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# Intercultural Communication in Florida: The Immigrant Story - A Program for Adult Learners

Stephanie V. Wobensmith  
*SIT Graduate Institute*

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**Intercultural Communication in Florida: The Immigrant Story**  
**A Program for Adult Learners**

Stephanie Wobensmith

PIM 71

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

Capstone Seminar: May 2014

Advisor: Katie Gilbertson

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**“One’s destination is never a place, but a new way of seeing things.”**

– Henry Miller

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## Abstract

Although participation in university study abroad programs has grown steadily within the United States in recent years, many students are still being left without access to the important intercultural learning that it allows. Adult learners, students over the age of 25 who often have family and work responsibilities outside of the academic setting, are frequently included in this underrepresented demographic. In order to create a more accessible program for these students, the *Intercultural Communication in Florida: The Immigrant Story (ICC in Florida)* program uses the same learning paradigm as short-term study abroad but combines it with lessons learned through newer study away (domestic study abroad) programs and adult learning theory.

Designed for SIT Graduate Institute, a small graduate school in southern Vermont, *ICC in Florida* combines on-campus study and a nine-day travel program in two regions of Florida. Although created for graduate level study, the program can easily be replicated in an undergraduate setting. The travel program will allow students to study Intercultural Communication through hands-on, experiential activities that center on modern immigration in the United States. This includes participating in service learning at an immigrant community center, Hope Community Center, in the Apopka area and exploring urban immigration in Miami. Homestay accommodation will also be used for part of the program, allowing students to immerse themselves in the life of an immigrant family. The price (\$1300 plus \$300 in travel costs) remains an affordable alternative to other short-term travel courses currently offered at the school. *ICC in Florida* will not only offer adult learners of all ages two academic credits, but also an immersive, intercultural experience that is often not accessible to students that don't fit the mold of a "traditional" college student.

## Introduction

Study abroad is a growing phenomenon within the United States higher education system. Participation in study abroad programs have risen steadily during the previous decade, with over 280,000 American college students taking part during the 2011-12 academic year (Institute of International Education, 2014). Study abroad is often considered an important opportunity for students to become global leaders both on campus and in the workforce; it has therefore been seen as an increasingly important part of the higher education experience (Sobania and Broskamp, 2009).

Although participation has reached record numbers in recent years, only one percent of students participate in study abroad each year (Institute for International Education, 2014). The strong learning benefits of these types of programs are therefore being missed by a large proportion of students. Traveling to a foreign country may seem impractical for students that have families or that are working to support themselves (Hu, 2012). Other students may see study abroad as too costly or overwhelming, causing them to reconsider the opportunity to have an international experience during their college career (Hu, 2012).

This is especially true of learners that are not attending college directly after high school. Adult learners, often defined as students 25 years and older, are considered to be “non-traditional” in the higher education setting. Schallenberger (2009) continues:

The image of students studying abroad that comes to mind is of young adults who are 18 to 21 years old. It seems ironic that this age group is described as the "traditional age" for college students when, according to government statistics, more than 40 percent of all college and university students are older than 24 years of age. Yes, a slight majority of students technically do fall into this "traditional" group, but it should give us pause that given the relatively even proportions, we, as education abroad advisers, usually don't even stop to question our assumptions. (p. 51)

Adult learners come from a range of backgrounds (Schallenberger, 2009). Many are working to support themselves, often full-time (Schallenberger, 2009). They often have spouses and families at home, creating additional personal and financial responsibilities. (Schallenberger, 2009). The demands of their living situations and the financial realities of raising a family often makes participating in study abroad seem impossible for this demographic of students.

To allow for more flexibility and accessibility for their students, some universities have expanded the concept of study abroad to the idea of study away, including intercultural sojourns in domestic locations as well as international destinations (Sobania and Broskamp, 2009). This allows universities to offer programs with many of the same intercultural learning opportunities as international programs in a domestic setting (Sobania and Broskamp, 2009). Schools will often use either study abroad or study away as a catch-all term for programs with both international and domestic programs. For example, Pacific Lutheran University uses the term study away for both types of academic travel (Pacific Lutheran University, 2014). For clarity, this paper will differentiate study abroad programs as having an international destination and study away as remaining domestic in nature. The paper will assume that both types of programs are designed to create similar intercultural learning objectives for participants.

