central College, n.d.-a).

Although Central College has nationally recognized study abroad programs and sends a significant portion of the student body abroad, other internationalization efforts on campus have been rather limited especially since the downturned economy beginning in 2008. In July 2010, newly appointed Central College president Dr. Mark Putnam took office and refocused internationalization efforts which Central has dubbed global experiential learning. A global taskforce was developed amongst faculty, staff and students to consider ways to internationalize Central College beyond study abroad. One of the topics of most interest was the inclusion of international students on Central's campus. International student enrollment has been low for

quite some time and support services have dwindled. Currently, international students make up .35 percent or about five of the 1,500 total students (Peterson's, 2013). Currently, international student support services are decentralized and the small number of international students on campus must visit various departments to receive support.

Central's international student initiative has been kick-started by a 500,000 dollar grant from the Vermeer Charitable Foundation. This five-year pledge will help build Central's global community on campus and enable the institution to recruit more international students, enhance the on-campus support structure, and create a community that is "more international in character and composition" (Central College, n.d.-b).

Using funds from the Vermeer Charitable Foundation grant, this cultural exchange program titled Mi Cultura, Su Cultura (MCSC) will act as a jump-start for Central's international student initiative. The program will be a stepping stone on Central's road to not only attaining a campus that is "more international in character and composition" but also creating a more dynamic learning environment. MCSC will bring Mexican students to Central College for one week during the spring 2016 semester. The program will allow Central students, faculty, staff and the community at large to interact with Mexican students and experience Mexican and Yucatecan culture. This same benefit will be experienced by the students from Mexico, as they will have the opportunity to experience life in Iowa in the unique Dutch-American town of Pella. This cultural exchange program will also provide Mexican students an English language immersion opportunity.

Central College will draw on its long-standing relationships in Mérida, Yucatan, Mexico, to develop this cultural exchange program and Marista University (MU) will serve as Central's partner in this endeavor. MU, a private, Catholic university, opened its doors in 1996 to 142

students with 30 professors and four degree programs. Since it's opening nearly 20 years ago, the University has grown dramatically and continues to grow each semester. Current student enrollment is around 2,000 students with 250 professors teaching in seven colleges offering 15 Bachelor's degrees and 13 Master's degrees. MU is accredited by FIMPES, the Federation of Mexican Institutions of Higher Education. The cost to attend MU per semester is 2,800 USD for undergraduate students and 3,000 USD for postgraduate studies (Marista University, 2011).

Although Central College has partnered with MU for a relatively short amount of time, Central's roots in Mérida run deep. Upon Central College Dean James Graham's successful completion of a faculty-led program with 15 students to Yucatan in 1966, the Mérida program was developed and has served as a study abroad location for Central since 1968. At its inception, courses on the Mérida program were taught by Central College professors on an alternating basis but regardless of which professors were teaching on the program, students always took classes in Spanish and Mexican civilization; this course continues today as all students take *Understanding Contemporary Mexico*. Historically, Mérida is Central's most popular program because it was the only program to operate on Central's trimester calendar and it was Central's first study abroad program which did not require previous language study; students took, and continue to take, Spanish language classes and their remaining coursework is taught in English.

In addition, service has always been part of the Mérida study abroad program. During the first year of the program, students used their activity fees to build a basketball court and small playground in an underprivileged neighborhood. Service opportunities continue today as Central has continuous placements in organizations that work with children with disabilities, sites for teaching and tutoring English and children's recreational programs, among others (Weller, n.d.).

Today, Central College continues to partner with higher education institutions and non-profit organizations in Mérida in order to continue offering the Mérida study abroad program but additional partnerships and programs have developed. For example, each year Central welcomes native Spanish language speakers from Méridian universities to Central's campus; these individuals serve as language assistants. Language assistants "enrich the cultural environment for all students and provide opportunities for growth in cross-cultural understanding" (Central College, 2013). The language assistants live on campus in the Wing International Center language houses and conduct conversation labs for students taking language, literature and culture courses in Central's modern languages department.

Central also offers faculty development workshops in Mérida. Titled Global Experiential Development Workshops, the workshops are open to faculty of all disciplines and are designed to build support towards broad global learning at partner home institutions. Mérida is used as a lens through which faculty explore a range of global issues including, but not limited to, the effects of modernization on traditional societies. A variety of activities are included in the week-long workshop including opportunities to interact with Méridians through homestays and site visits as well as the chance to hear from local experts on topics such as cultural identity. The workshops began in January 2012 and the third workshop in Mérida was held January 2014 (Central College Abroad, n.d.).

NEEDS ASSESSMENT

Central College

An environmental scan of Central College shows that the number of international students is very low and there is great interest among the Central community to welcome more international students to campus. President Putnam's initiative calls for a campus community

that is “more international in character and composition.” Although the number of international students on Central’s campus has been very low for several years, the institution has pledged to change this in order to not only attain its initiative but also create a more dynamic learning environment for all involved. This cultural exchange program will play a small part in helping the campus become more international.

In addition to having interest and support from the Central community, including President Putnam, an environmental scan shows that Central also has the financial support to make this global experiential learning initiative a reality. Central’s international student initiative has been kick-started by a 500,000 dollar grant from the Vermeer Charitable Foundation. This five-year pledge will help build Central’s global community on campus and enable the institution to recruit more international students, enhance the on-campus support structure, and create a welcoming international community (Central College, n.d.-b).

Developing this cultural exchange program will strengthen and diversify Central’s relationship with MU. Currently, the flow of students primarily moves from the U.S. to Mérida through Central’s Mérida study abroad program and faculty also flow from the U.S. to Mérida through Central’s Global Experiential Development workshops. Only a small number of Mexican students come to Central as part of the language assistant program and there is no faculty exchange between the two institutions. By creating and implementing MCSC, the relationship between the two institutions will begin to be more reciprocal.

As in other areas of the country, Iowa’s population demographics are changing and the Latino population is increasing. Nearly 163,000 Latinos live in Iowa, making people of Latino origin the largest race or ethnic minority with 5.3 percent of the state’s population. From 2000 to 2012, that Latino population increased by nearly 96 percent and projections show that the Latino

population will continue increasing in Iowa; by 2040, the Latino population will constitute 12.7 percent of the state's total population. Seventy-five percent of the Latino population in Iowa is Mexican (State Data Center of Iowa, 2013).

Considering that nearly 93 percent of Iowa's population self-identifies as white or Caucasian, the increase in the Latino population is a noticeable change (U.S. Census Bureau, 2014). Since 81 percent of Central students hail from Iowa (Peterson's 2013), the assumption can be made that Central College students have experienced Iowa's changing demographics. As a higher education institution, Central is charged with preparing Iowa's future leaders for many aspects of life including acceptance and understanding of different cultures including Iowa's growing Latino population. MCSC will provide another outlet for Central to inform its students about the Latino population and help to foster feelings of welcome and understanding.

Marista University

MU is in the opposite situation as Central College in that the institution welcomes a number of international students, especially for Spanish language coursework, but sends a smaller number of Mexican students abroad. In general, the number of Mexican students studying abroad has decreased over the past few years. In 2009, nearly 27,000 Mexican students studied abroad with the top locations being the U.S., Spain and Germany (UNESCO Institute for Statistics, 2011). By 2011, the number dropped to just over 11,000 students (Patlani Mexico, 2012). Although the reasoning for this dramatic drop in participation is unknown, MCSC will be an opportunity to send MU students abroad early in their education and encourage future participation on additional study abroad programs.

An environmental scan of U.S. higher education institutions shows that many cultural exchange programs exist and this is not a new concept in the field of international education.

Strong similarities can be drawn between MCSC and short-term cultural exchange programs offered by Florida State University (FSU). Programs such as FSU's can serve as models and resources to Central and MU during the creation and implementation stage of MCSC.

LITERATURE REVIEW

International travel has become more common-place and economies around the world are becoming increasingly interdependent. The world in which we live is shrinking due to the creation of globalization and development of technologies which ease communication and travel and both students and higher education institutions are recognizing the need to prepare. More than 85 percent of U.S. colleges and universities offer some type of study abroad program (Whalen, 2008) and many students take advantage of these programs. According to the Institute for International Education Open Doors report, just over 283,000 U.S. students studied abroad during the 2011-2012 academic school year. This is an increase of over three percent from the previous year (Institute of International Education, 2013).

International study is not a phenomenon experienced by only U.S.-American students. Students from around the world study abroad and participation numbers have increased dramatically since 1975. In the mid-1970s, about 800,000 students studied abroad around the world. The number has now grown to well over four million students in 2011. The top destinations for study abroad students are the United States, the United Kingdom and China respectfully constituting 19, 11 and eight percent of globally mobile students (Institute of International Education, 2014).

According to Dwyer (2004), there has been a dramatic increase in the number of students studying abroad but the duration of the time abroad has decreased over the past 20 years. The Institute of International Education defines short-term study abroad programs as summer

programs or programs that are eight weeks or less. Nearly 60 percent of U.S. study abroad students completed a short-term program during the 2011-2012 academic year. Participation in short-term programs increased nearly one percent from the previous academic year (Institute of International Education, 2013).

It was initially doubted that short-term study abroad programs could be as meaningful as semester- or year-long programs but research has proven differently. Students receive a wide variety of benefits from short-term study abroad programs. Short-term programs can improve students' openness to diversity (Wortman, 2002), increase students' cultural sensitivity (Anderson, et al., 2006) as well as heighten students' appreciation for other cultures (Pence & Macgillivray, 2008). In addition, short-term study abroad programs can improve students' understanding of global interdependence (Sutton & Rubin, 2004) and encourage students' interests in further study abroad (Lewis & Niesenbaum, 2005).

Although a number of international education researchers have found that students benefit from short-term study abroad programs, there are few published articles highlighting the factors which lead to a successful short-term study abroad program; an article by Wang, Peyvandi and Moghaddam (2011) fills this void. Wang and colleagues found there are two types of characteristics which lead to successful short-term study abroad programs: experiential and contextual characteristics.

The researchers use the work of Kolb and Dewey as a basis when defining experiential characteristics. Kolb's definition of experiential learning states that experiential learning is "the process whereby knowledge is created through the transformation of experience" (Kolb, 1984, p. 41). Short-term study abroad programs allow students to touch all four steps of Kolb's experiential learning cycle through activities like a company visit which constitutes a concrete

experience, a cultural tour featuring engagement with local people which helps students reflect on differences, a writing assignment which allows students to conceptualize and generalize what they observe, and finally, implementation of new concepts learned abroad when students return home. Contextual characteristics concern the more pragmatic side of study abroad and include home and abroad administrative support, housing, costs, program duration and orientation (Wang, Peyvandi, & Moghaddam, 2011).

Wang and colleagues found that both experiential and contextual characteristics have a positive and significant relationship with the effectiveness of short-term study abroad programs. The results indicate that experiential activities like meeting local people, engaging in local events and doing daily chores as locals are critical to students' learning and the overall effectiveness of the program. In addition, contextual characteristics such as the administrative support of the program including promotion, recruitment and logistics are critical to program success (Wang, Peyvandi, & Moghaddam, 2011). Central College and MU will consider Wang and colleagues findings when developing MCSC to ensure the program's effectiveness.

Based on previous research, Central College and MU understand the factors necessary for creating an effective short-term study abroad program but the institutions also need to consider the program purpose of increasing cultural understanding. Brislin and Yoshida (1994) define culture as any framework of expectations and values while Landis and Bhagat (1996) state that intercultural sensitivity is crucial to enabling students to live and work with people of different backgrounds. As our world becomes increasingly globalized, the need for intercultural sensitivity is ever more important and it is vital that higher education institutions provide students with the tools to be interculturally successful.

Mechanisms for achieving intercultural competency have been subject to considerable discussion with alternatives ranging from presentations in domestic classrooms to actual exposure through study abroad programs or field work. A study by Anderson, Lawton, Rexeisen and Hubbard (2006) explores whether increased intercultural competency can be achieved on a short-term study abroad program. In the study, students completed a four-week business management program in London, England, and Cork, Ireland, and Hammer and Bennett's (2002) Intercultural Development Inventory (IDI) was administered on the first and last day of class. The researchers concluded that short-term study abroad programs can have a positive impact on intercultural sensitivity, as participants on this short-term program did improve their intercultural sensitivity on this short-term program. In addition, Anderson and colleagues found that students lessened their tendency to see other cultures as better than their own and improved their ability to accept and adapt to cultural differences (Anderson, et al., 2006).

Finally, Central College and MU should consider student growth and development when creating MCSC and an article written by Lumkes Jr., Hallett and Vallade (2012) highlights such growth. In the study, students from the College of Agriculture at Purdue University completed a 16-day study abroad program in China. Although the program's academic foci were agriculture, environmental protection and globalization, student participants reported greater personal rather than academic development. For example, the students' understanding of "what it means to be an American" changed more significantly than their "understanding of the term environmental protection" (Lumkes Jr., Hallett, & Vallade, 2012). Knowing it is likely that MCSC participants from MU and Central will learn a great deal about themselves in addition to U.S.-American and/or Mexican culture by participating in this program, Central and MU should build in

opportunities for participants to reflect and discuss the changes they are seeing within themselves during the program.

GOALS AND OBJECTIVES

Program Goals

The purpose of MCSC is to increase cultural understanding between the Central College community and the MU students through an introduction to Mexican and U.S.-American cultures and practice of intercultural communication and sensitivity skills. The MU students will receive an in-depth introduction to U.S.-American culture through both formal and informal interactions with the Central College community; the same can be said for the Central community, as they will gain an understanding of Mexican culture through MCSC program activities. The cultural exchange program will further the service-oriented missions of both institutions because MU students will participate alongside Central students during Central's campus-wide Service Day. The program will foster relationships not only between the participants but also between the two institutions. In addition, this program will help Central College meet institutional goals of continued internationalization through inclusion of international students. MCSC may also boost MU study abroad participation. Also, MCSC may increase Central student interest in the Mérida study abroad program.

Program Objectives

1. Invite MU students with an interest in U.S.-American culture and intercultural communication and competency to Central College.
2. Facilitate a platform for discussion of Mexican, Yucatecan and U.S.-American cultures to further intellectual growth and cultural competence.

3. Further service-oriented missions of both institutions through student participation in Central's campus-wide Service Day.
4. Continue institutional relationship between Central College and MU.
5. Foster personal and professional relationships between MU students and members of the Central College community.
6. Meet institutional goals to further internationalize Central College and encourage continued inclusion of international students.

Participant Goals

During MCSC, the MU and Central communities will share and learn about the other's respective culture through formal and informal interactions including participation in Central's Service Day. In addition to learning about other cultures, the participants will learn more about themselves as Mexicans or U.S.-Americans. The participants will be introduced to or gain additional understanding of cultural competence and intercultural communication and sensitivity skills. Personal and professional relationships will be fostered among the two communities. In addition, MU students may use this program as an opportunity for English language practice.

Participant Objectives

1. The MU students and the Central College community will share their respective culture while at the same time learning from their peers about another culture.
2. Participants will learn about and practice cultural understanding and intercultural communication.
3. Participants will reflect on their own culture while learning about another.
4. Participants will give back to the community by participating in Central's Service Day.

5. Participants will develop personal and professional relationships and international networks with their peers as well as community members.
6. MU students will practice and increase English language skills throughout this immersion opportunity.

PROGRAM DESCRIPTION

MCSC is a non-credit bearing opportunity, as the program will simply be an opportunity for cultural exchange and also service-learning for both MU students and the Central community. Service is a milestone of both MU and Central College and since this value is shared by the two institutions, the program will have a service focus. Both institutions' service-learning programs require reflection and evaluation, processes that will be coupled with the program's service activities.

For one day each year during the spring semester, Central College cancels classes and all Central students, faculty and staff are encouraged to participate in a campus-wide Service Day. Service Day is generally held in late-April but to coincide with MCSC and allow the MU students to participate, Service Day will be moved to the beginning of April. This full-day service opportunity will allow the MU students to give back during their time in Iowa and because they will be serving alongside Central College students, faculty and staff, the MU students will have the chance to begin friendships and/or deepen newly-developed relationships.

Although service will be a priority of the program, it will not be the sole focus. The MU students will also have the chance to learn more about Pella, a unique Dutch-American town, as well as Iowa in general. Example activities include visits to Pella-area sites including Scholte House and Lake Red Rock, dinner at local Pella residents' homes, and attendance at Central fine arts and sporting events as well a free time to interact with new-found friends in Central's dorms

and dining halls. Central College students, faculty and staff will participate alongside the MU students during these activities to provide informal exchange opportunities. MU students will have the opportunity to share their culture with the Central community through presentations and discussions during on-campus classes including, but not limited to, Spanish language and literature courses. In addition, a Mexican movie night will be held and accompanied by a small-group discussion led by the MU participants. The MU students will take part in a Mexican culture festival where they will be asked to share their culture through song, dance, oral presentation, photography or whatever platform they find suitable.

The MU students will be housed in on-campus dorms with current Central College students who will act as volunteer hosts. Central regularly offers perspective students the opportunity to stay with current students and the student volunteers used for the perspective student visits will be asked to host the MU students. Central offers a variety of housing options for students and MU students will be housed in large dorm facilities to incorporate them into larger, residential life communities. All meals will be included in the MCSC program fee; most meals will be taken at on-campus dining facilities while some will be taken off campus with local host families and in local restaurants.

MCSC will be one week in length and take place following Semana Santa or Holy Week, a common time for Mexican universities to offer spring break. Easter in 2016 is March 27 and therefore, to coincide with the spring break period the program dates will be March 28-April 3, 2016. Nearly two of the program days will be used for travel to and from the U.S. with the remaining days spent in Iowa.

The reason the program is one week in length is primarily due to Central's limited international student support services. Although the interest in international student inclusion has

been great within the Central community for several years, carrying out this goal requires time and many resources. This program should be seen as a stepping stone as Central works to include and provide support for international students. The goal is that this week-long pilot program will eventually evolve into a robust program for degree-seeking international students.

CURRICULUM

Learning Philosophies of Marista University and Central College

Central College is guided by the mission to integrate career preparation with the values essential for responsible citizenship including service in local, national and international communities (Central College, 2014). MCSC will enhance this mission by exposing Central students to the unique Mexican and Mayan cultures through formal and informal interactions like classroom presentations as well as receptions and free time for socializing at night in the dorms; experience with MU students will help the Central community develop or build skills necessary for living in international communities. In addition, MCSC encourages interaction through service-learning as Central and MU students work together on Central's Service Day.

Service is a shared value between Central College and MU. MU's motto is "being to serve" and service is a pillar on which the University stands. Upon graduation, MU students should have a clear attitude about service and to help students gain the skills necessary for leading a service-based life, the University boasts a "learning-by-serving program" that meets community needs in Mérida's marginalized Emiliano Zapata Sur neighborhood and the nearby port of Progreso (Marista University, 2011). In addition, Marista University believes in a student-centered education and follows the UNESCO education model consisting of four pillars of education, one of which is "learn to coexist." MCSC will expose MU students to a different culture in Pella, Iowa, and through interactions with different people and cultures, MU students

will begin to develop skills which will allow them to successfully coexist as they complete their education and beyond.

Learning Needs and Characteristics of Marista and Central Students

MU and Central College students will come from diverse backgrounds and upbringings. Most will be between the ages of 18 to 22 but some non-traditional students may be included. Being young in age and having recently entered college and university, the students will likely not have developed a strong sense of self-identity, self-authorship or self-discovery. In addition, the MU students come from a high-context culture and may not fit into the specific categories of sequential development that are generally referred to in low-context environments like the U.S. Therefore, MU students may have passed through a development stage in their own culture but not in the low-context culture. The MU students may face challenges in their sense of self-identity and will be allowed free time to address their challenges throughout the MCSC program.

Learning partnership models (LPM) highlighted by Baxter Magolda (2001, 2004) will be used as a guide for MCSC. Baxter Magolda suggests the relationship between an educator and student is like a tandem bicycle. The learner takes the front, drivers seat and is allowed to direct the journey while the educator takes the back seat to provide support and guidance (2001). The educator provides support by validating the learner's capacity to know, situating the learning experience and defining learning as a mutual process. In addition to providing support, Baxter Magolda suggests educators should challenge their learners to develop internal authority. This is done by the educator portraying knowledge as complex and socially constructed, emphasizing that the learner is central to knowledge construction and encouraging learners to share expertise (2004, 2009).

MU and Central College students will benefit from a LPM in a number of ways. First, MU and Central students will still be developing their sense of self and using the LPM ensures that the students will be able to direct their learning while still receiving the proper support from educators. In addition, MCSC is a cultural-exchange program and therefore MU and Central College students as well as the Central community at large will learn from each other. The roles of educator and learner will be blurred at times and therefore, it's beneficial to recognize that learning is a mutual process.

Using LPM models developed by Baxter Magolda, Taylor and Hanes (2008) provide an example of how to use the LPM in a university program; this model should be used as a guide for MCSC (see Appendix A). The researchers' three-tiered model demonstrates how educators can intentionally link students' current learning style with developmental goals and design learning experiences to move students from tier to tier (Taylor and Hanes, 2008). MCSC participants will most likely fall in tier one or perhaps be transitioning from tier one to tier two. By creatively applying the LPM as Taylor and Hanes have done as well as understanding and applying previous student development research, MCSC will help participants move towards tier three, a tier highlighted by self-authorship.