The program outlined in this capstone project is aimed at using the concept of study away to create an intercultural program that is designed to be accessible for students that do not fit the age brackets of the “traditional” study abroad participant. It will use the elements of short-term study abroad as well as experiential education to create an opportunity aimed at adult learners. Although it is situated at a graduate school for the purposes of this paper, it is hoped to prove replicable as a program for adult learners in an undergraduate or technical school setting as well.



### **Program Description**

*Intercultural Communication in Florida: The Immigrant Story (ICC in Florida)* is a short-term study away program open to students of all ages, but designed specifically for students that are 25 years and older. It will utilize four class sessions on campus and a nine-day travel program in Florida to deliver academic content. *ICC in Florida* combines powerful intercultural elements of more traditional study abroad offerings with practical experiential learning techniques that allow adult learners to use their life experience and professional skills in an academic setting. For example, students will live with a homestay family for the majority of the program, but will also engage in service learning that will provide hands-on experience working with immigrant families. The program will be offered in partnership with an immigrant-focused community center in central Florida, the Hope Community Center, and utilize Miami to explore immigration in an urban setting. It is designed to be offered as an elective field course during the Spring I term in 2015 that is open to currently enrolled graduate students at SIT Graduate Institute.

### **Program Context**

SIT Graduate Institute offers accredited graduate programs in International Education, Sustainable Development, Teaching English to Speakers of Other Languages (TESOL), and Peacebuilding and Conflict Transformation (World Learning, 2014h). The school also offers self-designed programs that combine multiple fields of study (World Learning, 2014h). The 2013-14 academic year welcomed 185 students into their academic programs, with classes being offered on campus (in Brattleboro, VT and Washington, DC) as well as in a low-residency format (World Learning, 2014c). Almost a quarter of students (24%) are considered international students and the median age of the student body across all programs is 31.5 years old (World Learning, 2014h). SIT Graduate Institute is managed under a larger

organization, World Learning, which also administers study abroad programs for undergraduates and high school students as well as development programs around the world (World Learning, 2014b).

*ICC in Florida* is designed for SIT Graduate Institute students taking classes at the Brattleboro, VT campus. A variety of travel-based field courses are typically offered during the four-week Spring I term in late January and early February (World Learning, 2014g). These offerings are elective courses that incorporate a short-term domestic or international experience with rigorous academic content, comparable to short-term study abroad and study away opportunities that many undergraduate universities offer during an equivalent January term (World Learning, 2014g). The offerings for the 2013-14 academic year are listed in the chart below, provided by World Learning (2014a):

Title of Course	Location	Total Costs	Length
Issues in Sustainable Development: Societal Change Post-War	Liberia (various locations)	\$3025	22 days
Leadership, Community, and Coalition-Building	Barbados, Trinidad and Tobago	\$3485	23 days
Intercultural Communication Course: Inter-Group Conflicts	Peace Boat – Uruguay, Argentina, Chile	\$4545	16 days
Intercultural Communication Course: Window on Oaxaca	Oaxaca, Mexico	\$1975	14 days
Special Topics in Sustainable Development: Social Innovations for Societal Transformation	India (multiple locations)	\$3250	16 days
Special Topics in Sustainable Development: Human Rights, Governance, and Advocacy	India (multiple locations)	\$3250	16 days

These courses are offered to all SIT Graduate Institute students as a way to build on their global experiences while incorporating academic coursework (World Learning, 2014g). The total costs for each program is listed above, including both estimated transportation costs and a comprehensive program fee for all program-related activities; they do not include incidental costs or personal expenses (World Learning, 2014a).

## Program Rationale

Although SIT Graduate Institute offers a variety of field courses each year, the majority of those offered cost more than \$3000 (World Learning, 2014a). Combined with tuition and living expenses for the degree program, this could be difficult for many students to afford. This may be especially true for international students and those supporting families while pursuing their master's degree. *ICC in Florida* hopes to bridge this accessibility gap by creating an affordable alternative that remains within the United States while still providing a strong intercultural experience.