Pre-Departure, Orientation and Closing

A pre-departure session at Casa Central will take place in February 2016. This event will be organized by the MU international coordinator and Central's Mérida resident director; these two individuals will be present during the event and Central's international student advisor will Skype into the meeting. MU students as well as their parents or guardians will be invited to attend. The evening will start with refreshments and a chance for the MU parents and students to mingle. Central College student volunteers studying abroad in Mérida will be in attendance and

MU students and parents can informally ask questions of the student volunteers during refreshment time. Following refreshments the official program will commence and MU students and parents will be welcomed by the MU international coordinator and the Central international student advisor on Skype. The MU international coordinator will first present information about culture shock so the MU students and parents will have an understanding of the concept and know how to deal with symptoms should they arise. After the culture shock cycle has been explained, the MU students and parents will hear from a panel of Central College student volunteers studying abroad in Mérida and the topics will include local life in Pella, life of a Central College student and service-learning and Service Day at Central. Following the Central student volunteer panel, the MU international coordinator will provide details regarding health and safety, program logistics and the pen-pal program. A question-and-answer period will end the pre-departure session and both the MU international coordinator and Central's international student advisor will field questions (see Appendix B for pre-departure orientation schedule).

Prior to departure, MU students will be paired with their future Central College roommates as part of a pen-pal program. The purpose of the pen-pal program is to allow the MU students an opportunity for cultural exchange prior to their arrival in the U.S. The MU students and their respective roommates will have the opportunity to get to know each other and the MU students will be able to ask questions of the Central students about life in the dorms, what to pack, and more. The pen-pal program will be announced and contact information provided during the pre-departure session at Casa Central. The pen-pals will be encouraged to maintain contact throughout the program and after if they choose.

Upon arrival in the U.S., MU students will complete brief orientations on day one and two. MCSC students arrive in the afternoon on day one so the orientation at this time will simply

be a welcome from Central's international student advisor, a campus tour and introduction to their roommates, to ensure they have the resources necessary for a successful first night on Central's campus. The orientation on day two will be more extensive and will be led by Central's international student advisor after a welcome from Central's director of global experiential learning. The purpose of the orientation is to ensure the MU students have settled into the dorms, review the week's itinerary and answer any questions about the scheduled events. In addition as a reminder, culture shock will be reviewed briefly. The MU students will also complete a guided reflection session in which they will be asked to set goals for their week on Central's campus.

The day two orientation includes a Pella city tour. The MU students will have completed a campus tour the afternoon prior but this will be the first opportunity for the students to explore the town of Pella. Tour visits include stops at Scholte House, the town square and Jaarsma Bakery. The tour will allow the MU students to experience Pella's unique Dutch-American heritage through sight, sound, smell and taste. The MU students will be accompanied by Central College students throughout the city tour to allow the MU students an opportunity to informally meet their Central peers (see Appendix C for detailed program schedule which includes orientation schedule).

MCSC will close with a reflection session as well as a culminating fiesta on the final day of the program. The reflection session will be led by Central's international student advisor and students will be asked to reflect on the progress they made towards the goals set during the orientation session at the beginning of the program. The international student advisor will also ask students to think about the friendships and connections they have made at Central College and what they have learned about U.S.-American culture.

The purpose of the fiesta is to allow the MU students an opportunity to share their Mexican and/or Mayan heritage and culture one final time with the Central College and Pella community. In addition, the students will be able to say an official goodbye to the friends they have made during the program. The MU students' participation in the program will be formally acknowledged at the fiesta and there will be ample time for informal interactions with Central and Pella community members.

Content: Instructional Methods and Activities

In the delivery of the program, MCSC will utilize service activities, student presentations, a foreign documentary film screening, cultural events such as a fiesta, dinner with local host families and local tours, as well as networking opportunities (see Appendix C for detailed program schedule). It is important to remember that these activities will benefit both the MU students as well as the Central community.

Service activities. Service activities will take a lead role in MCSC, as the MU students will serve alongside their Central College peers during Central's annual Service Day. Central College partners with several non-profit organizations to provide Service Day opportunities. Service Day projects can last anywhere from four to eight hours and are located near Central's campus in Pella but some are also located in Des Moines and the surrounding area. MU students will be asked to pair-up and select full-day service projects. Sample organizations which the MU students could serve and corresponding activities include neighborhood beautification for Habitat for Humanity in Des Moines, Iowa, making quilts for the homeless at a local church in Prairie City, Iowa, and assisting the City of Pella with mailings in preparation for the upcoming Tulip Time celebration, an annual three-day showcase of Pella's Dutch heritage. In pairs, the MU students will complete a variety of service activities with different organizations on Service Day

and under the leadership of Central's director of community-based learning, reflect on their service experiences the following day.

Student presentations. MU students will be asked to provide information about Mexican culture both formally and informally, with one of the most formal forums being in-class presentations. Each MU student will be asked to give one, ten minute in-class presentation during their week on Central's campus. The class in which each student will present will be pre-determined based on the MU students' academic interests or disciplines. For example, a MU student studying health sciences may present about the rising obesity rates in Mexico in the Central College course titled *Community, Consumer and Global Health*. The purpose of the in-class presentation is to add to the academic content of the course while offering Central students a different perspective on a relevant topic. Prior to the in-class presentation, each MU student will have email contact with and meet the class's respective faculty to discuss the contents of the presentation. A discussion should follow each MU student's presentation which will allow the Central students the opportunity to ask questions of the MU student presenter and vice versa to gain additional understanding.

Foreign documentary film screening. One night during MCSC, Central College will screen a documentary titled *Quest for the Lost Maya*, a National Geographic Special. Mayan culture permeates southern Mexico including Yucatan where Mérida is located, yet scientists sometimes dismiss the Maya of the North for the more famous Mayans of present-day Guatemala, Belize, Honduras and El Salvador. This documentary showcases new archeological findings in Yucatan which demonstrate that the Northern Mayan civilization was much larger and more established than previously thought (National Geographic Special, 2013). This film will

illustrate the culture and heritage of the Mayan civilization, a still present and thriving population which greatly influences the Méridian community in which MU is centered.

Central students, faculty, staff, members of the Pella community as well as the MU students will be invited to this free event. The MU students, joined by faculty from Central's department of modern languages, will introduce the film and after the showing, a small reception will be held so audience members will have the opportunity to ask questions about Mayan culture of the MU students and Central faculty and reflect on the film. Central Spanish language and literature faculty will be an important resource for the MU students during the film screening as they may be able to anticipate questions from the Central community and help the MU students interpret the film.

Cultural events. Two types of cultural events will be offered: events in which the MU students will learn about Pella, Iowa, and events in which the Central College community will learn about Mexican culture. MU students will learn about Central College as well as Pella through campus and city tours and dining opportunities at local homes. Upon arrival in Pella, the MU students will be given a campus tour not only for orientation purposes but also to introduce the students to what life is like as a Central College student. Early in the MCSC program, the MU students will also receive a tour of Pella including visits to Scholte House, home of the town's founder, as well as Lake Red Rock, a nearby recreation area. Central College students will either lead these tours or accompany the MU students to provide additional opportunities for informal cultural exchange.

On two evenings during MCSC, the MU students will be invited in pairs into the homes of local Pella residents for dinner. Just as a Central College campus tour will introduce the MU students to what life is like as a student in Pella, these home-visits will allow students to see an

authentic side of life as a Pella resident. With the help of Pella's numerous local churches, families will be recruited by Central's international student advisor and will be screened not only for safety purposes but also to ensure that a variety of families from all walks of life are selected.

A fiesta will be held near the end of MCSC as a closing ceremony and send-off for the MU students; in addition to providing the MU students the opportunity to say an official goodbye to new-found friends this will also provide them one final opportunity to share an aspect of the Mexican culture with the Central community. Each MU student will be given a space around the exterior of the fiesta space to create a display related to Mexican and/or Mayan culture. The display can portray a cultural aspect of the student's choosing and any medium can be used. For example, one MU student may showcase the traditional Mayan population located near Mérida through photography while another student may present Mexican pop culture with a collage made of magazine clippings. Cultural topic and medium usage approval for both logistical concerns as well as appropriateness will be granted in advance by Central's international student advisor. Central College students, faculty and staff as well as the larger Pella community will be invited to attend the fiesta for free. Guests will be able to mingle throughout the displays, chatting with the MU students, and a short ceremony will be held to honor the MU students for their participation in MCSC. The event will end with Mexican cuisine sampling and traditional dancing.

Networking. Both formal and informal networking opportunities will be offered throughout MCSC. Events will include lunch with Central College faculty and staff members, an opening reception on the MU students' night of arrival, as well as during the closing fiesta. The students will also have time to network independently throughout the program. The MU student's roommates will act as cultural informants during independent networking time and

encourage the MU students to join in informal study groups, movie nights and other extra-curricular activities.

STAFFING PLAN

MCSC staff members will be drawn from both MU and Central College. At Central, the primary staff member will be the international student advisor but the director of international recruitment and admission as well as the director of global experiential learning play roles. Supervision of the international student advisor and MCSC will be shared by the director of international recruitment and admission and the director of global experiential learning. In addition, both directors will liaise with MU officials. The director of global experiential learning will communicate with MCSC funders while the director of international recruitment and admission will assist the MU students through the visa procurement process. The directors will not receive additional funding for taking on these responsibilities as these responsibilities fall within the directors' purview.

The Central international student advisor will be the primary point-of-contact for all MCSC preparations and activities. The advisor will organize and implement MCSC from beginning to end. Duties include MCSC program development and implementation, budget management, international student support services, activity coordination and logistical support. No additional funding will be provided to the international student advisor for their work on MCSC (see Appendix D for international student advisor job description).

Central does not currently have a director of international recruitment and admission or an international student advisor. The search process has begun for a director of international recruitment and admission and this position will be filled late spring or early summer 2014 (see appendix E for director of international recruitment and admission job description). The

institution plans to hire an international student advisor prior to the 2015-2016 academic year as a follow up to the hiring the director of international recruitment and admission. MCSC will be one of the first major projects for these new Central employees.

In a more minor role, Central's director of residence life will assist the MU students with on-campus living and will be the students' point-of-contact should an issue arise in the residence halls. The director of residence life should be available while the MU students are on Central's campus and these temporary extra responsibilities will not be funded.

The MU international coordinator will also play a key role in the MCSC program. The MU students will be recruited by the MU international coordinator. Applications will be reviewed by the MU international coordinator as well as the CCA Mérida resident director. Once the 10 participants have been selected, the resident director and MU international coordinator will work together to prepare the MU students for MCSC by co-leading a pre-departure session held at Casa Central. Central College students studying abroad in Mérida will also assist with pre-departure activities to provide the MU students a student's perspective of Central, Pella and Iowa general. Also in preparation for MCSC, the MU international coordinator will work alongside Central's director for international recruitment and admission for visa support services. A small stipend will be provided to both the MU international coordinator as well as the CCA Mérida resident director for their work on MCSC. The student volunteers will not be funded.

The MU international coordinator will assist the MU students with pre-departure activities leading up to the program as well as traveling to the airport and upon arrival Iowa, Central's international student advisor will support the students as well as the program in general until the students' return to Mexico. Central's international student advisor will recruit student volunteers to assist with program activities before and during MCSC. For example, the Central

international student advisor will develop and manage a pen-pal program in which Central students will be paired with the MU students. The Central pen-pals will also serve as cultural informants to the MU students when they are on campus. Like the Central student volunteers in Mérida, these volunteers will not be funded (see Appendix F for organizational chart).

PROGRAM MARKETING

Marketing efforts are focused on the following questions: Who is MCSC trying to reach? Where are these individuals located? What media tools do the target participants use? Although the primary participants are MU students, the nature of the program also calls for targeted marketing efforts to key groups including Central College faculty, staff and students as well as the Pella community at large.

In order to provide information to perspective MU students, Central College will create a website specifically for MCSC and the MU website will link to this website. Central's communications team in collaboration with the international student advisor will be in charge of maintaining and updating the website. The website will include a description of MCSC, important dates, program updates, information about Central College and the relationship between MU and Central, admission requirements and application, application timeline and procedure, required travel documents and estimated out-of-pocket expenses.

MU will be charged with marketing MCSC to the student body. This will be done by the international coordinator through a variety of marketing tactics including posters hung around campus, email and newsletter announcements and information sessions held by the international coordinator. The international coordinator will invite Central College students studying abroad in Mérida to campus to be part of the marketing efforts, especially the information sessions (see Appendix G for MU MCSC marketing flyer).

Central College will inform the community about MCSC-related events including the culminating fiesta. This will be done through printed posters hung around campus and throughout Pella, an announcement in Central College's daily posting called *The Crier* and an announcement in Pella's local newspaper called *The Town Crier*. In addition, emails with information about the MCSC community events will be sent to Central alumni in Pella and the surrounding area (see Appendix H for MCSC community event flyer and Appendix I for flyer advertising the fiesta).

All marketing materials will be presented in English and Spanish with translation assistance from Central's modern languages department. The marketing materials found in the appendices are presented in English but translation work will occur in advance of recruitment.

STUDENT RECRUITMENT AND ADMISSIONS

Ten students will be drawn from MU to participate in MCSC. The MU international coordinator will be the students' primary point-of-contact during the application process. The Central international student advisor will be available to answer MU student questions about the program but international coordinator will be charged with collecting and organizing applications. In order to participate in the cultural exchange program, students must be in their first or second year at MU. Students of all academic disciplines will be considered. Preference will be given to students with previous community service and/or service-learning experience. Students must be willing to travel to the U.S., specifically Iowa, and interact with and provide information about Mexican and/or Mayan culture to U.S.-American students, faculty, staff and community members. Participants should have a command of the English language consistent with Central's international student admission standards which specifies that international

students must score 530 or higher on the TOEFL (197 CBT/ 71 iBT; see Appendix J for MCSC application and information).

MU undergraduate students will complete an application including an essay. Applicants must also submit two letters of recommendation, an official copy of their transcript(s), English language test scores and a copy of their passport. Applications are due October 15, 2015. Participant selection will be made by a committee consisting of Central's international student advisor, CCA Mérida resident director and the MU international coordinator. Participants will be notified of their acceptance prior to the winter holidays.

LOGISTICS

Important logistics include travel documents, transportation, room and board at Central College and pre-departure materials (see appendix K for implementation plan).

Travel Documents

In order to participate in the program, scholars must have a valid passport and J-1 visa. The process to attain a J-1 visa varies by country. After the selection committee chooses the MCSC participants, the Central director of international recruitment and admission will work with the students to quickly begin the visa process and ensure the students receive the appropriate visa. Upon receiving the visa, the MCSC students will be required to submit a copy to the Central international student advisor.

In addition to the J-1 visa, MCSC students will receive an official acceptance and welcome letter from Central College. Should immigration officers have any questions about the students' purpose for coming to the U.S., the students can present this letter noting official acceptance and program information.

Transportation

Prior to departure from Mérida, all MCSC participants will meet at MU and take a coach together to the airport; the MU international coordinator will meet the students at MU and accompany them to the airport. Airline tickets will be purchased in advance on behalf of all participants. Upon arrival in Des Moines, Iowa, the Central international student advisor will greet the MCSC students at the airport and transfer them back to campus. All additional on-ground transportation will be provided by the program. Travel insurance will be provided by MCSC through ISIC, International Student ID Card.

Room and Board

MCSC students will be housed in Central's on-campus dorms with volunteer, same-gender hosts. The volunteer hosts will be current Central College students who regularly house visiting students. Central offers a variety of student accommodations and MCSC students will be housed in larger, dorm facilities to ensure they have a variety of students in which to interact. No co-ed placements will be made.

All meals will be provided by the program. Most meals will be taken on campus in Central's dining facilities including The Café, Central Market or Grand Central Station. Some meals will be eaten off campus at local hosts' homes and restaurants. Student will be advised to bring spending money for snacks, should they choose to purchase something to eat between meal times.

Pre-departure Materials

In February 2016, MCSC participants and their parents will be invited to a pre-departure session at Casa Central in Mérida. The materials provided will include information about Iowa and specifically Pella (see appendix L), a document explaining the program at a glance (see

appendix M), the detailed program schedule (see appendix C), and a document titled “What to know before you go” which features information about culture shock, money management abroad, a suggested packing list and more (see appendix N). The MU international coordinator will speak about health and safety as well. Parents will receive a parent handbook (see appendix O) and students will receive a student handbook featuring policies and procedures (see appendix P) at the pre-departure session. The pre-departure materials will also contain syllabi for the courses in which the MU students will present when on campus as well as biographical information about the respective faculty member.

HEALTH AND SAFETY PLAN

The health and safety of MU students participating in MCSC is a vital concern and top priority for all involved with this program. Central’s health and safety management crisis plan will be the presiding document of reference in the case of an emergency.

It is required by law that all students who are visiting the U.S. in the J-visa category have a certain minimum insurance coverage in order to maintain their J-visa status. The MU students are responsible for purchasing insurance plans that meet at least the minimum requirements. The J-1 insurance requirements can be found in Appendix Q. The insurance required is not the same as a travel insurance, which will be provided to MCSC participants via ISIC. Once MCSC participants have provided proof of insurance and submitted their health forms, they will be provided with an in-country program itinerary as well as a list of all health and safety-related services.

MCSC students will be made aware of the potential health and safety risks involved in the one-week program and will receive pre-departure material including health and safety details in-person and via email. Health and safety concerns and precautions include but are not limited

to immunizations, physical and mental health, prescription medications, insurance coverage, and environmental conditions, most of which are included on the health form (see Appendix R).

Disabilities will be appropriately accommodated.

MCSC staff will receive and be expected to know the full program itinerary and the program's health and safety plan. The plan will also include the program's drug, alcohol and behavioral policy. Prior to departure from Mérida, the MU students will sign the conditions of participation form (see Appendix P), stating they received information on the program policies and they understand and agree to comply with MCSC and Central College guidelines.

CRISIS MANAGEMENT PLAN

The MCSC program will follow Central College's Emergency Plan. The Central College Emergency plan enhances the safety of program participants and guides their responses to emergencies. The plan is not a guarantee that a specific action will take place in a specific situation, nor is the emergency plan a contract between Central College and any other party. Health, safety and recovery from emergency situations are the sole responsibility of each program participant.

Central College uses a number of sources to assess the safety and security risks for participants including data provided by the U.S. Department of State and data gathered from program directors, the director of residence life and the on-campus security staff. Other sources include recommendations made by NAFSA. We encourage participants and their families to remain in close contact with each other and to regularly check travel advisories at the U.S. Department of State website.

In a crisis situation, Central's international student advisor acts as the MCSC "program director" and the international student advisor plays a lead role in emergency planning. The

advisor continually monitors the safety and security of the participants and in the event of a local, national or international crisis, the advisor will:

- Contact all participants to ascertain their well-being and provide information and advice,
- Contact the MU international coordinator to keep the MCSC participants' home institution informed of the situation,
- Contact the Embassy, Consulate and/or Interest Section,
- Gather or not gather the participants in a group based on the circumstances,
- Advise participants to contact their families as soon as possible,
- Contact the Emergency Response Team, and
- Continue to monitor the local situation and implement instructions from the Emergency Response Team as needed.

The international student advisor will review crisis management during pre-departure and the on-campus orientation sessions. During the on-campus orientation session, the international student advisor will also ensure that all MCSC participants have a mobile phone with ample minutes pre-loaded. The MCSC program requires that the participants have a mobile phone at all times for safety and security purposes.

MCSC participants are also an important part of crisis management. Central College advises that participants make sure their families have accurate and up-to-date contact information at all times, notify the Central College international student advisor of any emergencies and any health condition that lasts more than a day or two and review travel advisories for locations they plan to visit.

Central College's Emergency Communication and Management Team consists of senior staff members, including the President. In the event of an emergency, the Emergency

Community and Management Team will determine the course of action, which will be carried out by the Emergency Response Team. Members of these teams have access to all critical data regarding MCSC participants, MU and the MU international coordinator and other safety and crisis information. In the event of a local emergency or worldwide crisis, MU will be contacted as soon as possible. Participants' families or emergency contacts will also be notified depending on the severity of the situation.

Instructions for contacting the Emergency Response team can be found in the parent handbook (Appendix O) as well as the student policies and procedures handbook (Appendix P). In the event of a local, national or international emergency or crisis, the Emergency Response Team will consult the international student advisor regarding the situation, determine the proper course of action and have the international student advisor implement the plan, contact MU regarding the course of action and contact the participants' families depending on the severity of the situation.

Central College does have a contingency plan for the Pella campus. Contingency plans will be put into place in case there is a known local condition that requires extra caution, removal of the program to a different site in the same city, country or nearby country or suspension of the program and evacuation of participants. For security reasons, the contingency plans are made known to Central College staff only.