Domestic field course programs have been offered in the past at SIT Graduate Institute. A five day field course, *International Policy and Citizen Advocacy*, was offered in 2011 and 2012 and included travel to Washington D.C. (World Learning, 2014e; World Learning, 2014f). The one-credit program cost \$300 (travel-inclusive) and provided opportunities to meet with government officials and discuss social issues, such as disability rights and human trafficking (World Learning, 2014e; World Learning, 2014f). That said, other field courses offered by SIT Graduate Institute last two to three times as long, offer two or three academic credits, and create an intercultural immersion-based experience (World Learning, 2014a). *ICC in Florida* aims to bridge the gap between the previously offered domestic field course in Washington D.C. with an immersive, culturally-challenging program that more closely resembles a traditional study abroad or field course experience.

By creating an affordable yet culturally enriching program, *ICC in Florida* is hoped to create an alternative to typical short-term study abroad offerings offered at a variety of educational settings. Although situated at a graduate-level institution, its educational pedagogy and logistical aims can be used in a technical school, community college, or vocational program that has a high proportion of adult learners. This program hopes to make the life experiences and maturity of the students into the center of the learning environment as compared to more traditional learning activities used in classroom- and lecture-based settings.

## Goals and Objectives

*ICC in Florida* is designed to teach key academic concepts in Intercultural Communication in a way that is both accessible to adult learners and incorporates the unique learning opportunities of a study away or study abroad program. It is hoped that this program will allow students to gain practical skills and theoretical learning with both the concepts of Intercultural Communication and contemporary immigration issues in the United States. The goals and objectives of both the program and the participants are also outlined in Appendix A.

The goal of *ICC in Florida* is to create an affordable, immersion-based study away program for adult learners at SIT Graduate Institute. In order to achieve this, the program will utilize experiential learning and service learning activities to teach participants the key concepts of Intercultural Communication. The program will showcase the real-life challenges and opportunities created by immigration in Florida as an effective learning tool. The creation of *ICC in Florida* will also create a study away opportunity that complements current field course offerings at SIT Graduate Institute while remaining affordable and accessible for all students, especially adult learners. Lastly, it will create a replicable model for intercultural learning that can be utilized in a variety of other higher education settings.

The program's goal for participants is to facilitate the learning of key concepts in Intercultural Communication and contemporary issues of immigration in an immersion-based study away setting that is focused on the needs of adult learners. In order to achieve this, participants will experience the social complexities of Intercultural Communication through a variety of experiential learning activities that focus on immigration in Florida. Participants will decipher the real-life social challenges and opportunities of immigration and their effects on a variety of stakeholders. They will use the theoretical framework of Intercultural Communication to articulate the viewpoints of multiple stakeholders as it relates to immigration in Florida. Lastly, participants will document their learning of Intercultural

Communication and contemporary issues in immigration through a variety of assessment tools, including academic reports, photography, and presentations.

### **Literature Review**

At the present time, academic research concerning short-term study away programming that incorporates a domestic destination is limited. This is especially true for programs focused on adult learners. In order to inform the creation of this program, a review of both short-term study abroad programs and domestic study away programs was conducted. This review, as well as their impact on adult learners, will continue below.

### **Short-Term Study Abroad**

Short-term programs are a growing part of the study abroad offerings at many higher education institutions. These programs, typically eight weeks or shorter, are often more affordable than semester or academic year programs (Donnelly-Smith, 2009). Chieffo and Griffiths (2009) note that these programs tend to appeal to working adults and other non-traditional students due to their lower cost and shorter commitment (as cited in Coryell, 2011). Eric Lund, director of international and off-campus studies at St. Olaf College, shares his perspective as follows:

Certainly there is a strong value in being in a place for a long time. But this move to short-term programs is expanding the number of students who can gain from studying abroad, and I think that's a very positive thing (as cited by Donnelly-Smith, 2009, p. 13).

It is hoped that these types of programs allow more students, especially adult learners, to participate in this type of learning during their college career.

Short-term study abroad can take many shapes and forms. Variations include a week-long program during spring break, a month-long trip during January term, or an eight-week program that

incorporates homestays and multiple locations (Donnelly-Smith, 2009). In order to provide a comparison of two types of institutions offering these programs, a brief description of short-term offerings at Arcadia University and Kirkwood Community College is discussed below. A chart outlining selected programs at both institutions is available in Appendix B.

Arcadia University, a liberal arts college in suburban Philadelphia, offers all incoming first year and transfer students an opportunity to study abroad for ten days during spring break (Arcadia University, 2014a). It is offered at a highly subsidized all-inclusive rate of \$495 (including airfare), with the likely hope that participants will study abroad for longer periods later in their college career (Arcadia University, 2014a). Students can take an optional two credit course during the program, with travel offered to locations such as the United Kingdom, Cuba, Japan, or Morocco (Arcadia University, 2014a). The university also offers upperclassmen opportunities to participate in short-term field courses that offer a domestic or international travel component, but the vast majority of overall study abroad offerings are focused on programs that involve travel for the summer, semester, or academic year (Arcadia University, 2014b; Arcadia University, 2014c).

Kirkwood Community College, located in Cedar Rapids, Iowa, has developed a different approach. They have a more varied array of short-term programs, offering three to six credits upon completion (Kirkwood Community College, 2014b). Like Arcadia's offerings, students are also able to travel to a variety of destinations, such as Guatemala, Australia, Singapore, and Ireland (Kirkwood Community College, 2014b). Prices are not subsidized, however, and range from \$2750 to \$4850 plus tuition (Kirkwood Community College, 2014b). The amount of short-term programs offered by the college outnumbers the amount of longer, semester-length programs at Kirkwood (Kirkwood Community College, 2014a). This might signal that students attending a community college setting see this type of shorter offering as a viable alternative to a semester abroad, rather than a way to whet their appetite for something longer.

The effects of these shorter programs have been called into question by some practitioners, some citing that a full academic year spent abroad has the most significant and enduring impact on students (Dwyer, 2004). That said, the structure of short-term programs provide different benefits than their longer counterparts. Andreas Sobisch, director of the Center for Global Education at John Carroll University, believes that a shorter program allows him to have more control over the learning objectives of his students (as cited in Donnelly-Smith, 2009). He shares:

When I teach a short-term program for ten, fifteen, or thirty days, I can really control the content of that program. I love longer programs for the immersion, but many students in long programs don't use their time abroad wisely in an academic sense – they hang around with all American students and travel for fun. In a short program, I can model for the students how to continually process what they are learning. (as cited in Donnelly-Smith, 2009, p. 13).

Long, Akande, Purdy, and Nakano (2010) continues that these shorter programs can often allow for a more intensive and focused academic experience than traditional study abroad programs, providing an academically-viable alternative to longer options.

Academic research has also shown that short-term study abroad programs can help students meet intercultural learning objectives. Chieffo and Griffiths (2004), using a survey of 2300 undergraduate students that participated in short-term study abroad programs, saw significant increases in intercultural awareness as well as personal growth and development as compared to students who did not go abroad (as cited in Coryell, 2011). Further research by Lindsey (2005) showed that in a qualitative analysis of students participating in a month-long program to Scotland, students reach many of the same intercultural learning objectives that are often cited for longer programs; these include becoming more open to new ways of thinking, increased awareness of social justice issues, and a greater appreciation for cultural differences (as cited in Donnelly-Smith, 2009).

## **Domestic Study Away Programs**

Another method of providing accessible programs to students that are traditionally under-represented in study abroad is to create programs that provide an intercultural learning opportunity while remaining within the United States. Often called study away, courses that incorporate domestic travel allow students that are unable to participate in an international program the same opportunities for intercultural learning (Sobania and Braskamp, 2009). Diverse cultures and settings that are located within the United States can provide a range of intercultural experiences that expose students to living with difference (Sobania and Braskamp, 2009). Sobania and Braskamp (2009) share:

Today, even in many rural locations, the United States has become so richly diverse that one does not need to travel more than a few blocks from a campus to have a cross-cultural experience, hear other languages spoken, meet people from different cultural traditions, and discover religious practices different from one's own. (p. 23)

Switzer (2010) continues that study away offers students an opportunity to prepare graduates to be better citizens of both the United States and the global community by being exposed to the diverse cultural resources and learning opportunities available within the country.