BUDGET

| Mi Cultura, Su Cultura: Marista University and Central College Cultural Exchange Program | | | | | | | | | | | | |
|--|------------------------------|-------------|----------|----------|------------|----------------|----------------|----------|------------|----------|---------|----------|
| Item | Notes | Fixed Costs | | | | Variable Costs | | | | BCA | In-Kind | Total |
| | | Cost | Unit | Quantity | Quantity 2 | Cost | Unit | Quantity | Quantity 2 | | | |
| PRE-PROGRAM | | | | | | | | | | | | |
| Pre-departure materials | | | | | | \$10 | /student | 30 | | \$100 | | \$100 |
| Pre-departure meeting space | Casa Central | | | | | \$50 | /day | 1 | | | \$50 | \$50 |
| Central College international student advisor | Cost share | \$20 | /hour | 40 | | | | | | | \$800 | \$800 |
| Central College director of international recruitment & admissions | Cost share | \$10 | /hour | 10 | | | | | | | \$100 | |
| PARTICIPANT COSTS | | | | | | | | | | | | |
| Visa to U.S. | | | | | | \$200 | /student | 30 | | \$2,000 | | \$2,000 |
| SEVIS fee | | | | | | \$180 | /student | 30 | | \$1,800 | | \$1,800 |
| Meals | | | | | | \$30 | /student/day | 30 | 7 | | \$2,100 | |
| Accommodation | On-campus | | | | | \$30 | /student/night | 30 | 6 | | \$1,800 | |
| Transportation | International flight | | | | | \$700 | /person | 30 | | \$7,000 | | \$7,000 |
| | Around Central/Pelle | | | | | \$10 | /person/day | 30 | 6 | \$600 | | \$600 |
| Airport pick up | | | | | | \$50 | /trip | 2 | | | \$100 | |
| Excursion costs | | | | | | \$50 | /student | 30 | | \$300 | | \$300 |
| Travel insurance | | | | | | \$25 | /student | 30 | | \$250 | | \$250 |
| Meeting space | On-campus | | | | | \$50 | /day | 6 | | | \$300 | |
| Welcome reception | On-campus | | | | | \$250 | /event | 1 | | | \$250 | \$250 |
| Mexican film showing | On-campus | | | | | \$350 | /event | 1 | | | \$350 | \$350 |
| Closing fiesta | On-campus | | | | | \$350 | /event | 1 | | | \$350 | \$350 |
| Student certificate of completion | | | | | | \$15 | /person | 30 | | \$150 | | \$150 |
| ADMINISTRATIVE COSTS | | | | | | | | | | | | |
| Recruitment | | \$750 | /program | 1 | | | | | | \$750 | | \$750 |
| Marketing | | \$750 | /program | 1 | | | | | | \$750 | | \$750 |
| Materials | | \$30 | /person | 10 | | | | | | \$300 | | \$300 |
| Staff stipends | MU International Coordinator | \$1,000 | | 1 | | | | | | \$1,000 | | \$1,000 |
| | CCA Merida Resident Director | \$1,000 | | 1 | | | | | | \$1,000 | | \$1,000 |
| Central College technical support | | \$50 | /hour | 20 | | | | | | | \$1,000 | |
| SUBTOTAL | | | | | | | | | | \$16,400 | \$7,200 | \$11,000 |
| Indirect expenses | at 25% of subtotal | | | | | | | | | | | \$2,750 |
| Total | | | | | | | | | | \$16,400 | \$7,200 | \$13,750 |

BUDGET NARRATIVE

Pre-Program Costs

Central College international student advisor. Oversees all logistical details such as transportation, food, housing, pre-departure, on-site orientation and itinerary preparation. Coordination of MCSC is part of the advisor's regular job duties but for accounting purposes, a cost-share will occur for the hours spent working on MCSC preparations and activities.

Faculty. Faculty time with the MCSC students will be voluntary in nature.

Central College staff. Staff will come from existing ISSS staff and their salary and benefits will be embedded in their budget. Materials will come from the existing ISSS office and will mainly consist of marketing and orientation materials specific to the program.

Participant Costs

The welcome reception, Mexican film screening and closing fiesta will be catered by the Central College dining services staff.

Space. Central College will provide space for meetings and presentations.

Meals. MCSC participants will take a majority of their meals on Central's campus. Participants will receive a pre-loaded dining card which can be used at any of Central's three eating establishments including Central Market, The Café and Grand Central Station. The remaining meals will be taken either at local restaurants or with host families.

Accommodation. Central College will provide dormitory accommodations for MCSC participants. MCSC participants will share a dorm room with a member of the same sex.

Transportation. MU will transport MCSC participants from MU to the Mérida airport and vice versa. Central College will provide transportation to and from the Des Moines airport as

well as around Pella. For any additional excursions and/or sightseeing trips planned outside of the program's itinerary, participants will need private funds.

Airfare. The program will purchase airline tickets for all participants.

Funding for the cultural exchange program will be provided primarily by the Vermeer Charitable Foundation grant. The cost to the MCSC participants will be kept low, around 500 USD, with the remaining costs being absorbed by the Vermeer grant. For the MCSC participants, completion of this program would be an additional cost above and beyond MU tuition and fees. The goal is to keep the cost of the program low to allow for a large number of students to apply.

EVALUATION PLAN

MCSC participants are strongly encouraged to implement cross-cultural skills learned through the MCSC program in their day-to-day lives as well as stay in touch with each other and new-found friend at Central College and reflect on their experiences. An important goal of the MCSC program is cultural exchange and this includes the MCSC participants sharing what they have learned about U.S.-American culture with those back at home.

Program and participant evaluation will be completed in a number of ways. One of the program goals is to increase participants' cultural sensitivity and intercultural communication skills and this will be measured with the Global Perspective Inventory (GPI), an assessment tool housed at Central College which reflects a global and holistic view of student learning and development (Global Perspective Institute Inc., 2013). MCSC participants will complete a pre- and post-program GPI assessment. The growth seen on the GPI may be small considering the MCSC program is only one week in length. However, MCSC should be seen as a stepping stone in the students' growth and development and continued growth will occur as students participate in additional international education programs and cross-cultural experiences.

MCSC staff will complete a final evaluation of MCSC participants' experience two months after the scholars have returned to Mexico. Evaluators will use a questionnaire to collect quantitative data (see Appendix S) and evaluators will also engage scholars in conversations and formal interviews to collect qualitative data. This will be an opportunity to explore selected learning objectives more in depth including retention of program learning, perceptions of the international and service-learning experience and the extent to which MCSC alumni apply intercultural practices learned through the program.

U.S.-based student participants will complete an evaluation of the program components of which they were involved one week after MCSC participants have departed Central College. These participants will respond to an online survey and may engage in dialogue about their learning during and after interaction with the MCSC participants and program.

Community members will have the opportunity to provide feedback and evaluation after the welcome reception, Mexican film screening and wrap-up fiesta. At the conclusion of each event, several student volunteers will distribute evaluation cards. These evaluations will be accessed later for quantitative and qualitative data coding. The Central international student advisor will be on-hand at each of these events should a community member want to provide verbal feedback about the event.

LIMITATIONS

While MCSC is an opportunity for Central College to create a more internationalized campus and increase international student involvement, the program does have limitations; the first limitation is the program's duration. The program is intentionally one week in length because inclusion of international students is relatively new to Central and staff support and resources are limited. However, the short duration calls to question the program's effectiveness.

Can students really be educated about cultural sensitivity and awareness through a one-week cultural-exchange program? Will the Central community and the MU students truly learn about the other's culture in just one week's time? Can the MU and Central College students form deep bonds after only a few days spent together or is more time needed? The program evaluations will be very insightful after completion of this pilot program and if repeated, the length of MCSC may need to be altered to achieve the academic objectives.

Other concerns include funding and repeatability. MCSC is supported by funding provided by the Vermeer Charitable Foundation grant. The grant will provide funding for Central College's internationalization efforts for five years only. Knowing that the five years will come and go quickly, Central needs to prepare for how to continue not only inclusion of international students but also any other internationalization efforts started because of the Vermeer funding. Without this commitment, MCSC and other programming may not be able to be repeated.

A final limitation may be the international student support services offered by Central College. Both Central's international student advisor and director of international recruitment and admission will be relatively new to their positions and the institution when MCSC operates in spring 2016. In addition, international student inclusion is a new initiative at Central and MCSC work duties for both the advisor and director will be among a myriad of other tasks related to developing the international student program. MCSC may be too ambitious to operate when the advisor and director are so new to their positions and the institution; in addition, MCSC may be too ambitious while Central continues to develop its international student support services.

CONCLUSIONS AND IMPLICATIONS FOR THE FUTURE

Central College president Dr. Mark Putnam has charged the Central community with creating a campus environment that is more "more international in character and composition"

(Central College, n.d.-b). MCSC is a cultural exchange and service-based pilot program that begins Central's process of welcoming international students to the Pella campus. The MCSC program scope is limited due to the short nature of the program and the small number of MU participants. However, this program should be seen as a stepping stone as Central's works to internationalize and include and provide more support for international students. I am hopeful that in the future, Central College will have a robust program for degree-seeking international students and the MCSC program may be the catalyst for Central's continued growth and development.

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APPENDIX A: LEARNING PARTNERSHIP MODEL

TABLE 11.2. FRAMEWORK FOR STUDENT DEVELOPMENT.

| Tier 1 | | | | |
|---|---|---|---|--|
| Student Traits | Developmental Goals | Student Learning Outcomes | Faculty/Staff Expectations | Learning Experiences |
| <ul style="list-style-type: none"> • Knowledge viewed as certain • Reliance on authorities (parents, faculty, textbooks) • Externally defined value system and identity • Relate to others for approval | <ul style="list-style-type: none"> • Quest on how authorities create knowledge and see the need to create their own knowledge • Realize the drawbacks of defining themselves based on others' perceptions and focusing on approval from others | <ul style="list-style-type: none"> • Communicate by presenting controlling idea, logical organization and supporting evidence • Explore contemporary or enduring question about society or environment • Think critically by identifying multiple perspectives on an issue • Identify one's strengths and areas for improvement • Interact with others to engage with provocative ideas, disciplines or cultures | <ul style="list-style-type: none"> • Cultivate a safe climate for honest exchange of ideas • Validate students' capacity to know and learn • Build on students' experiences; connect academic learning to their experiences • Provide multiple valid perspectives on topics • Model critical self-reflection, and offer regular feedback • Sequence material to cultivate students' research or discovery-oriented skills | <ul style="list-style-type: none"> • Honors seminar meeting Tier 1 outcomes • First-year seminar • Assistantship in lab or research center for one semester • Completion of weekly book or film club led by faculty/staff and upper-class student • Community service (for one year with ongoing reflection) • Summer international workshop • Learning community (e.g., students co-enroll in set of courses and create study group) • Hall council membership |
| Tier 2 | | | | |
| Student Traits | Developmental Goals | Student Learning Outcomes | Faculty/Staff Expectations | Learning Experiences |
| <ul style="list-style-type: none"> • Evolving awareness of multiple perspectives and uncertainty • Evolving awareness of own values and identity and of limitations of dependent relationships | <ul style="list-style-type: none"> • Begin choosing their own beliefs and understand how they themselves decide what is true/valid within the context of multiple perspectives • Define and act on their own values as well as mutually negotiate with others | <ul style="list-style-type: none"> • Communicate in a recognizable academic or public genre (using appropriate tone, structure and argument) • Think critically by analyzing or comparing scientific, humanistic or artistic concepts or frameworks • Assess and refine one's educational goals | <ul style="list-style-type: none"> • Help students understand the limitations and benefits of various knowledge domains (e.g., disciplines, practices, cultures, conventions) • Assist students in processing problems and resist temptations to "rescue" or provide answers for them | <ul style="list-style-type: none"> • Honors seminar meeting Tier 2 outcomes • Summer or semester-long research experience • Semester-long study abroad |
| <ul style="list-style-type: none"> • Operate effectively within a diverse team to solve a problem, address an issue or answer a question | | <ul style="list-style-type: none"> • Help students function productively on a team (role negotiation, listening, time management) • Integrate opportunities for students to practice discovery and to make connections among their various learning experiences (in-class and out-of-class) | <ul style="list-style-type: none"> • Internship with additional research & reflection • Training experience with training & evaluation (one yr) • Participation on Mock Trial or Forensics Team (one year) • Resident Assistantship • Independent study • Application for national fellowship or external grant with close faculty guidance | |
| Tier 3 | | | | |
| Student Traits | Developmental Goals | Student Learning Outcomes | Faculty/Staff Expectations | Possible Experiences |
| <ul style="list-style-type: none"> • Awareness of knowledge as contextual • Development of internal belief system and sense of self • Capacity to engage in authentic, interdependent relationships | <ul style="list-style-type: none"> • Consistently base their decisions and constructions of knowledge upon their internal belief system • Integrate aspects of their identity and recognize the multifaceted identities of others | <ul style="list-style-type: none"> • Produce work that advances an original idea and is aligned with personal philosophy, and present to a public audience • Think critically by actively engaging with, evaluating and integrating diverse knowledge • Create, critique, apply knowledge in multiple contexts • Align one's actions with one's values • Sustain and enact a commitment to creating an inclusive community | <ul style="list-style-type: none"> • Open up opportunities for students to construct knowledge • Share authority and expertise with students • Create opportunities for students to teach, lead and learn from and with others • Offer narrative and face-to-face evaluations on students' work • Provide opportunities for students to reflect on their undergraduate experience and apply lessons learned to career plans • Encourage students to engage with one another in respectful dialogue to explore disagreements and differences of opinions | <ul style="list-style-type: none"> • Honors seminar meeting Tier 3 outcomes • Student designed and led course • Traditional thesis • Publication in peer-reviewed journal • Legacy project (project that gives back to the institution) • Presentation at national conference • Direct exchange study abroad experience at foreign institution • Student teaching with assessment project • Design competition • Business consultancy • Concert or art exhibition with explanatory notes and reflection |

APPENDIX B: PRE-DEPARTURE ORIENTATION SCHEDULE

You are cordially invited to a pre-departure orientation session in February 2016. Please attend to learn vital details about Mi Cultura, Su Cultura (MCSC). It is encouraged that you bring your parents or legal guardians but this is not required. The orientation session will be recorded so your parents/guardians can access the information later if they are not able to attend.

When: February, 2016, 19:00-21:30

Where: Casa Central

- 19:00 Pre-departure orientation begins with official welcome from Central College Mérida resident director. Short welcome reception to follow with Central College student volunteers mingling to answer your questions.
- 19:30 Welcome from Marista University international coordinator and Central College international student advisor (via Skype).
- 19:45 What is culture shock? Presented by Marista University international coordinator. Culture shock is something that everyone experiences when entering and living in a new culture. Learn how to identify and accommodate feelings of the culture shock phenomenon.
- 20:15 Hear from your peers. Presented by Central College student volunteers with facilitation from Central College international student advisor. Learn about life as a Central College student, life in Pella, Iowa, as well as service-learning and Service Day at Central College.
- 20:45 Keeping you safe: Health and safety on MCSC. Presented by Marista University international coordinator. Program details will be shared including health and safety protocols and program logistics. The pen-pal program will also be introduced.
- 21:15 Q&A. Presented by Marista University international coordinator and Central College international student advisor. Ask questions about any information you've received tonight. Contact information will be provided for the Marista University international coordinator and Central College international student advisor to facilitate further conversation.
- 21:30 Wrap-up by Marista University international coordinator. Pre-departure orientation ends.

APPENDIX C: DETAILED PROGRAM SCHEDULE

March 28 – April 3, 2016

Monday, March 28, 2016:

- 06:00 Depart Marista University for Mérida airport
- 07:00-15:00 Travel from Mérida to Des Moines, Iowa
- 15:00-16:00 Central international student advisor meets MCSC students at airport, transfer to Central College in Pella
- 16:00 Arrive at Central College
- 16:00-16:15 Official welcome by Central's international student advisor
- 16:15-17:00 Campus tour led by Central admission office work study students
- 17:00-17:30 Introduction to Central roommates and settle into dorm rooms
- 17:30-18:45 Dinner at Central Market accompanied by Central roommates
- 18:45-19:00 Free time to prepare for opening reception
- 19:00-20:30 Opening reception in Graham Conference Center
- 20:30 on Free time for socializing and settling into dorm

Tuesday, March 29, 2016:

- 07:00-08:00 Breakfast at Central Market or The Café
- 08:00-08:15 Orientation session begins with welcome from Central's Director of global experiential learning
- 08:15-10:00 Orientation session with Central's international student advisor including review of schedule, program expectations and culture shock. Guided reflection session to set goals for MCSC program.
- 10:00-10:15 Break
- 10:15-11:45 Walking Pella city tour including stops at Scholte House, the town square and Jaarsma Bakery
- 11:45-12:45 Lunch at Smokey Row, located on the town square
- 12:45-13:00 Return to campus and short break
- 13:00-15:00 Student meetings with faculty regarding classroom presentations. Time spent not meeting with faculty is free time on campus.
- 15:00-17:00 Meet with international student advisor to discuss fiesta presentation and display and complete ISSS tasks like copying passport and visa and inputting information into SEVIS
- 17:00-17:30 Free time
- 17:30-19:00 Transfer to and dinner with local host family
- 19:00-19:15 Transfer back to campus
- 19:15 on Free time for socializing on campus and classroom presentation preparation. Optional activity: fine arts/sporting event on campus. Free event.

Wednesday, March 30, 2016:

- 07:00-08:00 Breakfast at Central Market or The Café
- 08:00-12:00 Classroom presentations with free time when not presenting. Please wear business casual clothing.

- 12:00-13:30 Formal lunch in Central Market. Attendance includes: MCSC students, Central College president and vice presidents, Pella city mayor and Vermeer Charitable Foundation representative(s). Please wear business casual clothing.
- 13:30-13:45 Free time to change out of business casual clothing.
- 13:45-18:00 Choose one activity: Hiking at Lake Red Rock (weather permitting) or visit to Des Moines. Transportation will be provided for each activity.
- 18:00-19:00 Dinner with Mérida study abroad alumni and perspective students
- 19:00-19:30 Free time. Each MCSC students should discuss their afternoon activities with a MCSC student who completed the opposite activity.
- 19:30-21:00 Mexican film night in Dowstra Auditorium
- 21:00 on Free time for socializing on campus

Thursday, March 31, 2016:

- 07:00-08:00 Breakfast at Central Market or The Café
- 08:00-12:00 Service Day. Meet with service group and depart Central's campus for service-learning activities.
- 12:00-13:00 Lunch provided as part of Service Day
- 13:00-17:00 Service Day activities and transfer back to Central's campus
- 17:00-17:45 Free time to clean up after service activities
- 17:45-18:00 Transfer to local host family for dinner
- 18:00-19:30 Dinner with local host family
- 19:30-19:45 Transfer back to Central's campus
- 19:45 on Free time for socializing on campus

Friday, April 1, 2016:

- 07:00-08:00 Breakfast at Central Market or The Café
- 08:00-10:00 Service Day debrief and reflection session with Central's director of community-based learning
- 10:00-10:15 Break
- 10:15-12:00 Meeting time with Central's international student advisor and fiesta presentation work time.
- 12:00-13:00 Lunch at Central Market or The Café
- 13:00-17:00 Choose one activity: Presentation from Central professor of education and visit to and tour of Pella Christian Academy Spanish language immersion school OR presentation from Central professor of business and visit to and tour of Vermeer Manufacturing. Transportation will be provided for both visits.
- 17:00-17:30 Free time. Each MCSC students should discuss their afternoon activities with a MCSC student who completed the opposite activity.
- 17:30-18:30 Dinner at Central Market or Grand Central Station
- 18:30 on Free time for socializing on campus and fiesta presentation/display work time.
- 19:30-21:30 Optional activity: bowling. Cost is \$10 for two games, shoe rental and one soft drink.

Saturday, April 2, 2016:

- 08:00-09:00 Breakfast at Central Market
- 09:00-12:00 Free time to socialize in dorms or explore Pella

- 12:00-13:00 Lunch at Central Market
- 13:00-14:30 Reflection session led by Central international student advisor. Students should bring their goals created on day two.
- 14:30-14:45 Break
- 14:45-16:00 Final preparations of fiesta presentations and displays
- 16:00-17:00 Help with fiesta set-up. Set up presentation and/or display. Location: Dowstra Auditorium
- 17:00-17:30 Dinner at Central Market
- 17:30-18:00 Free time to get ready for fiesta
- 18:00-20:30 Fiesta celebration including closing ceremony and recognition of MCSC students. MCSC students give short presentations and/or answer questions about their displays.
- 20:30 on Dance in Dowstra Auditorium featuring traditional Mexican dances and music. Free time for socializing and saying goodbye to Central community.

Sunday, April 3, 2016:

- 06:00 Meet in Central Market to pick up breakfast and transfer to Des Moines for flight
- 07:00 Arrive Des Moines and check into flight
- 07:00-15:00 Travel from Des Moines to Mérida
- 15:00-15:30 Transfer to airport to MU accompanied by MU international coordinator
- 15:30 Parents or guardians pick up MCSC students upon arrival at MU

APPENDIX D: CENTRAL COLLEGE INTERNATIONAL STUDENT ADVISOR JOB DESCRIPTION

About Central College:

Central College is a residential liberal arts college dedicated to the education of 1,400 undergraduate students. Guided by its ecumenical Christian tradition, the college community engages in vigorous, free, open inquiry in pursuit of academic excellence. Founded in 1853, the college is affiliated with the Reformed Church in America and NCAA Division III athletics. Central is a recognized leader in study abroad as a result of its international residential programs. Central College is located in Pella, Iowa, a thriving community of 10,352 two minutes from the state's largest lake and 40 minutes southeast of Des Moines. Please visit the college website at www.central.edu.

Job Description:

Reporting to the director of recruitment and admission and the director of global experiential learning, the international student advisor is responsible for providing specialized support to all international students at Central College. The incumbent is responsible for providing academic and immigration advising services and new student orientation to meet the needs of the international student population. The international student advisor is also in charge of special projects including Mi Cultura, Su Cultura.

Principal duties and responsibilities:

- Serve as a Designated School Official (DSO), maintaining the Student and Exchange Visitor Information System (SEVIS) and all related certification requirements. Organize SEVIS data processing under the guidelines provided by the Department of Homeland Security (DHS) and maintains data and quality control management. Establishes and updates SEVIS on a regular basis.
- Advise and assist international students after arrival at Central College through graduation from the institution including providing on-site orientation. Support international students experiencing cross-cultural, family, personal or economic crisis which may impact academic performance.
- Collaborate with many Central departments including residence life, admissions and global experiential learning
- Coordinate and plan programs that support the unique needs of international students.
- Develop and implement short-term international student programs including Mi Cultura, Su Cultura, a partnership with Marista University in Mérida, Mexico
- Oversee peer advising program. Recruit, train and counsel student workers as needed.
- Other duties as assigned

Qualifications:

- Master's degree preferred.
- Two-years of experience in international education, higher education, or related field
- Previous experience abroad preferred
- Experience working with international students preferred
- Ability to work collaboratively with Central's Center for Global Experiential Learning and Admission's office

- Close attention to detail
- Strong interpersonal and public speaking skills. Comfortable speaking to a broad range of constituents.
- Comfortable working under little supervision
- Creativity, ability to work through ambiguity, and willingness to try new things

Anticipated Start Date:

July 1, 2015.

Contact information:

Central College, 812 University Street, Pella, Iowa 50219

Additional Information:

Central College in an Equal Employment Opportunity Employer and a drug-free and smoke-free campus.

A post-offer employment background check will be conducted.

No phone or email inquiries please.

Application instructions:

A Central College application is required. Please complete the application and submit online with a cover letter, resume and names and contact information of three references.

APPENDIX E: CENTRAL COLLEGE DIRECTOR OF INTERNATIONAL RECRUITMENT AND ADMISSION JOB DESCRIPTION

About Central College:

Central College is a residential liberal arts college dedicated to the education of 1,400 undergraduate students. Guided by its ecumenical Christian tradition, the college community engages in vigorous, free, open inquiry in pursuit of academic excellence. Founded in 1853, the college is affiliated with the Reformed Church in America and NCAA Division III athletics. Central is a recognized leader in study abroad as a result of its international residential programs. Central College is located in Pella, Iowa, a thriving community of 10,352 two minutes from the state's largest lake and 40 minutes southeast of Des Moines. Please visit the college website at www.central.edu.

Job Description:

Central College invites applications for the position of Director for International Recruitment and Admission. Reporting to the Vice President for Enrollment Management, the Director is responsible for leading Central's international recruitment effort through the development and implementation of a targeted recruitment strategy and marketing program. The Director will design an inquiry data base and communication plan for prospective students, manage the international student application process and lead admissions activities for international students. The college is seeking candidates that are high energy, creative, adaptable to change and can demonstrate the ability to work effectively in a fast paced environment. The ability to travel both internationally and domestically is an integral part of this position, as is working collaboratively with Central's Center for Global Experiential Learning. The Director will utilize strong interpersonal and public speaking skills to share information about Central College to a broad range of constituents while building appropriate relationships and promoting the mission of Central College.

Requirements:

- Bachelor's degree in a related field
- 5-7 years progressive experience in international recruitment, admissions or a related field
- Willingness to travel internationally and domestically, valid passport and driver's license
- Ability to work well independently and as part of a team
- Superior organizational skills including time management, prioritization and the ability to multitask

Additional Information:

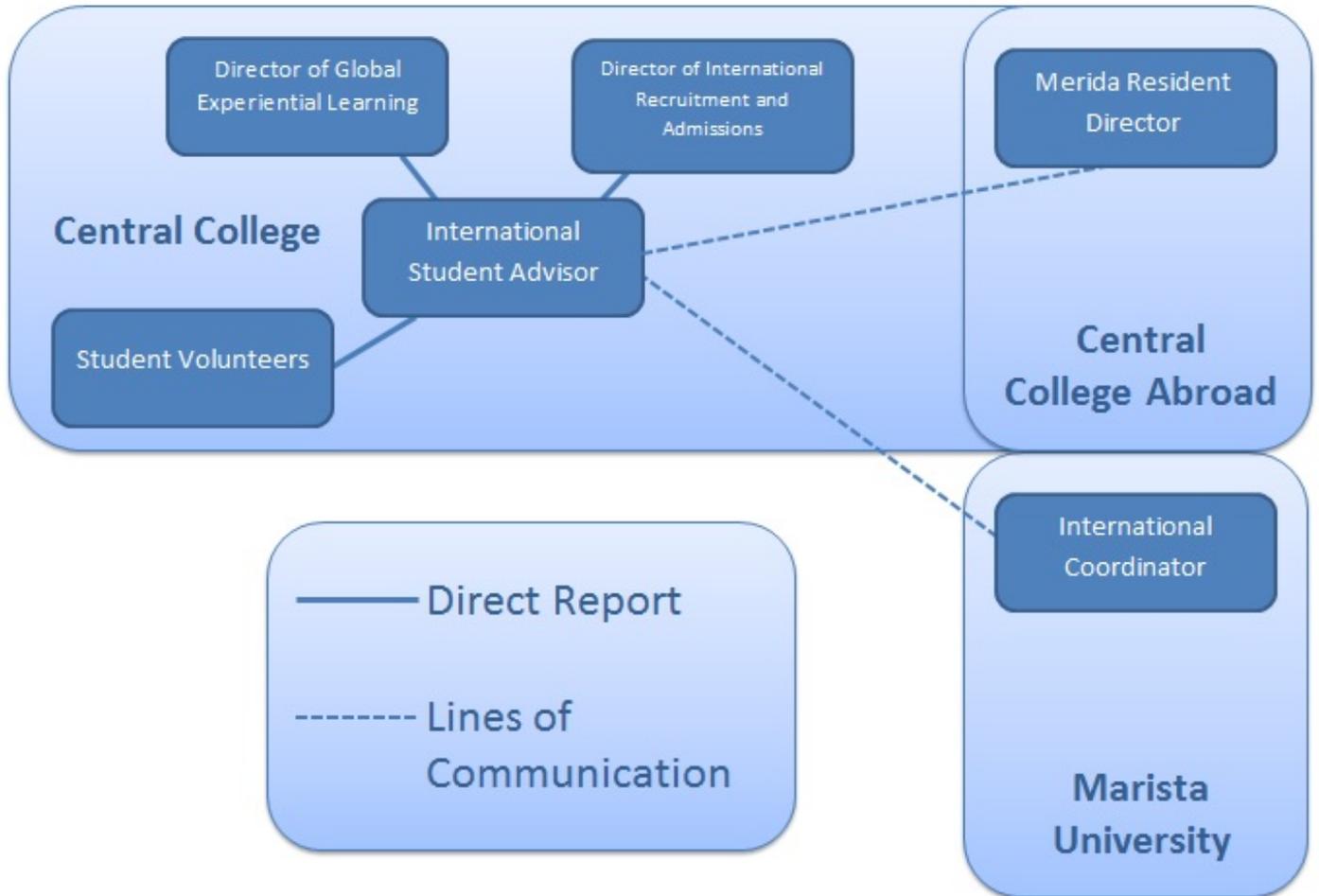
Central College is an Equal Employment Opportunity Employer and a drug-free and smoke-free campus.

A post-offer employment background check will be conducted.

Application Instructions:

A Central College application is required You must download this application to your computer, fill it out and upload it, along with supplementary documents listed on page two.

APPENDIX F: ORGANIZATIONAL CHART



WHAT ARE YOU DOING FOR SPRING BREAK 2016?

Network

Consider Mi Cultura, Su Cultura,
a one-week study abroad program in the U.S.!



Program Details: March 28-April 3, 2016
Location: Central College in Pella, Iowa
Program fee: \$500 (USD)

Pick up an application from the Marista University International Coordinator.

Application deadline: October 15

Service-Learning

Interested and want to learn more?
Attend the upcoming information session.

When: September 15, 2015 at 7:00 p.m.

Where: Marista University international office

Why attend? Students and the Marista University international coordinator will answer your questions about the Mi Cultura, Su Cultura program.



Share your culture

Questions? Contact the Marista University international coordinator at internationalstudents@marista.edu

APPENDIX H: MI CULTURA, SU CULTURA CENTRAL COMMUNITY FLYER

YOU'RE INVITED!

THIS WEEK AT CENTRAL COLLEGE: MI CULTURA, SU CULTURA



This week, 10 Marista University students from Mérida, Mexico, will visit Central College and we'd like you to be involved. Please help welcome these students to the Pella community by participating in the following events.



Welcome Reception

Welcome Marista University students on their first night in Pella.

When: Monday, March 28
Time: 7:00-8:30 p.m.
Where: Graham Conference Center



Film Screening: Quest for the Lost Maya

The Maya of the North are often overshadowed by the more famous Mayans in Guatemala and Belize. However, this film demonstrates the Yucatecan Mayans were more established than previously thought. Learn about present-day Mayans in Mérida from the Marista University students.

When: Wednesday, March 30
Time: 7:30-9:00 p.m.
Where: Dowstra Auditorium



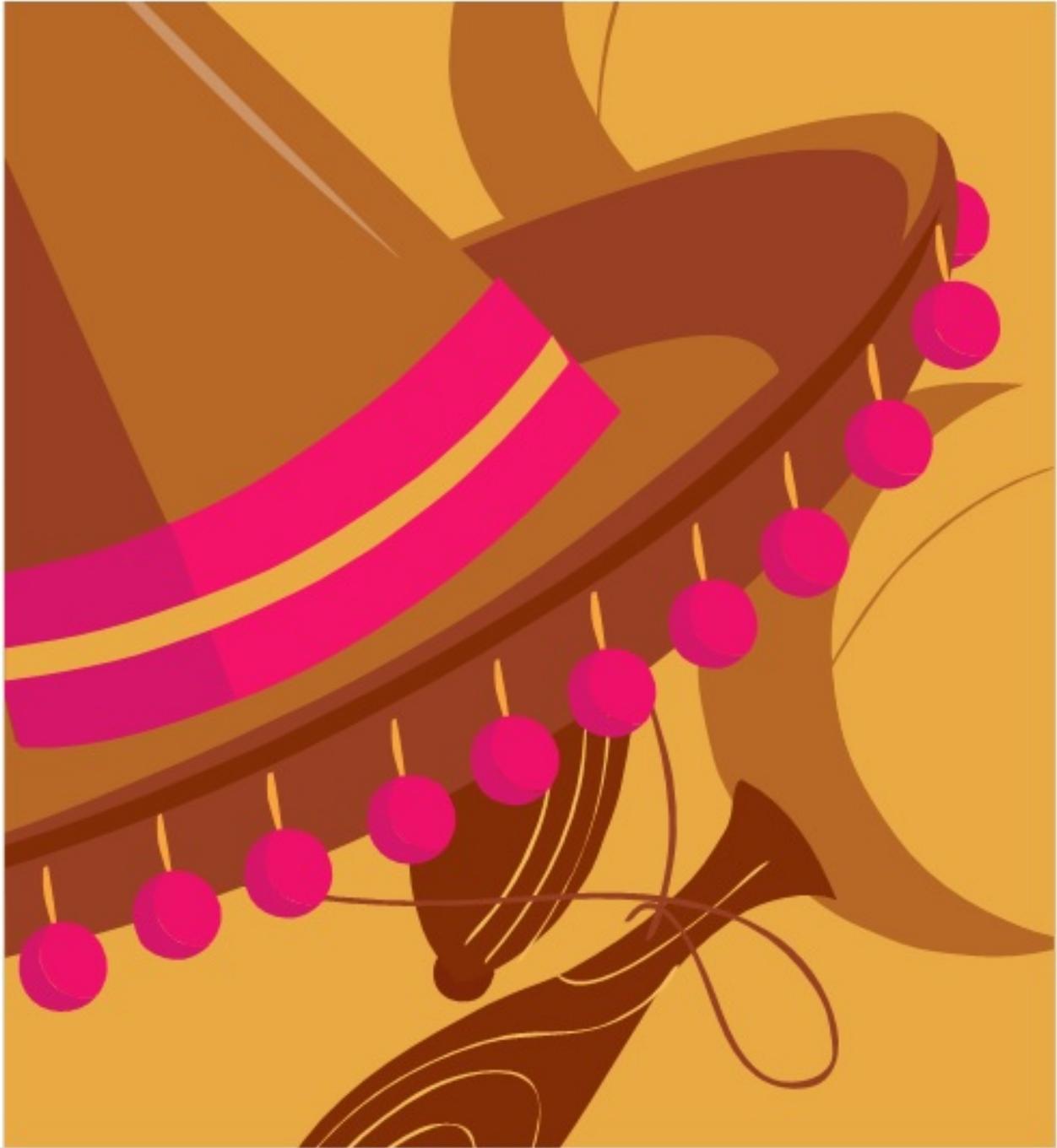
Fiesta Send-Off

Thank Marista University student with a fiesta send-off on their last night in Pella. The students will share presentations featuring Mexican culture and heritage. Enjoy Mexican food and dancing.

When: Saturday, April 2
Time: 6:00-8:30 p.m.
Where: Graham Conference Center

All events coordinator by Central College International Student Advisor. For more information, please contact intlstudents@central.edu.

APPENDIX I: FIESTA FLYER



It's Time For a Fiesta!

Join Central College as we thank our Marista University visitors with a fiesta send-off

Where: Central College Graham Conference Center

When: Saturday, April 2 2016 6:00-8:30 p.m.

APPENDIX J: MI CULTURA, SU CULTURA APPLICATION AND INFORMATION

MI CULTURA, SU CULTURA APPLICATION

Applicants must complete each section of the application fully and include an essay. The application and essay must be submitted with two letters of recommendation, transcripts and test scores. Incomplete applications will not be considered. Please type. Do not use initials or abbreviations. Please use Roman characters.

Legal Name

Last/Family/Surname

First/Given

Middle

Male Female

Country of
Citizenship

Date of Birth
Country of Birth (if
different)

Preferred Phone Home Mobile

Home

_____ Mobile

_____ Area/Country/City Code

_____ Area/Country/City Code

Email Address

Permanent Address

_____ Number and Street

_____ Apartment #

_____ City/Town

_____ State/Province

_____ Country

_____ Postal Code

EMERGENCY CONTACT

Name _____

Relationship _____

Phone _____

Email Address _____

_____ Area/Country/City Code

Emergency Contact continued on next page

Address

| | |
|-------------------|-------------|
| Number and Street | Apartment # |
|-------------------|-------------|

City/Town

State/Province

Country

Postal Code

How did you learn about Mi Cultura, Su Cultura?

MARISTA UNIVERSITY EXPERIENCE

Major/Area of Study/Concentration _____

Co-Curricular and/or Extra-Curricular activity involvement. Please list. _____

Year in University

Number of credits completed

SUMMARY OF SERVICE EXPERIENCE

Please list all community service and/or service-learning projects in which you've been involved. Include the extent of your responsibilities and work with these projects. Should additional space be needed, please include an attachment.

| Project Title | Project Description | Involvement Dates |
|---------------|---------------------|-------------------|
| | | |
| | | |
| | | |
| | | |

SUMMARY OF LANGUAGE ABILITY*

NATIVE LANGUAGE _____

*Please note that English proficiency is required. See applicant information for further details.

Please rate your proficiency in languages other than your native language on a scale from 1 to 5, with 1 being basic and 5 being fluent. Should additional space be needed, please include an attachment.

| Non-native language | Speaking | Listening | Writing | Reading |
|---------------------|----------|-----------|---------|---------|
| | | | | |
| | | | | |
| | | | | |

SUMMARY OF INTERNATIONAL EXPERIENCE

Please list all countries in which you have previously lived or studied. Include any countries in which you plan to live or study before the Mi Cultura, Su Cultura program. Should additional space be needed, please include an attachment.

| Country | State/Province | Dates | Duration of stay | Purpose for Travel |
|---------|----------------|-------|------------------|--------------------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |

MI CULTURA, SU CULTURA APPLICATION

What is Mi Cultura, Su Cultura (MCSC)?

MCSC is a cultural exchange program inviting students from Marista University in Mérida, Yucatan, Mexico, to Central College in Pella, Iowa. MCSC is a non-credit bearing opportunity, as the focus is simply on cultural exchange and service-learning. MCSC invites Marista University students to Central College to share their Mexican culture with Central students, faculty and staff as well as the larger Pella community while at the same time learning about U.S.-American culture from their peers. Exchange will occur through both formal and informal events, including classroom presentations, completion of Central's Service Day, sharing a meal with local host families, attending a Central's sporting event with your roommate, and more. After completion of MCSC, students will have a better understanding of U.S.-American culture, experience traveling in the U.S. and continued service-learning experience.

Who is a MCSC student?

MCSC students are undergraduate students enrolled in their first or second year at Marista University. Students come from all academic disciplines but regardless of their course of students, MCSC students are interested in learning about other cultures through formal and informal interaction. MCSC students also have a passion for community service and/or service-learning experience.

Eligibility Requirements:

- Enrolled in your first or second year as an undergraduate student at Marista University in Mérida
- Strong desire to complete service-learning projects. Preference will be given to students with previous community service and/or service-learning experience
- Strong desire to travel in the United States, specifically Iowa, and formally and informally interact with U.S.-Americans
- Willingness to act as a representative for Mexico and provide information about Mexican culture to U.S.-Americans
- Ability to maintain a rigorous, interactive schedule
- English language fluency with proven test scores of 530 or higher on the TOEFL (197 CBT/ 71 iBT)

Selection Process:

MCSC student participants are vetted through a selection committee consisting of staff members of both Marista University and Central College including Marista University international coordinator, Central College international student advisor and Central College Abroad Mérida resident director. If necessary, students will be called to interview via Skype or phone.

Personal Statement:

A written essay must be submitted with your application. Please submit responses for the following prompts:

1. Please describe your previous community service and/or service-learning experience. Note the organizations you served, projects you completed and the length of time spent at each project. How has service impacted your life?
2. What is unique about Mexican culture that would you like to share with your U.S.-American peers at Central College? What would you like to learn from your Central College peers?
3. Describe your interest in MCSC and what you hope to gain from this experience. How will MCSC help you reach your future goals?

Letters of References:

MCSC students are required to submit two letters of recommendation. The letters should be completed by persons familiar with your academic, personal, and/or service activities and achievements.

Transcripts and Test Scores:

Please submit official transcripts (list of all courses taken and grades issued) for all postsecondary colleges or university attended. In addition, please provide language testing score reports. Test reports cannot be more than three years old.

Pre-Application Checklist:

- Completed application form
- Personal statement with all prompts completed
- Two letters of recommendation
- Official copy of all transcripts
- Language testing report
- Copy of passport

APPENDIX K: IMPLEMENTATION PLAN

| Task to Complete | Who is responsible? | Spring '14 | Sum. '14 | Fall '14 | Winter '14-'15 | Spring '15 | Sum. '15 | Fall '15 | Oct. '15 | Winter '15-'16 | Feb. '16 | March-April '16 | June '16 |
|--|--|------------|----------|----------|----------------|------------|----------|----------|----------|----------------|----------|-----------------|----------|
| Central Director of intl. recruitment and admission (DIRA) hired | Central Director of global experimental learning (DGEL), Admission dept. | | | | | | | | | | | | |
| Program development begins, needs assessment | Central DGEL, Central DIRA | | | | | | | | | | | | |
| Proposal submitted to Central for funding approval | Central DGEL, Central DIRA | | | | | | | | | | | | |
| Central international student advisor (CISA) hired | Central DGEL, Admission dept. | | | | | | | | | | | | |
| MCSC marketing and recruitment occurs | Marista Uni. intl. coord. (MU IC), Central ISA | | | | | | | | | | | | |
| Application deadline | CISA, MU IC | | | | | | | | | | | | |
| Students selected and notified | Selection committee | | | | | | | | | | | | |
| MCSC students discuss classroom presentations | CISA, Central faculty | | | | | | | | | | | | |
| Pre-departure info finalized and emailed | Central ISA | | | | | | | | | | | | |
| Visa and travel arrangements made | CISA, MU IC, Central DIRA | | | | | | | | | | | | |
| On-going planning | Central ISA, MU IC | | | | | | | | | | | | |
| Pre-departure session at Casa Central | MU IC, CCA Merida RD, CISA, volunteers | | | | | | | | | | | | |
| Discussion of fiesta cultural displays | MU IC, CISA | | | | | | | | | | | | |
| Program finalized | CISA | | | | | | | | | | | | |
| Final schedule sent to MCSC students | CISA | | | | | | | | | | | | |
| MCSC takes place! | MU IC, CISA | | | | | | | | | | | | |
| Evaluation | CISA, MU IC | | | | | | | | | | | | |

APPENDIX L: IOWA AND PELLA INFORMATION

Iowa: Fields of Opportunities¹



Abbreviated History of Iowa²

Louisiana Purchase

The word "Iowa" comes from the American Indian tribe of the same name. Iowa was part of the Louisiana Purchase, a deal arranged between President Thomas Jefferson and Napoleon Bonaparte of France that brought a vast tract of the continent under the control of the United States. The area was closed to white settlement until the early 1830s.