Combining the accessibility of domestic study away programming with a focus on short-term intensive learning allows adult learners an array of options to incorporate an intercultural experience into their degree program. From studying a new language with native speakers that live in a nearby neighborhood to looking at the diverse geographical landscape within our country's borders, there is a wealth of opportunity that is available while still remaining affordable and accessible to adult learners. A comparison of study away programs offered at Vassar College and Western Kentucky University follow below, representing both a public institution and a private liberal arts college. A chart of selected programs available at both schools is available in Appendix C.



Vassar College, a liberal arts institution located in upstate New York, offers diverse options for students that hope to take courses for a full semester in a domestic location away from their home campus. From doing active research at a marine laboratory in New England to spending a semester studying in Hawaii, students are able to essentially transfer to another institution for a semester at a time while still earning credits towards their degree at Vassar (Vassar College, 2014). Tuition is comparable to that of attending classes at Vassar (with some options being less expensive), and some programs allow for financial aid to transfer (Vassar College, 2014). That said, there are no short-term offerings to allow students to travel domestically for less than a full semester, making it inaccessible for students that may have families or other responsibilities at home (Vassar College, 2014).

In comparison, Western Kentucky University, a state-funded public university, has taken an approach that more closely resembles the short-term study abroad offerings mentioned in the previous section (Western Kentucky University, 2014a). Most programs last just eight to twelve days (Western Kentucky University, 2014a). Costs range from \$1,699 to \$3,699, flights inclusive, for programs that take students to places such as Alaska, Hawaii, or New York City (Western Kentucky University, 2014a). Students may instead opt to attend another domestic university for a full semester for a price comparable to staying at home through a partner organization, the National Student Exchange, but the focus remains on their shorter programs (Western Kentucky University, 2014a). Allowing this as an alternative to a full semester exchange means that a student with family or work obligations would likely be able to leave for a short period of time while still fulfilling responsibilities back home.

Very little research has been done on the efficacy of domestic study away programs as compared to their international counterparts. That said, Western Kentucky University students that participated in domestic study away programs shared comments such as, “This study away course was a once-in-a-lifetime opportunity for me to engage in scholarship that involved experience beyond a classroom setting and beyond a provided text,” and “I have found that study away is a great opportunity

to learn, to grow, and to experience new things all while staying in the U.S.” in evaluations (Western Kentucky University, 2014b). The National Student Exchange shares on their website that they believe changes are often seen in the flexibility, maturity, self-confidence, and decision-making of their domestic exchange participants; this can easily be compared to the learning objectives that are often cited by study abroad programs (National Student Exchange, 2013). More research must be done to provide statistical evidence of the efficacy of study away programs, but it is hoped that this will be completed as more universities offer domestic alternatives to their study abroad programs.

### **Impact on Adult Learners**

Perhaps the most pertinent question to ask after a review of various sojourn opportunities is whether this type of intercultural program is an effective learning tool for adult learners. Jung and Caffarella (2010) found that adult learners that participated in graduate study abroad saw increased outcomes in intercultural understanding (as cited in Coryell, 2011). Orndorff (1998) saw that adults that participated in a non-credit short-term travel also received a range of intercultural benefits. For example, she shares:

Short-term study travel was perceived as a valuable and life-changing experience for the participants. Though the length of time spent on the exchange was relatively short, it had great impact on the participants understanding of other cultures, of their own background, and of the underlying meaning behind some events and customs (Orndorff, 1998, p. 104).

Participants of her study cited higher levels of confidence, adaptability, and self-awareness as well as an increased sense of global awareness (Orndorff, 1998).