Black Hawk War

Following the Black Hawk War - a conflict that ended in 1832 near present-day New Albin - the Sauk and Fox were forced to make their first land cessions west of the Mississippi. The United States government gave the Sauk and Fox a small amount of cash, 40 barrels of salt, 40 barrels of tobacco and some blacksmithing services in exchange for the fertile Mississippi Valley lands of modern-day eastern Iowa. The tribes were ordered out of the area a year later.

Today, the Meskwaki Settlement is an area of land around Tama in central Iowa that's governed and owned communally by descendants of the two tribes. The area is not a reservation; the land was purchased back from the government in 1856.

¹ Map retrieved from http://mapsof.net/uploads/static-maps/where_is_iowa_located.png

² Iowa Economic Development. (2014). *Travel Iowa*. Retrieved from <http://www.traveliowa.com/>

Lewis and Clark Expedition

Early explorers included the famed Lewis and Clark. Sergeant Charles Floyd's was the only death during that historic journey. A monument stands in Sioux City near the spot where Floyd was buried.

Steamboat Era

Steamboat paddle wheelers reigned supreme on the Mississippi and Missouri rivers in the 19th century. The steamboat Bertrand sank in the Missouri near what is today the town of Missouri Valley. Excavated in 1969, the cargo is now on display in a fascinating exhibit at the De Soto National Wildlife Preserve Visitors Center.

Early State Government

After white settlement began with the Black Hawk Purchase, Iowa became part of Michigan Territory. When Michigan achieved statehood in 1837, Iowa then became a part of Wisconsin Territory. Finally, two years later, Iowa Territory was carved out of the area of Wisconsin Territory west of the Mississippi River. The first Iowa Territory legislature met in Burlington before a territorial capital city was finally selected in Johnson County. In Iowa City, the government seat was established in a grand structure known today as Old Capitol. Built in the early 1840s, Old Capitol served as the last capitol of Iowa Territory and the first capitol of the state. Under the 1857 Iowa constitution, the seat of state government was moved to Des Moines, a more central location.

State Symbols³

Statehood

Iowa became the 29th state on December 28, 1846.



Capital City: Des Moines

Founded at the confluence of the Des Moines and Raccoon rivers; originally a military outpost.

Nickname: The Hawkeye State

The nickname was adopted early in the state's history. Two Iowa promoters from Burlington are believed to have popularized the name.

State Banner and Motto

³ Iowa Economic Development. (2014). *State Symbols*. Retrieved from <http://www.traveliowa.com/asp/general/dynamicpage.aspx?id=37>

⁴ Map retrieved from <http://www.netstate.com/states/geography/mapcom/images/ia.gif>

Iowa was almost 75 years old before the state flag was adopted by the General Assembly. Creation of the state flag had been suggested for years by patriotic organizations, but no action was taken until World War I, when Iowa National Guardsmen stationed along the Mexican border suggested a state flag was needed to designate their unit. This prompted the state's Daughters of the American Revolution (DAR) to design a flag in 1917. The Iowa General Assembly officially adopted the design in 1921. Designed by Mrs. Dixie Cornell Gebhardt of Knoxville, Iowa, a member of the DAR, the state flag consists of three vertical stripes -- blue, white and red. Gebhardt explained that the blue stands for loyalty, justice and truth; the white for purity; and the red for courage. On the white center stripe is an eagle carrying in its beak blue streamers inscribed with the state motto: "Our liberties we prize, and our rights we will maintain." The word "Iowa" is in red just below the streamers. All schools must fly the state flag on school days. The flag may also be flown on the sites of public buildings. When displayed with the United States flag, the state flag must be flown below the national emblem.

State Flower: Wild Rose

The 26th Iowa General Assembly designated the wild rose as the official state flower in 1897. It was chosen for the honor because it was one of the decorations used on the silver service which the state presented to the battleship USS Iowa that same year. Although no particular species of the flower was designated by the General Assembly, the wild prairie rose (*rosa pratincola*) is most often cited as the official flower. Wild roses are found throughout the state and bloom from June through late summer. The flower, in varying shades of pink, is set off by many yellow stamens in the center.

State Bird: Eastern Goldfinch

The Iowa General Assembly designated the eastern goldfinch, also known as the American goldfinch and the wild canary, as the official state bird in 1933. It was chosen as the state bird because it is commonly found in Iowa and often stays through the winter. Seeds from dandelions, sunflowers, ragweed and evening primrose are the main source of food for the eastern goldfinch (*carduelis tristis*). In late July or early August, goldfinches build their nests from plant materials and line them with thistle down. The pale blue-white eggs of the eastern goldfinch hatch after two weeks and then, following two to three more weeks, the young birds leave the nest. The top of a male's head is topped with black and their bright yellow body also has black wings and tail. The female has a dull olive-yellow body with a brown tail and wings. The male goldfinch acquires the same dull plumage in the winter months.

State Tree: Oak

The oak was designated as the official state tree in 1961. The Iowa General Assembly chose the oak because it is abundant in the state and serves as shelter, food and nesting cover for many animals and birds. It is difficult to find a tract of natural woodland in Iowa that does not have in it at least one species of oak. No other group of trees is more important to people and wildlife. Acorns, the nuts of oak trees, are a dietary staple of many animals and birds. Deer, wild turkeys, pheasants, quail, wood ducks, raccoons, squirrels, chipmunks, bluejays, nuthatches, grackles and several kinds of woodpeckers are a few of the species that depend on acorns for a significant portion of their diet.

State Rock: Geode

The Iowa General Assembly designated the geode as the official state rock in 1967. Because Iowa is well known for the presence of the geode, it was chosen as the official rock in an effort to promote tourism in the state. Legislators who favored making the geode the state rock pointed out that it is among the rarest and most beautiful of rocks and that Iowa is known worldwide because of the large number found in the state. Other rocks considered for official status were limestone and fossil coral. In Latin, the word geode means earthlike. Geodes are shaped like the earth and average about four inches in diameter. Geodes are found in limestone formations and have a hard outer shell. When carefully broken open, a sparkling lining of mineral crystals, most often quartz and calcite, is revealed. Geologists attribute the crystal growth to the percolation of groundwater in the geologic past. Southeastern Iowa is one of the state's best Geode collecting areas. Geode State Park in Henry County is named for the occurrence of the geode.

The Great Seal of the State of Iowa

The Great Seal of Iowa pictures a citizen soldier standing in a wheat field surrounded by farming and industrial tools, with the Mississippi River in the background. An eagle overhead bears the state motto.

Iowa Quarter: Nation's Only Education Quarter

In 2004, when Governor Vilsack and the head of the U.S. Mint unveiled the 29th commemorative quarter at the foot of the Iowa Capitol, the focus was on education. Schoolchildren, teachers and dignitaries were on hand for the event as the Iowa quarter was introduced as “the nation’s only education quarter.” The coin features Iowa artist Grant Wood’s “Arbor Day” painting of a one-room schoolhouse and teacher with students planting a tree. The motto on the coin is “Foundation in Education.”

Pella, Iowa



Why Visit Pella?⁵

Pella has received many acknowledgments from the State of Iowa. A few of the awards Pella has been honored with include: “Tourism Community of the Year”; “Attraction of the Year”,

⁵ Pella Convention and Visitors Bureau. (2014). *Why visit Pella?* Retrieved from <http://www.pella.org/asp/traveltourism/default.aspx?sid=5>

Vermeer Mill; “Corporate Friend of Tourism”, Pella Corporation as well as our county (Marion County) has been awarded “County of the Year”, by the State of Iowa, five times!

If you’re looking for an educational and cultural experience, we’ve got it! Outdoor recreation year-round, we’ve got that! Maybe it’s walking the trails around Lake Red Rock or enjoying the many shops around the square. It all happens in Pella! From the Annual Tulip Festival in May, Thursdays in Pella June-August, to our Christmas Tour for the holiday season, Pella is a “tourism treasure.”

Enjoy great shopping in Pella's unusual boutiques, stores, bakeries and meat markets. Many stores are open late on Thursday evenings throughout the year.

APPENDIX M: PROGRAM AT A GLANCE

| | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | Day 6 | Day 7 |
|-------------------|---|---|--|---------------------------------------|---|---|--|
| | 3/28/2016 Monday | 3/29/2016 Tuesday | 3/30/2016 Wednesday | 3/31/2016 Thursday | 4/1/2016 Friday | 4/2/2016 Saturday | 4/3/2016 Sunday |
| Breakfast | | Breakfast at Central Market/The Café | Breakfast at Central Market/The Café | Breakfast at Central Market/The Café | Breakfast at Central Market/The Café | Breakfast at Central Market/The Café | Breakfast eaten en route to airport |
| AM Session | Transfer from <u>Marista</u> University, Merida to Des Moines | Program orientation and walking city tour | In-class presentations, free time when not presenting | Service Day | Service debrief/ reflection session | Free time for socializing, exploring Pella | Flight from Des Moines to Merida |
| Lunch | Lunch at airport, en route to Iowa | Lunch in Pella at Smokey Row | Formal lunch at Central Market | Lunch provided as part of Service Day | Lunch at Central Market/The Café | Lunch at Central Market | Lunch at airport, en route |
| PM Session | Arrival in Pella, settle into dorms, campus tour | Meet w/ faculty about classroom presentations, meet with international student advisor about fiesta | Choose one activity: visit to Lake Red Rock OR Des Moines | Service Day | Choose one: Visit to Pella Christian Academy Spanish language immersion school OR Vermeer Manufacturing | Reflection session, fiesta preparations | Transfer from airport to <u>Marista</u> University for return home |
| Dinner | Dinner at Central Market | Dinner with local family | Dinner with Merida study abroad alums/perspective students | Dinner with local family | Dinner at Central Market | Dinner at Central Market/snacks available at fiesta | |
| Evening | Opening reception | Free time, presentation preparation Optional activity: fine arts/sporting event on campus | Mexican Movie night with reception | Free time | Free time Optional activity: bowling | Fiesta and closing ceremonies | |
| Meals | L, D | B, L, D | B, L, D | B, L, D | B, L, D | B, L, D | B, L |

APPENDIX N: “WHAT TO KNOW BEFORE YOU GO”

What to Know Before You Go⁶

Money Management Abroad

Create a Budget

If you only remember one thing – budget and plan ahead! Before you leave, create a rough budget for your time abroad and plan to **STICK TO IT**. In addition to routine expenses, remember to budget for any travel you plan to do in addition to the program excursions. Students should plan to rely on a combination of debit and credit cards while abroad.

Note: It is very important to take the current exchange rate into consideration when determining how much you would like to spend while abroad.

Debit Cards

ATM cash machines are widely available and generally work with most Mexican-issued debit cards and PIN numbers. Most students use debit cards as a means to access local currency from home while they are abroad. However, cards are usually only able to access funds from a checking account. If you plan to use an ATM card, be sure you transfer sufficient funds into your checking account before you leave or have your family deposit money as needed. Be sure to speak with your bank about using your debit card while abroad so they do not think your international charges are fraudulent. You also want to be aware of any additional charges for withdrawing money abroad.

ATMs are available on Central’s campus and nearby on the town square.

Credit Cards

It is recommended to have at least one credit card. Credit cards are particularly helpful when making travel reservations and often give you the best exchange rate. Be sure to let your credit card company know you will be abroad for an extended period of time so you avoid the blocking system activated by out of pattern charges on your card. Also make sure you know how to contact your card issuer in case the card is stolen.

Many banks will provide cash advances with Visa or MasterCard. This method amounts to a loan, and you will pay a substantial interest rate for it. Be sure to check with your credit card company about the service charges associated with cash advances. Find out the daily limit on cash advances from your credit card (\$100-150 is average). Do not charge over your credit limit!

And, most importantly, remember to arrange for someone to make your credit card payments in your absence.

Exchanging Money

⁶ Adapted from Central College Abroad “What to Know Before You Go.”

You will find many establishments that offer money exchange services. Take time to shop around for the best exchange rates, and whenever possible try to avoid independent exchange booths located in tourist sections or money-changing services at hotels, airports or train stations. These outlets often charge more than the official rate, plus an exorbitant rate of commission or “exchange fee.” Banks are good places, usually offering the official rate and charging a reasonable commission. To change money, a passport or photo ID is often required. Also, please remember to check exchange rates from time to time, as these can fluctuate over a semester. It is a good idea to familiarize yourself with the current exchange rates before you go – check www.oanda.com or www.x-rates.com.

Wire Transfers

Wire transfers are another option. Banks, American Express offices and commercial agencies will wire money to a bank account or agent abroad in three to four business days. There may be a considerable transaction fee both to send the money and to receive it. Be sure to ask about these fees both at home and abroad before wiring money. Consult Central’s international student advisor for a recommended transfer agency.

In Case of Emergency

In emergency situations, you can rely on the Central College business office by sending a check to the business office, either before you leave or when the situation arises, for a “cash advance.” The office charges a fee of \$5 and then the director will give you the cash. Contact the Central international student advisor if you are interested in this service.

Cultural Adjustments

What to Expect

Many students who return from study abroad programs describe their time abroad as one of their most life-changing experiences to date. The first days will probably be exciting, stimulating and alive. But few returning students describe their time abroad as pure excitement and fun.

You too will find study abroad not only to be an exciting time, but also one of the most difficult and uncomfortable. Tourists who come only to gawk, taste and move on are insulated from the shock. But you will try to live like a local student, in the real world, and you may find it hard at first. Falling victim to culture shock does not imply the existence of any psychological or emotional shortcomings on your part. Undergoing culture shock is in itself a learning experience that you should take advantage of, for it is a way of sensitizing you to another culture at a level that goes beyond the intellectual and rational.

What is Culture Shock?

Culture shock is defined as a state of loss and disorientation caused by a change in your environment which requires adjustment. Culture shock is a normal psychological reaction to the stress of living in a different culture.

Culture shock is also what happens when your expectations do not match up with reality. In order to succeed, you must come with a realistic self image and an understanding of the culture

in which you will live. The greatest achievements are often described as learning to cope, functioning as a local, and enduring the uncomfortable for the sake of enjoying the possible.

Symptoms of Culture Shock

The symptoms of culture shock are both physical and psychological. Symptoms includes headaches, stomach aches, dizziness, rashes, nausea, irritability, insomnia or excessive sleepiness, depression, loneliness, withdrawal, paranoia, anger, aggression, hatred, fear, crying or complaining.

In addition to these symptoms, you may experience feelings of extreme homesickness, helplessness or dependency, disorientation and isolation, depression and inappropriate anger. You may have critical reactions to your host culture or U.S.-American stereotyping; the urge to eat too much or loss of appetite. Some students find they develop extreme concerns about local sanitation. Many students turn to habits of excessive drinking or recreational drug dependency.

How to Deal with Culture Shock

There is no way to avoid culture shock, but there are ways you can deal with it. Below are some tips for working through culture shock:

Be Prepared

- Know what is going to happen to you. Read about culture shock – there are several recommendations in the Resources section in the back of this handbook.
- Talk with international students on your home campus. Ask for an account of their expectations and their actual experiences on your own campus.
- Talk with Mexican students who have studied abroad. Ask about all aspects of their experience. How did they endure or cope?
- Do some reading about the country where you will be living. Look for information about geography, history, cultural traditions and everyday life. *Visit the Resources section at the end of the sheet for more information.*
- Read the news! Check websites for news, information and events in your host country. *Visit the Resources section at the end of the sheet for more information.*

Know What You Want

- Make a list of concrete goals and objectives. What do you want to achieve through your academic courses or internship, friends and acquaintances, housing, travel and your personal development? Are your goals realistic? How will you reach these?

Explore the Territory

- Once you arrive at the program site, find a map and strike out, preferably alone. Get lost and then ask for directions. Ride the public transportation and ask questions. Discover old or important structures and ask a local to tell you more about it.
- Go sit in the park or in a sidewalk cafe; stand in a market or in a store and watch. How do people greet, visit, and say goodbye? How do friends act? How does one show respect? What are good table manners? What seems to be standard dress for specific age groups? Can you spot a Mexican?

- Check your observations with other Mexicans. Do they agree? Then check with your national or international friends to see if your interpretation rings true.
- However, don't limit yourself to Mexican friends. Take a cue from what you have seen on your home campus. Remember what you felt when you saw foreign students, ethnic groups, athletes or sorority sisters walking, talking and eating together? If you hope to form acquaintances and friendships in the short space of a week, you must appear to be open to people. Make an effort to avoid the isolation created by association only with a Mexican group.

Blend into the Culture

Many students going abroad are still fighting the battle for personal independence and autonomy they were conducting at home against family, institutions and authorities. While abroad, the battle is to get inside the culture, not transform it, ignore it or defy it. Each culture has its own traditions, customs, manners, rituals and written and unwritten laws. You don't have to give up Mexican values or sacrifice personal integrity, but it is important that you are open to new perspectives and ideas.

Culture Shock II

The second wave of culture shock sneaks up on you. You may feel tired and you might be inclined to daydream about family, friends and home. All that keeps you from packing to go home is the money you will lose and the embarrassment of it all. The same thing happens to Peace Corps volunteers, diplomats, missionaries, soldiers and international students who come to the U.S. It happens because it is never easy to live in a new environment, and it is twice as hard in another culture.

Unfortunately, no one has come up with a useful tactic to overcome Culture Shock II. Patience and courage (those ancient virtues) are what it takes, plus an understanding of what is happening to you. No doubt, it helps to talk things over with the Central international student advisor, to share your burden with a Mexican friend or to get a few laughs from cataloguing symptoms exhibited by others. A sense of humor and the ability to tolerate ambiguity are key qualities that will help you to weather this phase. Mostly you wait for it to pass. And, fortunately, it always does. The end arrives the day you discover that the locals no longer treat you as "just a Mexican."

The Stages of Acculturation

There are four defined stages of acculturation: **the honeymoon, the conflict, the critical period and recovery**. You will experience something completely different in each stage, and most students find they do experience some variation of this emotional rollercoaster while abroad. Knowing what you may experience while abroad will be of great help in understanding your feelings later on.

Stage 1: The Honeymoon

At this stage you are...

- Busy taking care of business with course registration, new housing, etc.
- Observing the culture around you and familiarizing yourself with your environment.
- Making your first social contacts with locals of the host culture.

- Feeling a lot of excitement about your new adventure.

You may be thinking...

- “Isn’t this exciting!?”
- “The way they do things here is so interesting.”
- “I can’t wait to tell my friends/family about this.”
- “Everything here is perfect!”

Stage 2: The Conflict

At this stage you are...

- Feeling isolated and out of place.
- Tired, sick, depressed, angry or frustrated.
- Blaming the host culture for your problems.
- Spending lots of time with Mexicans complaining about the host culture.

You may be thinking...

- “We would never do THAT in MY country.”
- “Only three days until I can go home.”
- “Why don’t they just do it this way?”

Stage 3: The Critical Period

At this stage you are...

- Choosing to be an explorer of the new culture.
- Accepting the challenge of self-reflection.
- Assuming responsibility for your own adjustment and reactions.

Stage 4: Recovery

At this stage you are...

- Beginning to understand why the locals do what they do.
- Making friends!
- Feeling as a part of the community.
- Developing a greater tolerance for what is different and new in the host culture.
- Becoming a mediator between the two cultures.

You may be thinking...

- “We do that too; just in a different way.”
- “Actually, I’m beginning to like all of this. “

Keep a Journal – Watch Yourself Change

Many study abroad programs require you keep a journal, but journaling is also a great way to observe your own reactions. Once you return home, you’ll be amazed how your journal will track your progress while abroad – especially through the stages of culture shock. A journal is also a good keepsake to have from your experience. Reading through your old entries will take you back to your time abroad more than any souvenir can!

Start journaling now!

Your study abroad experience starts as you prepare to leave and continues long after you return home. Now is the time to start writing about your personal goals, excitements and worries or what you expect to do or see while abroad.

Types of Journaling

- Objective Observation: Divide your journal into three sections: 1. Write a detailed description of what happened. 2. Write about your reactions and feelings toward the event. 3. Write about what you learned.
- Perspective Writing: Imagine a day in the life of a local. In what ways are you similar and different to this person? What and when do locals eat and how do they spend their day? How does this person view you as a Mexican?
- Focus Writing: What feeling, idea or quality about you seems especially strong today? Does this alter your perception of yourself? What have you discovered about other people?

Ideas for Journals and Scrapbooks

- List what you will miss from home and then what you will miss from your host country.
- Add sketches to your journal.
- Save stamps, coins, wrappers, tickets, postcards and clippings from local magazines or newspapers. Glue an envelope in the back of your journal to hold these items.
- Incorporate your emails or blogs into your journal.
- Keep markers, colored pens and glue sticks handy.

Conversions

The Metric System

Metric System

| | |
|---------------|-----------------------|
| 1 kilogram | 2.2 pounds |
| 1 liter | 1.06 quarts |
| 1 kilometer | 0.62 miles |
| 1 fluid ounce | 28.4 milliliters |
| 1 U.S. gallon | 3.78 liters |
| 1 inch | 2.54 centimeters |
| 1 square mile | 2.6 square kilometers |

Quick Tip

To convert kilometers to miles, divide the number of kilometers by 8 and multiply by 5. If you want to convert from miles to kilometers, divide the number of miles by 5 and multiply the result by 8.

Temperature

Temperature abroad is expressed in centigrade. Freezing on the centigrade thermometer is 0 and boiling is 100. To convert centigrade to Fahrenheit, the mathematical procedure is to multiply the number of centigrade degrees by 1.8 and add 32.

24-Hour Clock

You will find that all of the official timetables abroad are based on the 24-hour clock. This method of telling time avoids confusion between a.m. and p.m. With this method, all times between 12:01 a.m. and 1 a.m. begin with 00. Thus, 00:45 would be 12:45 a.m. All times between 1 a.m. and 12:59 p.m. coincide with the way we normally tell time in the United States. From 1 p.m. until midnight, however, you might have to do a bit of mental arithmetic to know what time is indicated. On the 24-hour clock, for example, 1 p.m. appears as 13:00. If you simply subtract 12 from all times between 13:00 and 24:00 you will arrive at our standard afternoon and evening times. A few examples: 4:15 is 2:15 p.m. and 21:45 is 9:45 p.m., and so on. You will quickly become accustomed to this method when checking schedules for classes, trains or TV shows.

Packing

What to pack...a few ideas

Clothes

- 1 lightweight jacket and/or raincoat
- 1 casual outfit
- 1 dressier outfit
- 1 bathing suit
- hat, gloves, scarf, winter coat (depending on climate)
- pajamas
- 1 pair of jeans
- 1 pair of khakis
- 1 skirt, 1 pair of slacks for men
- 1 sweater
- 1 cardigan or sports coat
- 2 blouses or dress shirts
- 2 pairs of shorts
- several t-shirts
- 1 week's worth of socks
- 1 week's worth of underwear
- 1 belt

Toiletries

Towel

Glasses

Contacts

Shoes

- 1 dress pair
- 1 casual pair
- 1 walking pair

- Flip flop or shower sandals

Prescription medication (in carry-on)

First Aid, basic medications (Advil, Immodium, Tums)

iPod/music player (in carry-on)

Batteries, AA and camera battery (in carry-on)

Camera, if needed (in carry-on)

Leisure reading

Photos of friends, family, pets

Sunglasses

Sewing Kit

Wipes, hand sanitizer

Travel Kleenex

Umbrella

Journal

Language dictionary

Travel alarm clock

Passport pouch

Necessary Items

- Backpack
- Walking shoes
- Batteries – for any electronic devices that require them.

Tips for packing

- Check with your airline for weight and size limits! Make sure to check baggage restrictions on your flights while traveling between countries abroad as well, i.e. England to Spain!
- Check with the Transportation Security Administration about what is and is not allowed in your carry-on and packed luggage at www.tsa.gov.
- Roll your clothes! This will wrinkle some of your items, but it will definitely save on space.
- Use Zip-lock bags for toiletries that may leak. They are also good for reducing air space, i.e. pack three t-shirts into a Zip-lock and squeeze the air out of the bag.
- Stuff your shoes with film, batteries, socks or other small items.
- Don't bring too many pairs of shoes! Walking shoes are a must, but perhaps only bring one other pair of casual and dress shoes.
- You will most likely buy more clothes and shoes while abroad. Leave space for gifts & souvenirs!
- Avoid bringing electrical appliances or radios. You can buy an adaptor in the US, but often
- the voltage is different and the adaptors don't work.
- Pack clothes that dry easily and require little care. Try not to bring clothes that need to be dry-cleaned.
- Bring copies of your prescriptions.
- Keep copies of your important documents in your suitcase (leave a second set at home).

- Most toiletries you can buy abroad, so don't bring extras. If you prefer a particular shampoo or deodorant and/or if you are allergic to toiletries, soaps or detergents, bring enough to last.
- Don't use trunks for packing! Suitcases with wheels are best!
- Don't bring your favorite clothes, luggage can get lost and clothes will be well worn after a semester or year abroad. You will most likely do some shopping after you arrive; you can donate some of your used clothing to the needy before you return.
- Bedding is provided but please bring a towel.

What to bring in your carry-on

Change of clothes, toiletries, iPod, book to read, camera, bottle of water, snacks, **PASSPORT, IMMIGRATION DOCUMENTS, ACCEPTANCE LETTER, MONEY, VALUABLES, PRESCRIPTION MEDICATIONS!!!!**

Resources

General Travel Information

- Let's Go Travel Guides www.letsgo.com
- Rough Guides Travel Guides www.roughguides.com
- Lonely Planet Travel Guides <http://www.lonelyplanet.com>
- Frommer's Travel Guides www.frommers.com
- Current Exchange Rate Information <http://www.x-rates.com>
- Your Trip Abroad (Publication 8872). Single copies free. Available from: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.
- Student Travel Catalogue and Work, Study, Travel Abroad: The Whole World Handbook by Marjorie Cohen. Both are available from the Council on International Educational Exchange, Publications Dept., 205 E. 42nd St., New York, N.Y. 10017. 212-661-1414.
- Culture Shock Pre-departure Information: www.pacific.edu/culture The World at Your Fingertips: <http://www.cie.uci.edu/world/shock.html>

Communication

- IDT International Calling Plans at www.idt.net
- Skype – Speak to family and friends via the internet at www.skype.com

Health

- The Center for Disease Control Travel Page: <http://www.cdc.gov/travel/index.htm>
- Global Navigator Network Resources: <http://bin.gnn.meta/travel/res/inetresources.html>
- World Health Organization: <http://www.who.int/en/>
- American College Health Association: <http://www.acha.org>
- National Library of Medicine: <http://www.nlm.nih.gov>
- U.S. State Department: <http://www.travel.state.gov>

APPENDIX O: PARENT HANDBOOK

Central College Parent Handbook⁷

Introduction

To the parents of all Central College students,

Studying abroad is a wonderful, exciting, and sometimes anxiety-provoking experience for students. It is also an exciting and sometimes anxiety-provoking experience for their families. We know that parents and families sometimes have special concerns and questions that are different from those of the students. We hope that this handbook will address most of those concerns and questions and help to make your student's study abroad experience a more enjoyable one for you as well.

This Parent Handbook is intended to address special concerns that parents and families might have, such as understanding the process of cultural adaptation their student is undergoing, what to do if there is a question about billing or transcripts, or when your student doesn't call home upon arrival as promised. We encourage parents to read through both the Student Survival Guide and the Parent Handbook. The handbooks should answer many of your questions and suggest the best person or organization to contact if you need more information.

We hope you have a wonderful experience, sharing this life-changing opportunity with your student. Please do not hesitate to call or email our office before, during or after the journey.

The Staff at Central College

Important Contacts

Central College
812 University
Box 0140
Pella, IA 50219
Phone: 641-628-9000

Central College Controller's Office
Jeff Sanger, Staff Accountant
Controller's Office
Central College
Box 5700
812 University
Pella, IA 50219
sangerj@central.edu
641-628-5161

⁷ Adapted from Central College Abroad Parent Handbook.

Central College Academic Records/Registration
Academic Records and Registration
Central College
Box 6400
812 University
Pella, IA 50219
registrar@central.edu
641-628-5442

Central College Financial Aid
Donna Newendorp, Associate Director
Counseling Services, Financial Aid
Central College
Box 5800
812 University
Pella IA 50219
newendorpd@central.edu
641-628-5187

Travel Related Websites

State Department: <http://travel.state.gov/>
State Department Travel Warnings: <http://travel.state.gov/travel/warnings.html>
World Health Organization: <http://www.who.int/>
Weather Channel: <http://www.weather.com/weather/int/>
USA Today weather information: <http://www.usatoday.com/weather/basemaps/world1.html>
Olsen's Currency Converter: <http://www.oanda.com/converter/classic>

Country-Specific Websites

City Net: <http://www.city.net/countries/>
CIA country handbook: <http://www.odci.gov/cia/publications/factbook/index.html>

Understanding Your Student's Experience

Students often go through similar stages as they prepare to leave their home country, adjust to life abroad, and return home. Although it may not be immediately apparent, as students adjust to life in a different culture, they gain important skills that will benefit them throughout their lives. They are developing intercultural competence, the ability to recognize and respect differences among cultures, and to live and work effectively in a culture other than their own. Following is a list of 13 typical stages of adjustment and suggestions on how families can support their students during each stage. Each person adjusts to new situations in a unique way, and sometimes a student may pass through these stages in a different order or skip them entirely. The following is intended only as a general guide.

1. Anticipating Departure

Preparing to go abroad is an exciting time. With this excitement comes the formation of expectations and goals. However, it is important that students remain realistic in their expectations so they will not face disappointments when they settle in abroad.

Suggestions for Support:

Your student can benefit from researching the country, reading important works of literature and consulting local newspapers on the Internet. It is also beneficial for the student to start a journal that defines goals and expectations for their time abroad. The journal should be continued throughout the abroad experience and after returning home. These activities will help give your student a sense of understanding of the process he/she is going through and a connection to the new country.

2. Arrival Confusion

The first few days can be very trying and disorienting for some students. They will be recovering from jetlag, meeting new friends, adjusting to a new language, living style, food and customs. For most young people this is very exciting, but for some it can be intimidating. However, most students recover and adjust and do very well.

Suggestions for Support:

Particularly during the first few days, it is not uncommon for a student to call home upset about the housing, the city, jetlag or local people. Please encourage your student to speak with the director about his or her concerns. The directors are familiar with these situations and are ready and able to help your student during this initial adjustment period.

3. The Honeymoon

When a student arrives in the host country, everything is typically new, different and fascinating. Many students respond by being on a cultural high and feel that everything is wonderful. This stage can last from one to several weeks.

Suggestions for support:

Sharing your student's excitement, exploration, and new experiences is fun. Stockpile some of the good experiences to use when times become more challenging. This is a good time to begin inquiring about differences in food, people and other cultural variances.

4. The Plunge

When the novelty of the new culture wears off, students can become frustrated and confused. This is when reality sets in. They need to begin adjusting to new ways of communicating and differences in living styles, food, social customs, and classroom interactions. Although difficult, this stage prepares the student to engage with the new culture at a deeper level.

Suggestions for Support:

Listen carefully. Ask about what is frustrating your son or daughter. Avoid making value judgments on cultural differences. Instead, work together to understand these differences.

5. Initial Adjustment

As students develop their language and social skills, they become more confident. They feel at home with local transportation, communication, and social customs. Novelty items become commonplace and many of the initially confusing differences begin to make sense. This period can last a long time as they begin to balance the negatives and positives within the culture.

Suggestions for support:

Cultural differences are not problems to be solved. Understanding these differences and responding appropriately are important accomplishments for students. Praise these accomplishments, however mundane they may seem.

6. Confronting Deeper Issues

As students confront cultural differences and personal issues at a deeper level, they begin to see a multitude of approaches to their life abroad. They learn through experience what is socially acceptable and question deeper assumptions about the world. Students may feel isolated at times during this stage.

Suggestions for support:

This important and very challenging stage is the pathway to profound growth. Students may have strong negative feelings about the host culture or their own culture. Encourage your student to explore his or her own values and beliefs. Avoid rushing to judgment, as your student's values appear to change.

7. Adapting and Assimilating

The sense of isolation subsides as students begin to feel more at home in the host country. They begin to identify with new ways of thinking and doing. They may establish a strong friendship with a local student, or they may accept that they will not have the time to develop deep friendships. At this point, students are comfortable with their home identities as well as the adapted identities they've developed in the new culture.

Suggestions for support:

Not all students will reach this stage, so don't be disappointed if yours doesn't. Many expatriates do not reach this stage even after several years of living in another culture. You may well sense a greater maturity in your student. Share your student's clearer understanding of both his/her home country and other cultures.

8. Going Home

The program is winding down and students want to take a few more pictures, visit places they still haven't seen, say farewell to friends, and pack for home. Students have to prepare for departure while at the same time complete an academically rigorous semester. They are also reflecting on what they've accomplished and where they've been.

Suggestions for Support:

Prepare yourself for your student's return home and the challenges to be faced. Help him or her make the psychological adjustments to prepare for the return home.

9. Initial Excitement

Students are thrilled to be home, eat their favorite food, see their friends, and be with their families. They may talk endlessly about their many experiences and discoveries while abroad.

Suggestions for support:

Listen. Enjoy their experiences with them. Try to accept their enthusiasm for the host culture and their experiences without brushing them off (even though it seems you have heard the story a hundred times.) Encourage them to reflect on how they have grown and developed in preparation for returning to their home college or university.

10. Judgmental Period

What was once familiar and commonplace at home becomes strange, uncomfortable and boring. Students may find fault in everything and believe it was better overseas.

Suggestions for support:

Avoid ignoring your student's concerns or debating the relative value of their home culture versus the culture of their host country. Instead, help your student further explore the positive and negative aspects of each culture. How can they develop a confident identity with different cultural backgrounds?

11. Realization Stage

At this point, students are noticing significant changes at home and in themselves. This stage can be compared to the *Confronting Deeper Issues* stage. This is an important link between the students' adapted selves and their original self-perceptions.

Suggestions for Support:

Encourage your son or daughter to forge his or her own identity and self-confidence. Help him or her build upon his or her experiences to set future academic, professional and personal goals.

12. Reverse Culture Shock

Students often experience frustration at not being able to use the skills acquired overseas that are now second nature to them. This may cause them to feel isolated and misunderstood by family or friends. Students may feel that important new perceptions and values acquired abroad have been lost.

Suggestions for Support:

Encourage your student to get involved with activities that will enable them to use their cross-cultural skills. Examples of these activities include international student organizations on campus, volunteer activities with foreign students or immigrant workers, and working with prospective study abroad students. Central College provides similar opportunities for students returning to campus and many of the other students' home schools provide this as well.

13. Balanced Re-Adaptation

During this stage, students begin to integrate their experiences abroad into their life in their home country. They find a niche at home and are comfortable expressing their new viewpoints and values. They integrate their identities developed overseas with their identities in their home culture, resulting in a more complete appreciation of both the home and overseas culture.

Suggestions for support:

Enjoy the observations and take pride in your student's development.

Adapted from the IES Family Guide to Study Abroad

Common Questions and Concerns

Who should pay the initial deposit, the student or the school?

Students are informed of the payment procedures via their home institution.

What is the program deposit used for? Can I get it back later?

The program deposit is part of the overall program fee and is included in the total program fee. Paying the deposit reserves a place for your student on the program and allows the director to begin reserving housing and making other arrangements for your student. The deposit is non-refundable unless Central College cancels the program.

It's close to the due date for paying the program fee, but I haven't received an invoice yet. Will my son or daughter be dropped from the program?

Contact the Central College Controller's Office to make payment. A student would only be dropped from a program if he/she failed to make payment after being contacted about a late payment. The student can access their home institution's payment procedures via their online account.

I can't afford to pay the full program fee by the deadline. Do you have a monthly billing plan?

Central College does have a monthly billing plan available for semester or academic year programs. If you are being invoiced directly, you can participate in the plan. Please contact Jeff Sanger in the Controller's Office at Central College for details. If the home institution is paying the program fee and invoicing the student later, you will need to contact the Business/Controller's Office at the home campus to work out a payment plan. Central College cannot do monthly billings for you if we have an agreement to invoice your student's college or university.

Can my son/daughter's financial aid be used to pay for your programs?

This option depends on the policy of the individual college or university. If your student is not enrolled full time in a degree program at Central College, you will need to contact the Financial Aid Office at his/her college or university regarding financial aid allowed for Central College programs. Central College does accept financial aid from other schools, with their permission. All financial aid must be processed through your student's home institution. Federal and state aid should be transferable for most students.

Will my son/daughter need any special vaccinations before going abroad?

Central College recommends that students have all their regular vaccinations up to date. They should have a tetanus booster if they have not had one in the last five years. We recommend that all students have a TB test before and after their trip abroad as there is a slightly increased risk of exposure when traveling. We also recommend typhoid and hepatitis A vaccinations. Be sure to have your student consult with his/her doctor and/or the school health center in preparation for the trip.

Does Central College book group flights?

It depends on the program. Contact your director to learn more.

Will the director pick up the students at the airport?

Yes, the director will meet the students at the airport. Transfer will be provided to and from the airport.

Please contact Central College if you have further questions regarding travel and arrival arrangements.

My son/daughter was supposed to call me as soon as he/she arrived. It's been a whole day, and I'm worried.

Try not to panic. Every semester at least one or two students forget to call home, causing their parents a lot of anxiety. Most students simply are not cognizant of how much their parents are worrying about them. They are tired from traveling or are busy trying to get settled in or perhaps haven't yet figured out how an unfamiliar telephone system works. Please be assured that all the directors have the students' flight information and are watching for their arrival. They will notify us if a student does not arrive when expected. If you are concerned, please contact Central College. We will locate your son/daughter, let you know that we have reached him/her, and ask him/her to call you.

What will Central College do in case of emergency?

The following section outlines the Central College Safety and Security Plan.

Central College Safety and Security Plan

Emergency Plan

The Central College Emergency Plan enhances the safety of our participants and guides their response to emergencies. The plan is not a guarantee that a specific action will take place in a specific situation, nor is this document a contract between Central College and any other party. Health, safety, and recovery from emergency situations are the sole responsibility of each participant as outlined in the Conditions of Participation form signed by each participant.

Assessing the Risk

Central College uses a number of sources to assess the safety and security risks for participants. We use data provided by the U.S. Department of State, and gather data provided by our directors regarding their local situation. Other sources include consultation with other study abroad program providers and recommendations made by NAFSA. We encourage individual participants and their family to remain in close contact with each other and to regularly check travel advisories at www.travel.state.gov.

Role of Directors

Our directors are continually monitoring safety and security in their respective countries. In the event of a local emergency or worldwide crisis, directors will:

- Contact all participants to ascertain their well-being and to provide information and advice
- Contact the Embassy, Consulate, or Interest Section, and also confer with other study abroad providers and/or organizations operating in their city or country

- Gather or not gather the participants in a group based on the particular circumstances
- Advise participants to contact their family as soon as possible
- Contact the Emergency Response Team
- Continue to monitor the local situation and implement instructions from Emergency Response Team as needed

Role of Participants

We encourage our participants to be in routine contact with their family and to advise them of their travel plans during their time outside of the United States. Our directors also request travel plans from each of their participants as a precautionary measure. In addition, Central College advises participants to:

- Make sure their family has their accurate and up-to-date contact information at all times;
- Notify the director of any emergencies and any health condition that lasts a day or two;
- Review travel advisories for countries they plan to visit.

Role of Emergency Management and Emergency Response Teams

Central College's Emergency Communication and Management Team consists of senior staff members, including the President of Central College. In the event of an emergency, the Emergency Communication Management Team will determine the course of action, which will be carried out by an Emergency Response Team. Members of these teams have access to all critical data regarding participants, worldwide staff, sending schools, and other safety and crisis information. In the event of a local emergency or worldwide crisis, sending schools will be contacted as soon as possible. Participant's family or emergency contact may also be notified depending on the severity of the situation.

To contact the Emergency Response Team **please call our toll-free number at 1-800-831-3629**. After hours instructions will re-direct callers to the main campus switchboard where the call can be re-directed.

In the event of a local emergency or worldwide crisis, the Emergency Response Team will:

- Consult with directors regarding situation;
- Determine proper course of action and have directors implement plan of action;
- Contact sending schools regarding course of action as soon as possible;
- Contact the participants' family depending on the severity of the situation.

U.S. Department of State

We continually monitor the travel advisories in the countries in which our programs operate. Travel advisories for specific countries can be viewed at www.travel.state.gov. The U.S. State Department also provides a service to families in the United States whose U.S. Citizen relatives living abroad are directly affected by a crisis. Families can communicate with the Department of State through the Office of American Citizens Services and Crisis Management (202) 647-5225. Participants and their families need to be aware that the U.S. Department of State Office of American Citizens Services and Crisis Management will generally not release individual information to Central College or to other third parties.

Contingency Plans

We do have contingency plans for each country in which we operate. Contingency plans will be put into effect in case there is a known local condition that requires (1) extra caution (2) removal of the program to a different site in the same city or country or a nearby country or (3) suspension of a program and evacuation of participants. For security reasons, these contingency plans are made known only to Central College staff.

On-site Orientation

As a part of the comprehensive on-site orientation, our directors have reviewed in-depth safety and security measures for their respective countries. Participants have been given all necessary emergency contact information and have been guided in the steps they should take should an emergency arise. Directors provide guidance for students to register with the Consulate or Interest Section, a step that is strongly encouraged.

Cellular Phone Information

As part of Central College's commitment to your safety abroad, we require all students to have a cellular phone with you at all times while enrolled in our programs so that you can be reached quickly in the event of an emergency.