Other researchers have not seen as promising results. A study completed by Dirkx, Sophr, Tepper, and Tons (2010) found that short-term study abroad may not have the same transformative

personal experience as is often cited by their younger peers. Participants shared that their focus may have been of a more academic or professional nature than a deeply personal one, as shared below:

However, for the participants in this study, the sense-making process of their experiences reflected a complex relationship between the academic goals they construe for the experience and their own career goals. In contrast to the personal orientations of undergraduates, our participants reflected a more academic orientation to study abroad. Not surprisingly, our participants, all doctoral students, perceived the international context as a location for furthering their professional goals. (Dirkx, Sophr, Tepper, and Tons, 2010, p. 126)

In order to truly understand how study abroad affects this older subset of learners, more research has to be done. With this in mind, research seems to support the idea that study abroad and study away are a beneficial part of the learning experience for students of all ages.

### **Needs Assessment**

A needs assessment was completed in order to ensure that *ICC in Florida* was designed in a responsible and viable manner. Research on current study abroad and study away offerings focused on adult learners, as well as a spotlight on two such programs, is continued below. A student survey was also completed at SIT Graduate Institute to ensure that this type of program would be successful; the survey also provided the preferences of current students in parameters such as program length and projected price. Together, these elements provide a strong background that will serve to inform the design of *ICC in Florida*.

### **Current Study Abroad Offerings for Adult Learners**

A search for study abroad programs focused specifically on the needs of adult learners proved to be difficult. Many international travel options for older learners incorporate an educational format but

do not offer academic credit; Road Scholar (also known as Elderhostel) is one well-known example of this trend (Elderhostel, 2014). Other programs, such as Semester at Sea's Lifelong Learning program, have a special program for adult learners within a larger study abroad offering that is designed primarily for traditionally-aged college students (Institute for Shipboard Education, 2014). Although these programs can be useful in their own way, neither are fully representative of the more traditional study abroad models found at most universities.

Instead of developing additional programs, many universities are creating resources to make traditional study abroad options more accessible to adult learners. For example, the University of Arkansas at Little Rock provides a list of useful website links and questions to ponder for students that do not fit into the traditional study abroad participant; this included adult learners as well as other student populations, such as gay and lesbian students and students with disabilities, that may have difficulty participating in study abroad (University of Arkansas Little Rock, 2014). Colorado State University also provides useful resources for adult learners, as well as student veterans, on their website (Colorado State University, 2011). Other universities, including Missouri State University and the University of Minnesota, provide resources for adult learners that hope to bring children with them during a study abroad program. Although this practice is not common, these resources show that universities are becoming more aware of the challenges of balancing family responsibilities with the opportunities of study abroad (Missouri State University, 2012; University of Minnesota, 2007).

Two notable programs move beyond providing informational resources for older participants and instead use the needs of adult learners as the focus in the program's design. The National Outdoor Leadership School, a provider of outdoor education that focuses on environmental studies, provides short-term experiential programs for students over 23 years old (National Outdoor Leadership School, 2014b). In contrast, DePaul University's School for New Learning offers campus- and online-based degree programs designed specifically for adult learners; the school provides multiple study abroad

offerings each year to their students as well as the larger DePaul University community (DePaul University, 2014a). Both providers are discussed below and a chart of selected offerings by both programs is located in Appendix D.

The National Outdoor Leadership School (NOLS) provides over 100 environmentally-focused outdoor education programs throughout the United States and the world; program lengths can vary from twelve days to a full semester (National Outdoor Leadership School, 2014a). Their courses provide hands-on training in skills such as backpacking, skiing, kayaking, and mountaineering while learning responsible trekking practices and strategies to be good stewards of environmental resources (National Outdoor Leadership School, 2014a). Their Prime courses, however, are designed specifically for students over the age of 23 (National Outdoor Leadership School, 2014b). These trips, lasting up to 14 days, minimize time away from work while still providing opportunities to learn leadership and trekking skills in an outdoor setting (National Outdoor Leadership School, 2014b). Options include sea kayaking in Baja California, Mexico and learning how to mountaineer while trekking through Alaska (National Outdoor Leadership School, 2014b). Prices range from \$2300 to over \$4000, not including travel costs. Academic credit for their programs is accredited through the University of Utah and are often offered in environmental studies.