Health Insurance

Participants have been provided information regarding recommended local health care providers. As a requirement to participate in Central College's programs, participants must have health insurance to cover them while abroad.

Health Care

As always, Central College's top priority is our participants and their well-being. We will continue to monitor the world situation and act in the participants' best interest. If an emergency arises, please know we will act prudently and notify sending schools and family of our actions. We are prepared to act should the need arise.

APPENDIX P: STUDENT POLICIES AND PROCEDURES

Central College Policies and Procedures Manual⁸

Conditions for Participation

All participants on Central College programs are required to submit the *Conditions for Participation* form (last page of the policies and procedures manual) which acknowledges receipt and understanding of the information contained within this document as well as compliance with all the policies, procedures, and requirements contained herein.

Waiver of Claims

As a participant on a Central College program, you must voluntarily and without reservation and on behalf of yourself, your heirs, and your estate, waive all claims that might arise of whatever nature for death or any injury, loss, damage, accident, delay, irregularity or expense arising from strikes, war, weather, sickness, quarantine, political or civil violence including terrorism, transportation, sightseeing, hotel, host family housing, or the use of any vehicle or services of a transporting company, firm, individual, or agency, or for any cause whatsoever in connection therewith against Central College and its agents, your college and all Central College faculty, staff members, or employees, directors, trustees and agents, their heirs, and their estates.

Medical Release

According to the terms of the Medical Authorization and Health Evaluation, you authorize the release of your medical report to the Central College staff and confirm that you will complete the student section of that form as accurately as possible. In addition, should you be unable to decide for yourself, you grant the Central College Program and its agents full authority to take whatever action they feel is warranted regarding your care. You also agree that if deemed necessary, in the event of physical and/or mental illness or injury, the director or a representative of the Central College Program is authorized to secure necessary medical treatment, including the administration of anesthetic and surgery, at your expense. If it is further deemed necessary by the Central College Program and/or local medical authorities, you will be flown back to the United States for further medical treatment at your own expense.

Travel Risks and Requirements

There are risks of travel and living in different cultures. You are required to give close attention to safety information provided in writing and as part of the program orientation. You are also required to adjust your behavior, dress, and activities to maximize your own and the group's safety while we are abroad. You must agree to uphold individual and group standards appropriate to the cultural setting of the program. If your actions are judged to be injurious to the program and/or seriously offensive to the host cultures, the international student advisor has the right, after consultation with the Central College office and your home institution, if applicable, to terminate your enrollment in the program without refund of fees and to return you to your home at your own expense.

Students and parents should inform themselves completely about the risks of any study abroad experience. As far as possible, the College and the Central College office monitor events through U.S. and host government sources as well as news media and colleagues on site and in the international

⁸ Adapted from Central College Abroad Policies and Procedures Manual.

education field. Orientation and procedures to deal with emergencies and crisis situations are provided but still there is absolutely no guarantee regarding the safety of the program participants. Students are asked to recognize and acknowledge the risks of any experience outside their own culture and to take reasonable steps to adjust their behavior, dress, and activities to maximize their own group's safety.

Visa Requirements

On programs where a student visa is required, Central College will provide detailed instructions, documentation, and assistance in applying for the visa, however, it is the sole responsibility of the student to comply with application requirements and deadlines.

Media Usage

Students grant the Central College Program permission to publicize their experience abroad and to reproduce all photographs, video, movies, or sound recordings taken of them during the time that they participate in the program.

Student Roles and Responsibilities

Attitude and Approach

By enrolling in a Central College program, you pledge to take a constructive attitude and approach to study abroad. This attitude is marked by basic interest and respect for the host culture and values, a desire to be accepted and an understanding of the need to be both skillful and sensitive in communication. You should be courteous, well mannered, curious and slow to criticize.

Expectations of Performance after Acceptance

After your acceptance to a Central College program and before actually going abroad, we expect all students to continue to perform at the same or at a similar academic level as was presented in the most recent transcript you provided for acceptance. Central College reserves the right to withdraw your acceptance to a program if it is decided that you no longer meet the performance standards to participate on the study abroad program.

Some circumstances that could lead to a withdraw include:

- Your overall GPA drops significantly any time prior to your departure abroad
- Your current semester GPA drops significantly
- You receive disciplinary action for behavior on or off-campus

Pre-Departure Communications

The Central College international student advisor and the Marista University international coordinator will serve as your official sources of information as you prepare for your experience abroad.

On-Site Communications

All students are required to have a cell phone, loaded with adequate minutes, at all times. This policy is designed to facilitate effective communication between students and the international student coordinator, especially in the event of an emergency.

Local Rules and Expectations

At the program site, there is a network of local rules, procedures, customs and expectations. The residences, academic institutions and officials of the program and the city expect students to comply with established rules and laws. An important part of the time abroad is to learn these rules as early as possible, usually through alert observation and curiosity. If you disobey the local rules, you must be prepared to pay the normal consequences. The most immediate rules are those of the residence and the university. These should be learned quickly and obeyed without challenge.

Compliance with Residence Rules and Procedures

All residents from all programs are subject to the rules and procedures of the residence and agree to accept the consequences of failure to observe and follow them. The international student advisor and/or the director of residence life has the right to dismiss students from the residence. No refund is given. If the expulsion comes as the result of willful and repeated violation of dormitory rules, the international student coordinator and/or the director of residence life may require these students to find their own housing at their own cost and subject to the advisor's approval, or he or she may simply dismiss the students from the program. Fortunately, expulsions are rare and need never occur.

National Laws and Policies

The obligation to comply with local rules and expectations is equally applicable to national laws. The laws of you're the United States may not differ much from laws governing your home country, but law enforcement and court procedure may differ sharply. You should not expect that offenses largely ignored in your home country are also ignored abroad. We warn especially those who may be tempted in the following:

Illegal Drugs: Drugs are governed by harsh penalties and strict enforcement. Students are particularly vulnerable because they are already stereotyped as plausible culprits. In turn, they are the first accused, the first to be searched and usually the most likely to be implicated. Those who sell drugs to students are often informers. Recourse is difficult to impossible. **Stay away from drugs.** If the international student advisor learns that a student is using drugs, his or her responsibility for the reputation of the program and the safety of the student requires the student be sent home.

Political Demonstrations: Additionally, it is important to know that demonstrations are a common aspect of university life. The unpredictable nature of demonstrations is such that it may escalate into violence. Do not get involved. If you must protest, please wait until you are back home and can do it in your own government system.

Respect for the Rights of Others

The students enrolled in the program come from diverse regions of your home country, with a broad spectrum of personal values and goals. Learning to respect and form friendships within the group are added benefits of the program. You are expected to respect the rights, opinions and integrity of others. This common sense expectation is worth mentioning only because of the unusual importance of group morale. Within a different culture, international students are often more dependent on one another for encouragement and support. Criticism, slander and gossip can be counter-productive and hurtful.

Liability

All arrangements for accommodations, transportation, transfers and sightseeing are made by Central College as agents for the passengers and upon the express condition that the college shall not be liable for any injury, damage, loss, accident, delay or other irregularity which may be occasioned by reason or default of any company or person engaged in conveying the passengers or carrying out the arrangements of the tour. No carrier shall have or incur any responsibility or liability to any person taking the tour, except its liability as a common carrier.

The liability of the carriers for baggage or other property accompanying passengers is limited to their liability as common carriers. Baggage and accident insurance is recommended. Central College of Pella, Iowa, shall not be or become liable or responsible in any way in connection with any means of transportation or other services or for any loss, injury or damage to or in respect of any person or property arising during this tour. The college reserves the right to change any arrangement in schedules, travel, housing, etc., as herein set forth, as necessitated by circumstances beyond its control, offering substitutes of equal value, or to cancel the operation of any scheduled tour.

Harassment

Central College programs adhere to Central College's policies regarding all forms of harassment including those based on ethnicity, race, national origin, ancestry, color, socio-economic class, creed, religion, philosophical belief, marital status, disability, physical appearance, sex age, sexual orientation, gender expression and identity, and organizational affiliation. A full description of these policies is available upon request. Within the study abroad context, Central College realizes that cultural, social, familial, and educational, relationships differ from those in your home country and occasionally are misunderstood and misinterpreted by some students studying abroad. However, the College believes that no student participating in a Central College program should have to experience unwelcome sexual or other types of harassment pressures.

Should you at any time in your academic program experience abroad feel unwanted pressures either in or out of the classroom or family home stay environment, you should contact the Central College international student advisor immediately with your concerns and seek assistance. He/she may be reached in the case of an emergency 24 hours a day, if necessary. You may also call the Central College office at 1-800-831-3629, which has 24-hour voice mail.

Academic Seriousness and Effort

Central College expects all participants take the MCSC program seriously. Students will be expected to perform and achieve as if they were on the home campus. As on the home campus, each student will be treated as an individual. Difficulties or failures will be viewed sympathetically if the student is trying; sternly if the student does not seem to care. We know from past experience that it is possible to follow a serious program and also find time to explore a different lifestyle and another culture.

MCSC students are expected to attend all sessions, including social activities, unless marked as optional on the program itinerary. If the session is marked optional, attendance is recommended but not required. There will be checks to see that all are present at the morning meetings, at the beginning of each educational session, upon boarding and re-boarding all transportation for activities and upon checking-in for all ticketed events.

“Director” Roles and Responsibilities

The “director” is the Central College international student advisor.

Orientation Instructor

The director is responsible for coordinating all aspects of the on-site orientation program. He or she contracts for any outside teaching, room and board and touring services as needed. The director serves as an instructor and guide for orientation sessions and may teach all, or a portion of, a required orientation seminar.

Field Trips, Excursions and Cultural Events

The director has direct responsibility for planning and supervising the field trips, excursions and cultural events that enrich the study program. Many of the additional activities are required as a part of the program, and no refunds will be made to students who do not participate.

For reasons of liability, all Central College program day trips and excursions are only available to program participants currently enrolled in the program. Visitors may participate in program activities as deemed appropriate by the director.

Counseling and Support

The director interprets attitudes, customs, values and assumptions to help you get the most out of your environment. If you encounter unexpected difficulties, such as sickness, accidents, conflicts with authorities, or unpleasant news from home, the director will do his or her best to help resolve the situation. The approach is to work with you as a responsible adult. However, the director may notify your family, academic adviser or home institution if the situation requires. Normally, this will occur if you are involved in an accident, hospitalized or if you seem to be in danger of losing academic credit or of being dismissed from the program.

Authority and Discipline

The director has the responsibility for maintaining an orderly and secure atmosphere for students. If a student's behavior disrupts program order, endangers the reputation of the program or seriously affects group safety or morale, the director must intervene.

Discipline Policy

All students participating in Central College programs are to comply with the rules and policies of the college as set forth in this policy handbook. Students must also comply with the rules established by the study abroad program in which they are enrolled. Any student who violates these policies may be subject to warning, probation, or suspension from the semester/program in which they are enrolled. Furthermore, students whose home campus is Central College may be subject to dismissal from the College in accordance with existing policies and procedures set forth in the Central College Student handbook.

Students suspended from study abroad programs as a result of disciplinary action may forfeit all credits for the courses in which they are enrolled abroad. For students whose home campus is Central College in Pella, the student will be suspended for the semester and will be required to reapply to be readmitted to Central College. Students whose home campus is not Central College in Pella are subject to the policies and procedures of their respective colleges and universities regarding suspension and readmission.

Procedures:

Upon arrival, directors will review policies and procedures for each program during on-site orientation. Student participants are responsible for knowing and following all program expectations, policies, local laws and procedures. The director will warn students who are abusing the rules. **However, when an offense is of such significance as to warrant immediate suspension for the semester, a warning is not necessary.**

On those occasions when a student's behavior disrupts good order, endangers the reputation and good standing of the program, seriously affects group safety or morale, or violates Central College regulations

or local laws, the director must intervene. Intervention can be in the form of written warning and probation, immediate provisional suspension, full suspension from the semester/program, or dismissal from the college. At every stage in the procedure, a student is given the opportunity to present her/his own position to the director abroad and/or to the Pella campus representatives involved in the decision making process.

1) Warning and Probation Generally, when behavior requiring disciplinary action occurs, students are first counseled about the disruptive behavior and given a written **warning and terms of probation**. A copy of the warning, signed by both the director and the student, will be forwarded to Central College. For undergraduate students whose home campus is not Central College, a copy of the notification will be forwarded to the appropriate representative of the home campus.

2) Immediate Provisional Suspension If the behavior continues, the terms of the probation are not met, or the initial offense is of such significance as to warrant immediate suspension, the director will render a recommendation to suspend in writing to the Dean of Global Experiential Learning and will make a good faith effort to provide the student with a copy. The director may choose at this time to place the student under **immediate provisional suspension** for one week while final decisions are made in collaboration with the following Pella campus representatives: the Dean of Global Experiential Education and/or the Vice President for Academic Affairs. The one-week provisional suspension may either be determined as “in-house” or the student may be asked to find a hotel at his/her own expense. During this one-week period, the student has the right to present his/her position verbally and in writing to the aforementioned Pella campus representatives through the director or the Dean of Global Experiential Learning. For undergraduate students whose home campus is not Central College, a copy of the notification will be forwarded to the appropriate representative of the home campus.

3) Suspension from the semester/program A decision will be reached and communicated to the director who will, in turn, make a good faith effort to communicate those outcomes in both written and verbal form to the student. Notification will include an outline of the offense and the terms of the **suspension from the program**. A copy of all related documents will be sent to the Pella Campus where they will be kept as a part of the current Student Life Office files. For undergraduate students whose home campus is not Central College, a copy of the notification will be forwarded to the appropriate representative of the home campus.

As defined in the notification of suspension, the student will be expected to make arrangements to leave the program and vacate college-provided housing after the final conversation between the director and the student, wherein the terms of the suspension are communicated. The student may be required to find a hotel at his/her own expense until arrangements to return home can be finalized.

For students enrolled in an undergraduate institution, Central College will notify the home campus of the student’s suspension. The student is expected to contact the family before finally departing the country. No refunds are given to students suspended from the program or dismissed from Central College. Any unpaid balance on the student’s account will be due and payable at the time of dismissal. Central College will inform all students accepted to Central College programs of this policy in advance of participation in any program.

Financial Policies

Deposit

Nearly every part of a Central College program, from housing to excursions, must be contracted and reserved with advance deposits and often with full payment. Our policies for deposit refunds are based on practical realities. It is imperative your program deposit and payments are made on time.

The final deadline for deposits is 2 weeks after acceptance. You must pay the non-refundable deposit by the due date in order to keep your place in the program and to allow the director to begin making housing, orientation and other arrangements for you. If Central College cancels the program, this deposit will be refunded.

Payments Due

Please check your online account regarding your home institution's payment of fees procedure. If your home institution's payment of fees procedure is to make payment of program fees on the student's behalf, Central College will invoice the student's home institution directly. The home institution, in turn, will deal directly with the student for payment of program fees. If your home institution's payment of fees procedure is for Central College to invoice the student directly, there will be a document available on your online account called Schedule of Payments. Please refer to this document regarding specific payment details.

Withdrawal or Deferral of Acceptance from Program

Students accepted on a Central College program that withdraw or defer after paying the non-refundable deposit will be charged according to the following schedule:

- Deferral or withdrawal between receipt of deposit and 60% completion of the program: deposit plus all expenses incurred.
- Withdrawal between 61 and 100% completion of the program: Full program fees.

Students who enroll in full year programs and withdraw from the spring semester will be charged spring semester fees as follows:

- Withdrawal from spring semester prior to November 1: no charge for spring semester.
- Withdrawal from spring semester after November 1: expenses incurred for spring semester.

Withdrawal from a Specific Part of the Program

No refunds will be given for withdrawal from a course, for missed meals or unattended excursions. There will also be no refunds for housing arrangements unless approval is granted prior to departure. **Central College students receiving Title IV funds who withdraw from the program will be assessed for expenses and all other funds will be refunded to appropriate agencies.**

Involuntary Dismissal from the Program

No refunds are given to students suspended from a program or dismissed by Central College. Any unpaid balance on the student's account will be due and payable at the time of dismissal.

Right of Cancellation

Central College reserves the right to make cancellations for insufficient participation in the Program or other reasons. Central College also reserves the right to make changes (including equipment substitutions) or other alterations in the Program's proposed schedule and I agree in advance to accept such changes or cancellations. In the event that the Program is canceled prior to the commencement of the program, Central College shall have no responsibility beyond the refund of all deposits made and monies paid to Central College by participants. Minor alterations in the Program will not result in refunds.

Alcohol and Drug Policy

At the request of the Department of Education on July 23, 1991, Central College produced the following statement regarding alcohol and drugs for the student handbook on our home campus. Central has been asked to also distribute this to students on all study abroad programs.

A Drug-Free Campus

In observance of the Drug Free School and Community Act and a strong philosophical belief, Central College establishes the following policy:

- College policy prohibits the unlawful possession, use or distribution of illicit drugs and alcohol by students and employees on campus or at college-sponsored functions. Related paraphernalia is also prohibited. Violators can expect disciplinary sanctions to be imposed including the possibility of dismissal. Violators of this policy can also anticipate legal action being imposed. Legal sanctions could include monetary fines and/or imprisonment.
- Substance abuse has proven to be injurious to health and very costly to employers as a result of accidents, time lost from the job and related health costs. It has proven to be detrimental to the health and wellbeing of students resulting in lower grades, reduced participation in various college activities and increased health problems. The college, through its counseling service and its contact with other health professionals in the area, is prepared to assist students with substance abuse problems. A contact with one of the college counselors could prove to be helpful.
- Those who have questions regarding this policy should contact the student life office.

Family and Friends Visitation Policy

Due to the short nature of the MCSC program, no family or friends will be allowed to visit or participate in any program activities.

Medical Insurance Policy

It is your responsibility to obtain proper medical insurance prior to departure from the United States. **It is a requirement to have at least \$50,000 in coverage to attend a Central College program.** Often, the same medical insurance plan that provides coverage for you to attend your home institution is also valid anywhere in the world. However, there are a few policies that are the exception to the general rule, and it is important you call your insurance company to determine if you are covered overseas. If not, you and your parents must find out what exactly is covered and decide whether or not you wish to purchase additional insurance related to your anticipated needs. Also, be sure to discuss with your parents what you should do in an emergency situation. Consider whether you should purchase a policy with air transport medical evacuation benefits. Some medical assistance programs provide such a service.

If you see a doctor or require hospital treatment abroad, usually you must pay cash. Be sure to obtain receipts. Your insurance company can reimburse you upon return to your home country. A few insurance companies will provide on-site representatives to handle payment and other arrangements, such as emergency evacuation, if deemed necessary. A number of companies offer medical expense insurance and/or travel assistance for people studying or traveling abroad. They offer different forms of coverage,

including medical expense benefits, supplemental major medical expense, medical evacuation, referral to local physicians and hospitals, personal accident, etc.

It is solely your responsibility to determine, with or without medical assistance, that you are **physically** and **mentally** able to participate in a study abroad program. Any and all health and accident insurance you consider necessary is your responsibility to locate and purchase.

Health Recommendations

Make taking care of your health a priority before you leave! You are required to have a recent physical for the Central College Medical Form, but you'll also want to visit the dentist, optometrist and any doctors you visit for special needs. See a physician for any ongoing or acute medical problem, no matter how trivial. Foreign medical systems are often different from what you are used to – make sure any problems are resolved well before you leave. Below is a checklist to help you get caught up before you go:

Staying Healthy Abroad

- Get plenty of rest, especially when you first arrive as you'll be under a combination of excitement, jet lag and anxiety. Until you adjust to your new surrounds and schedule, you may get worn down or sick more easily. Proper rest will help!
- Eat properly! This may seem obvious, but you will notice a big difference in your body's adjustment.
- Exercise is a great way to keep up your energy and it will help your immune system work properly. Exercising also gets you out into your host city to explore new things!
- Continue with any previously prescribed treatments or medications.
- MCSC participants are not permitted to drive any motorized vehicle including any kind of car, truck, minivan, van, SUV, ATV (all-terrain vehicle), motorbike or scooter.

Sickness and Injury

If you become sick or injured, contact the international student advisor right away. The international student advisor will have local knowledge of hospitals, clinics or other resources. The director may accompany you when appropriate or necessary.

When you are in an unfamiliar location, check with the Embassy or consulate for a list of local physicians and dentists.

Physical and Mental Health

Though it is not required, Central College strongly encourages students who may have special considerations to make the director aware of these early on in the program. Also, try and include as much information as possible on the Medical Form that you turn in to Central College before you go. Any pre-existing conditions may be complicated by the initial stress of living abroad, and your experience can be greatly diminished if you do not address them. Whether this condition is a physical or mental health issue, the director is equipped to assist you with the utmost discretion and confidentiality. Counseling, treatment and tutoring services can be found with the director's assistance.

In the admissions process, the College does not discriminate against individuals with emotional disorders or conditions, but all students are urged to think carefully about submitting themselves to the additional pressure, fatigue and anxiety of life in a foreign environment. For your own welfare, if you have had any

emotional or psychological problem, please consult with a mental health professional in your country to discuss the potential stress of study abroad. We want you to be aware that mental health treatment may not be as widely accessible abroad.