DePaul University's School for New Learning follows a more traditional model of short-term study abroad but continues the focus on adult learners. They provide intensive, competence-based short-term programs that combine on-campus coursework with a seven-to-eighteen day travel component (DePaul University, 2014b). Travel typically takes place during break periods and care is spent to ensure programs allow students to balance academics with work and family responsibilities (DePaul University, 2014b). Programs vary from a four-day domestic meditation retreat to exploring everyday communication practices in Jamaica (DePaul University, 2014b). Pricing can range from

roughly \$700 for a four-day program to over \$3000 (including airfare) for a longer program during Spring Break, not including tuition.

There still seems to be room within existing study abroad programs to provide more opportunities that cater specifically to adult learners. Programs that are built to meet the needs and challenges of this demographic is extremely limited, with many universities instead trying to provide ways for adult learners to participate in existing programs that may be more readily accessible to younger, traditionally-aged students. Like NOLS and DePaul University, *ICC in Florida* is starting with the unique opportunities and challenges of adult learners and building the program around them.

### **SIT Graduate Institute Student Survey**

In order to verify that a domestic study away program would be a viable field course option at SIT Graduate Institute, a survey was distributed to current students on campus. It was in a multiple-choice format and asked students about their level of interest in participating in a general field course offering, a field course with a domestic location, and, most specifically, a domestic field course program that focused on Intercultural Communication. Level of interest was measured on a five point scale, from “Definitely Interested” to “Definitely Not Interested.” It also asked respondents about their preferred price range and duration of travel. Lastly, it asked respondents a few demographic questions, including their age, gender, field of study, and study abroad experience. A copy of this survey is available in Appendix E.

The survey was distributed to a convenience sample of students at the International Center building on campus, which serves as a cafeteria, for two hours during lunch. A total of 32 students completed the survey. Of these respondents, 19 identified as being 26 years or older; these respondents will be considered adult learners for the purposes of this survey. The analysis of the

surveys looked first at the results from the entire group, but also analyzed just the responses from those considered adult learners. The responses of both groups can be found in Appendix F.

The responses from the survey showed strong interest in participating in a field course. 87.5% of all respondents said that they were “Definitely Interested” (51.3%) or “Slightly Interested” (34.4%) in participating in such a program. More than 70% of all survey respondents continued their enthusiasm for a domestic field course, although the majority of students chose that they were “Slightly Interested” (53.1%) instead of “Definitely Interested” (28.1%). This trend continued when asked about an Intercultural Communication course with a domestic travel component; 40.6% of respondents were “Slightly Interested” and 31.3% of respondents were “Definitely Interested”.

When considering just responses from adult learners, the interest in these programs increased. More than 80% of adult learners chose either “Definitely Interested” (42.1%) or “Slightly Interested” (42.1%). When asked specifically about an Intercultural Communication course with a domestic field component, adult learners showed strong interest; 47.4% of respondents were “Definitely Interested” and 36.8% of respondents were “Slightly Interested”. The interest shown by all respondents, including adult learners, is a hopeful sign that the program will be successful.

Respondents also showed a significant preference for keeping the program affordable. All respondents stated that they wanted the program to cost \$1500 or less. Looking at all responses, “\$1000” (50%) and “\$500” (31.3%) were the most popular. When only adult learners were considered, the responses showed slightly more interest in a higher priced program (15.3% chose “\$1500”), but roughly followed the sentiment of the responses as a whole.

Respondents also favored short programs over longer options. Half (50%) of all respondents preferred a program with a duration of “less than two weeks”. “Two to four weeks” was the next favored option, with 37.5% of all respondents choosing this option. When only adult learners were considered, responses closely mirrored the preferences of the group as a whole. With these responses

in mind, the program needs to remain short in duration while maintaining its nature as an immersion-based tool for intercultural learning.

Students that completed the survey were mostly female, with more than 65% of respondents identifying as such. Students also had extensive study abroad experience, with 62.5% of all respondents having previously studied abroad “for a semester or longer”. Only a quarter of respondents (25%) reported that they did not have prior study abroad experience. The adult learners that took part in the survey roughly matched the respondents as a whole. Therefore, the program should be designed in a way that welcomes those with prior experience with study abroad as well as those that have not already had the opportunity.

Although the survey tool has proven to be a useful tool in measuring the likely interest of this type of program on campus, it also had many limitations. As a convenience sample, the survey may not have been distributed to a statistically relevant sample of students on campus. Roughly 30% of students that responded were in the age range of 22-25, making many of the respondents outside of the target demographic of the program. The survey also included a typo. “Less than two weeks” was listed as an option twice in a question asking about the preferred length of the program. This may have skewed the results to allow additional students to choose this option over other alternatives. Although a much more scientific sample would have been preferred, it is hoped that this survey will still prove to be a useful guiding tool.

### **Theoretical Foundation**

*ICC in Florida* has been created with a variety of theoretical foundations that keep adult learners as the focus within its educational pedagogy. The program will look at the developmental needs and characteristics of adult learners, including how they differ from their younger counterparts. Experiential learning will then create the backbone of the academic experience for students during the program,



engaging students actively in the learning process and using the professional and life experience of older students as a strength of the program. Lastly, the program will follow suggested best practices for short-term study away programs in order to create a meaningful cross-cultural experience for its participants.

### **Developmental Theory for Adult Learners**

Adult learners, defined as those 25 years and older, have different characteristics and priorities than their younger counterparts (Ryerson University, n.d.). Compared to younger students, they often bring a stronger sense of self-awareness and have greater confidence (Newman, 2002). Adult learners may have responsibilities and considerations outside of the learning environment and therefore can be more cautious than others in an educational setting (Thoms, 2001). They have first-hand experience that can often be applicable to the coursework at hand (Thoms, 2001). This additional life experience can also lead to having prejudices that can sometimes be detrimental to the learning process, however (Thoms, 2001). Lastly, older students can also appreciate (or demand) “creature comforts”, such as comfortable accommodations and regular breaks, more than younger students (Thoms, 2001).

Adult learners learn in different ways than younger students due to these characteristics. Adults often take more responsibility for their own learning, which allows them to become more self-directed in the classroom (Ryerson University, n.d.). They often seek learning that is problem-centered instead of passive learning that is based on lectures or memorization (Ryerson University, n.d.). They seek academic content that is pertinent to their lives outside of the classroom and often bring this outside experience into the academic environment (Ryerson University, n.d.).

Therefore, teachers and professors working with adult learners should ensure that they are facilitating the learning process, instead of dictating learning by rote lesson plans (Ryerson University, n.d.). Educators should provide autonomy and independence to their students, ensuring that they

become engaged in the learning process (Ryerson University, n.d.). They should also empower learners with ways to share their own prior experience and to become part of the decision-making process within the classroom (Ryerson University, n.d.).

These lessons must also be kept in mind when creating study abroad offerings for these learners. In order to tailor study abroad programs to the distinct needs of adult learners, Schallenberger (2009) shares a few reminders. Unlike their younger counterparts, these students have lived independently for years; rules such as curfews might not be needed to control behavior, but additional time might need to be spent exploring the physical risks of program-related activities (Schallenberger, 2009). Study away programs can also provide a way for these students to look at their family and work responsibilities back home in wholly new ways while allowing them to draw on the wisdom that comes from working full-time or parenting while abroad (Schallenberger, 2009). These students can also be much more aware of the unique opportunity of having time away from the responsibilities of home, often seeking programs that will make the most of the time and money spent to make an educational sojourn possible (Schallenberger, 2009). These attributes of adult learners create new possibilities and challenges for study away programs. With this in mind, the design of *ICC in Florida* tailors the study away experience to the traits of this unique population.

### **Experiential Learning**

Experiential learning is an educational pedagogy that views students as valuable resources for their own learning as well as the learning of others in the classroom (Carver, 1996). Kolb, one of the leading theorists behind this educational method, shares that “learning is the process whereby knowledge is created through the transformation