Immunizations

Discuss your need for immunizations with your health care provider. Ask about shots or boosters appropriate for the area you will be living in. Central College recommends the following for all programs:

- Tetanus-Diphtheria booster if five years or longer since last booster*
- Tuberculosis (TB) test – within one year before leaving the US and within 10 weeks after returning to the US
- Verification of blood type
- Consider having a winter flu booster

**Tetanus vaccine overseas is often a different type of vaccine, and you may have a reaction to it. Centers for Disease Control recommends ALL COLLEGE AGE STUDENTS be immunized for Hepatitis B and receive a second Measles, Mumps (MMR) and Rubella vaccination.*

STDs

Sexually transmitted diseases (STDs) are common in all countries and are more prevalent in developing ones. Check with your health practitioner for tips on prevention and information about the risks of STDs, especially Hepatitis B and HIV.

Dental Care

See a dentist even if you are not having any dental problems. Dental care treatment and practices vary around the world, so it is best to have a thorough checkup before you leave and have any necessary dental treatments taken care of at the same time.

Eyeglasses

We encourage you to bring an extra pair of eyeglasses, prescription sunglasses, and/or contact lenses. Also, bring along a copy of your prescription. Optometrists will be available, but if you arrive prepared you will decrease your waiting time for a new set of glasses or contacts.

Prescription Medicines

If you are on medication, we advise you to take a sufficient amount to last for your entire stay – if possible. Be sure to carry prescription medicines in their original vials or packaging with prescription labels attached. Most prescription medications will be readily available at your program site, but many brand names will be different. Make sure you know what the substance name or ingredients of the medication are – both for prescribed and over-the-counter medicines. If you run out of medicine, and need to get a new supply, the substance name is crucial.

Please note that there are medicines, both prescription and non-prescription, that are banned or illegal and may not enter certain countries. If found by customs, these medications will be confiscated and destroyed, irrespective of purchase costs. This also goes for medicines sent by mail. Your pharmacist should be able to advise you on legality issues and give the brand names of alternative medicines. Also, check with your airline before departure to learn whether your prescription should be packed in carry-on or checked baggage. Let your director know of any medication you are taking so that they can follow up in case of an emergency.

Medical Records

If you have special medical needs, be sure to hand carry copies of your medical records and/or a letter from your physician describing your circumstance(s).

Review

Review any information available about health care (diseases, health care system) in your study country. This information will help you to know what resources you will be able to rely on and how much you will have to take responsibility for.

Travel Recommendations

Travel away from the program during breaks can be one of the appealing benefits of study abroad. However, you must notify the staff at the program office of all your travel plans and the anticipated dates/times of return. Note that this is solely out of concern for student safety and precautions in the event of an emergency.

Safety Abroad

In addition to adjusting to life in another country, you may be adjusting to life in a big city. Central College is always concerned about the safety and welfare of its students. The director will discuss student safety during orientation, and we urge you to be guided by these suggestions. Below are common travel guidelines Central College would like all students to follow:

- **Travel documents:** Make two copies of your passport – leave one at home and pack the other in your bags. Keep your passport and other travel documents on you at all times while traveling. Report a lost or stolen passport to the nearest U.S. Embassy or Consulate **IMMEDIATELY**.
- **Car rental:** Student car rental is actively discouraged. All program sites have excellent public transportation and all are notorious for overcrowded streets and highways. National laws affecting liability for auto accidents are complex and risky. Car accidents are the leading cause of death for travelers. If a student must have a car, parental authorization and written acceptance of liability must be sent to the director.
- **Hitchhiking:** Hitchhiking is practiced by some Americans and Europeans, though forbidden by law in several countries and considered to be dangerous. We actively discourage hitchhiking.
- **Prevent pick pocketing:** Help prevent theft by carrying your belongings in a secure manner. Consider not carrying a purse or wallet when on crowded streets. Better still, invest in a money belt or neck wallet and keep them concealed under your clothing. Always be cautious in crowds in the subway, marketplace, at a festival, or when surrounded by groups of people. Coat pockets, handbags and hip pockets are particularly susceptible to theft.
- **Don't draw attention:** Don't flash large amounts of money when paying for items. Talk quietly on public transportation and in eating or drinking venues. In many countries, Americans are stereotyped as being loud. Be especially conscious of this when in a large group.
- **Meeting new people:** Exercise good judgment when establishing new relationships with strangers. Don't give out your address or phone number to just anyone. Politely decline food or drinks from strangers.
- **A note to women:** Be aware that many countries have the misconception that American women are somewhat indiscriminately sexually active. We know that our culture values independent, self-assured women, but be cautious of what image you project and do not allow your self-confidence to lead you into dangerous situations.

End of Program

MCSC students are required to return home at the end of the program and may not stay on in the United States for further travel, even if he/she offers to cover the additional costs.

Safety and Security Plan

Emergency Plan

The Central College Emergency Plan enhances the safety of our participants and guides their response to emergencies. The plan is not a guarantee that a specific action will take place in a specific situation, nor is this document a contract between Central College and any other party. Health, safety, and recovery from emergency situations are the sole responsibility of each participant as understood by each participant; understanding is shown with the participants signed Conditions of Participation form.

Assessing the Risk

Central College uses a number of sources to assess the safety and security risks for participants. We use data provided by the U.S. Department of State, and gather data provided by our directors regarding the local situation. Other sources include consultation with other study abroad program providers and recommendations made by NAFSA. We encourage individual participants and their family to remain in close contact with each other and to regularly check travel advisories at www.travel.state.gov.

Role of On-site Director

Our directors are continually monitoring safety and security in their respective countries. In the event of a local emergency or worldwide crisis, directors will:

- Contact all participants to ascertain their well-being and to provide information and advice
- Contact the U.S. Embassy, Consulate, or Interest Section, and also confer with other study abroad providers and/or U.S. organizations operating in their city or country
- Gather or not gather the participants in a group based on the particular circumstances
- Advise participants to contact their family as soon as possible
- Contact the Emergency Response Team
- Continue to monitor the local situation and implement instructions from Emergency Response Team as needed

Role of Participants

We encourage our participants to be in routine contact with their family and to advise them of their travel plans during their time outside of the United States. Our directors also request travel plans from each of their participants as a precautionary measure. In addition, Central College advises participants to:

- Make sure their family has their accurate and up-to-date contact information at all times;
- Notify the director of any emergencies and any health condition that lasts a day or two;
- Review travel advisories for countries they plan to visit.

Role of Emergency Management and Emergency Response Teams

Central College's Emergency Communication and Management Team consists of senior staff members, including the President of Central College. In the event of an emergency, the Emergency Communication Management Team will determine the course of action, which will be carried out by an Emergency Response Team. Members of these teams have access to all critical data regarding participants, worldwide staff, sending schools, and other safety and crisis information. In the event of a local emergency or worldwide crisis, Sending schools will be contacted as soon as possible. Participant's family or emergency contact may also be notified depending on the severity of the situation.

To contact the Emergency Response Team **please call our toll-free number at 1-800-831-3629**. After hours instructions will re-direct callers to the main campus switchboard where the call can be re-directed. In the event of a local emergency or worldwide crisis, the Emergency Response Team will:

- Consult with directors regarding situation;
- Determine proper course of action and have directors implement plan of action;
- Contact sending schools regarding course of action as soon as possible;
- Contact the participants' family depending on the severity of the situation.

U.S. Department of State

We continually monitor the travel advisories in the countries in which our programs operate. Travel advisories for specific countries can be viewed at www.travel.state.gov. The U.S. State Department also provides a service to families in the United States whose U.S. Citizen relatives living abroad are directly affected by a crisis. Families can communicate with the Department of State through the Office of American Citizens Services and Crisis Management (202) 647-5225. Participants and their families need to be aware that the U.S. Department of State Office of American Citizens Services and Crisis Management will generally not release individual information to Central College or to other third parties.

Contingency Plans

We do have contingency plans for each country in which we operate. Contingency plans will be put into effect in case there is a known local condition that requires (1) extra caution (2) removal of the program to a different site in the same city or country or a nearby country or (3) suspension of a program and evacuation of participants. For security reasons, these contingency plans are made known only to Central College staff.

On-site Orientation

As a part of the comprehensive on-site orientation, our directors have reviewed in-depth safety and security measures for their respective countries. Participants have been given all necessary emergency contact information and have been guided in the steps they should take should an emergency arise. Directors provide guidance for students to register with the U.S. Consulate or Interest Section, a step that is strongly encouraged.

Cellular Phone Information

As part of Central College's commitment to your safety abroad, we require all students to have a cellular phone with you at all times while enrolled in our programs so that you can be reached quickly in the event of an emergency.

Health Insurance

Participants have been provided information regarding recommended local health care providers. As a requirement to participate in Central College's programs, participants must have health insurance to cover them while abroad.

Health Care

As always, Central College's top priority is our participants and their well-being. We will continue to monitor the world situation and act in the participants' best interest. If an emergency arises, please know we will act prudently and notify sending schools and family of our actions. We are prepared to act should the need arise.

Conditions of Participation

Please sign the form below and return to the Central College international student advisor.

By signing below, I hereby acknowledge that I have fully read and understand the contents of the Central College Policies and Procedures Manual. I understand that my failure to comply with the aforementioned policies may result in disciplinary actions including expulsion from the MCSC program.

Name (please print): _____

Signature: _____

Date: _____

APPENDIX Q: J-1 INSURANCE REQUIREMENTS

Program participants and their dependents are required to have medical insurance coverage with the following minimum benefits [22 CFR 62.14].⁹

- Medical benefits of **at least** \$50,000 per accident or illness
- Repatriation of remains in the amount of \$7,500
- Expenses associated with the medical evacuation of the exchange visitor to his or her home country in the amount of \$10,000
- A deductible not to exceed \$500 per accident or illness.

Sponsors are to require that their participants (and any dependents entering the United States as holders of a J-2 visa) have insurance in effect during the period of time they are in the sponsor's program. An insurance policy secured to meet the benefits requirements must be underwritten by an insurance corporation with an A.M. Best rating of "A-" or above, an Insurance Solvency International, Ltd. (ISI) rating of "A-I" or above, a Standard and Poor's Claims Paying Ability rating of "A-" or above, or a Weiss Research, Inc. rating of B+ or above. Alternatively, the sponsor may ascertain that the participant's policy is backed by the full faith and credit of the government of the exchange visitor's home country. For other options, see [22 CFR 62.14].

Program regulations also discuss coverage through HMOs and self-insurance of the above requirements by federal, state or local government agencies, state colleges and universities, and public community colleges, if permitted by law. Refer to [22 CFR 62.14] for additional information.

⁹ U.S. Department of State Bureau of Educational and Cultural Affairs. (n.d.). *J-1 visa visitor exchange program*. Retrieved from <http://j1visa.state.gov/sponsors/how-to-administer-a-program>

APPENDIX R: HEALTH FORM

Central College required that all students, under age 26 and no matter how many credit hours they are enrolled in, provide proof of immunizations listed on the Mandatory Immunization Form.

If you have received immunizations that do not fall into the immunization schedule (for instance receiving an immunization a week early) we will need to provide titer results showing immunity.

REQUEST FOR MEDIAL OR RELIGIOUS EXEMPTION

Religious exemption is allowed if the responsible person objects in good faith and in writing that the immunizations violate his/her religious or ethical beliefs. Medical exemption is allowed if a physician or health care provider deems an immunization medically inadvisable. Students who wish to be exempt due to religious or medical reasons must submit this form as well as a notarized letter from a medical provider or religious clergy which states the need of exemption.

SUBMISSION DEADLINES

MCSC participants must complete and submit the Mandatory Immunization Form at least 60 days prior to the start of the program. Forms can be submitted to the Central College international student advisor. Please keep a copy for your records.

The completed/signed/stamped form can be submitted via email to intlstudents@central.edu.
The completed/signed/stamped form can be submitted via mail to the following address:

Central College
C/O International Student Advisor
812 University
Pella, Iowa 50219

Forms cannot be accepted unless they are completed/signed/stamped. Please do not fax the forms as the forms often become illegible during fax transmission.

INFORMATION ABOUT MENINGOCOCCAL DISEASE AND VACCINATION AND WAIVER FORM FOR STUDWNTS WHO RESIDE IN UNIVERSITY HOUSING

Central College regulations mandate each student enrolled and living, or who may live, in on-campus student housing to receive one dose of meningococcal vaccine.

The regulation provides an exemption for students signing a waiver that reviews the dangers of meningococcal disease and indicates that the vaccination has been declined. To qualify for this exemption, you are required to review the information below and sign the waiver at the end of the document. Please note if a student is under 18 years of age, a parent or legal guardian must be given a copy of this document and must sign the waiver.

MENINGOCOCCAL DISEASE FACTS

Meningococcal disease is a serious infection caused by bacteria, most commonly causing meningitis (an infection of the membranes that surround the spinal cord and brain) or sepsis (an infection of blood that affects many organ systems).

College freshman, particularly those living in residence halls, have a modestly increased risk of getting the disease compared with other persons the same age. Up to 100 cases occur among the 15 million college students in the United States each year, with 5-15 deaths. However, the overall risk of disease, even among college students, is low.

Crowded living conditions and smoking (active or passive) are additional risk factors that are potentially modifiable.

Bacteria can spread from person-to-person through secretions from the mouth and nose, transmitted through close contact. Casual contact or breathing in the same air space is not considered sufficient for transmission.

Common symptoms include: stiff neck, headache, fever, sensitivity to light, sleepiness, confusion and seizures.

The disease can be treated with antibiotics, but treatment must be started early. Even with treatment, some patients may die. Survivors may be left with severe disability such as the loss of a limb.

There is a vaccine available that can protect you from 4 of the 5 most common types of meningococcal bacteria. The vaccine lasts for 3-5 years. Vaccination may decrease the risk of meningococcal disease; however, it does not eliminate the risk because the vaccine does not prevent against all types of meningococcal bacteria. Approximately 50-70 percent of disease among college students is likely to be vaccine-preventable.

The vaccine is available through private providers, travel clinics and health departments.

Students may begin classes without certificate of immunization against meningococcal disease if: 1) the student has a letter from a physician stating that there is a medical reason why he/she cannot receive the vaccine; 2) the student (or student's parent or legal guardian, if the student is a minor) presents a statement in writing that each vaccination is against his/her sincere religious beliefs; or 3) the student (or the student's parent or legal guardian, if the student is a minor) signs the waiver below stating that the student has received information about the dangers of meningococcal disease, reviewed the information provided and: a) elected to decline the vaccine, or b) could not obtain meningococcal vaccine due to a shortage, but wishes to receive vaccine (as indicated below).

By signing below, I state that:

I am either eighteen years of age or older and apply for this waiver on my own behalf; or I am the parent or legal guardian of the student identified below and applying for this waiver on his/her behalf.

I have received and reviewed the information provided by Central College on the risks of contracting meningococcal disease and the availability and effectiveness of meningococcal vaccine.

I understand that Central College mandates that newly enrolled students who reside in the residence halls receive meningococcal vaccinations, unless the students provide a signed waiver of the vaccination or otherwise qualify for one of the exemptions specific in the regulation.

After reviewing the materials identified above, I have voluntarily decided to refuse the meningococcal vaccine on my own behalf or on the behalf of the student identified below if his/her age is less than eighteen years.

I understand that if I reconsider my decision, I may receive the vaccine at a later date.

I hereby release Central College, its employees from all responsible for any consequences for my decision.

Student name: _____

Date of birth: _____

Student signature: _____

Date: _____

If Student is under the age of eighteen, signature of parent or legal guardian is needed.

Parent or legal guardian's signature: _____

Printed name: _____

Date: _____

RECOMMENDED: TUBERCULOSIS SCREENING

Have you ever had a positive TB skin test? Yes No

Have you ever had close contact with anyone who was sick with TB? Yes No

Were you born in one of the countries listed below and arrived in the U.S. within the past 5 years?(If yes, please CIRCLE the country)Yes No

Have you ever traveled to/in one or more of the countries listed below? (If yes, please CHECK the country/ies) Yes No

Have you ever been vaccinated with BCG? Yes No

If you answered yes to any of the Tuberculosis screening questions, American University recommends that you have a Tuberculin Skin Test (TST) at the Student Health Center when you arrive on campus.

| | | | | | | |
|-------------------|-------------------|---------------|------------------|------------------|--------------------|---------------------|
| Afghanistan | Cambodia | Fr. Polynesia | Kuwait | Mozambique | Russian Federation | Thailand |
| Algeria | Cameroon | Gabon | Kyrgyzstan | Myanmar | Rwanda | Timor-Leste |
| Angola | Cape Verde | Gambia | Lao PDR | Namibia | St. Vincent & | Togo |
| Anguilla | Central African | Georgia | Latvia | Nauru | The Grenadines | Tokelau |
| Argentina | Rep. | Ghana | Lesotho | Nepal | Sao Tome & | Tonga |
| Armenia | Chad | Guam | Liberia | New Caledonia | Principe | Tunisia |
| Azerbaijan | China | Guatemala | Lithuania | Nicaragua | Saudi Arabia | Turkey |
| Bahamas | Colombia | Guinea | Macedonia-TFYR | Niger | Senegal | Turkmenistan |
| Bahrain | Comoros | Guinea-Bissau | Madagascar | Nigeria | Seychelles | Tuvalu |
| Bangladesh | Congo | Guyana | Malawi | Niue | Sierra Leone | Uganda |
| Belarus | Congo DR | Haiti | Malaysia | N. Mariana Isl | Singapore | Ukraine |
| Belize | Cote d'Ivoire | Honduras | Maldives | Pakistan | Solomon Islands | Uruguay |
| Benin | Croatia | India | Mali | Palau | Somalia | Uzbekistan |
| Bhutan | Djibouti | Indonesia | Marshall Islands | Panama | South Africa | Vanuatu |
| Bolivia | Dominican | Iran | Mauritania | Papua New Guinea | Spain | Venezuela |
| Bosnia & | Republic | Iraq | Mauritius | Paraguay | Sri Lanka | Viet Nam |
| Herzegovina | Ecuador | Japan | Mexico | Peru | Sudan | Wallis & Futuna Isl |
| Botswana | Egypt | Kazakhstan | Micronesia | Philippines | Suriname | W. Bank & Gaza |
| Brazil | El Salvador | Kenya | Moldova-Rep. | Poland | Syrian Arab | Strip |
| Brunei Darussalam | Equatorial Guinea | Kiribati | Mongolia | Portugal | Republic | Yemen |
| Bulgaria | Eritrea | Korea-DPR | Montenegro | Qatar | Swaziland | Zambia |
| Burkina Faso | Estonia | Korea- | Morocco | Romania | Tajikistan | Zimbabwe |
| Burundi | Ethiopia | Republic | | | Tanzania-UR | |
| | Fiji | | | | | |

Have you ever been hospitalized? Yes No
 Dates: _____ Reason: _____
 Have you ever had surgery? Yes No
 Dates: _____ Reason: _____
FOR WOMEN: Last Pap Smear Date: _____ Result _____
 Last Mammogram Date: _____ Result _____

Family History

If any member of your immediate family (parents, grandparents, siblings, or children) has any of the following, please circle and indicate which family member.

Alcoholism _____ High Blood Pressure _____ Mental Illness/suicide _____
 Cancer _____ Stroke _____ Hepatitis/Jaundice _____
 Diabetes _____ Kidney Disease _____ Tuberculosis _____
 Heart Disease _____ High Cholesterol _____

| | Age, if Living | Any Significant Illnesses | If Deceased, Age & Cause of Death |
|----------|----------------|---------------------------|-----------------------------------|
| Father | | | |
| Mother | | | |
| Siblings | | | |
| | | | |
| Spouse | | | |
| Children | | | |
| | | | |

Student's Signature _____ Date _____

The purpose of this questionnaire is to provide information to aid Health Center practitioners with your continued medical care, both in emergency and routine situations.

APPENDIX S: MI CULTURA, SU CULTURA PARTICIPANT QUESTIONNAIRE

Please rate each question below using the scale: strongly disagree, disagree, agree, and strongly agree. Space is provided at the end of the evaluation to explain your answers in greater detail.

| Question | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|-------------------|----------|-------|----------------|
| MCSC met my personal development expectations and goals. | | | | |
| MCSC allowed me to develop and/or expand my intercultural communication skills. | | | | |
| MCSC allowed me to develop and/or expand my cultural sensitivity skills. | | | | |
| Networking opportunities with Central College faculty, staff, students and Pella community members met my goals and expectations. | | | | |
| I enjoyed participating in Central College's Service Day. | | | | |
| Participating in Service Day showed me a different side of the nearby community and/or Iowa. | | | | |
| Excursions and cultural outings enhanced my learning about Pella and Iowa. | | | | |
| Travel arrangements to the United States and within the country went smoothly. | | | | |
| Housing during the program met my needs. | | | | |
| Meals during the program met my needs. | | | | |
| The program staff members were available when I needed them and were helpful. | | | | |
| Central College resources were easily accessible while on campus. | | | | |

| | | | | |
|--|--|--|--|--|
| The information I received before the program began was useful and timely. | | | | |
| I would recommend this program to other students | | | | |
| Overall, this was a worthwhile experience for me. | | | | |

I would be willing to serve as an alumni contact for future students interested in the MCSC program.

- Yes
- No

Additional comments: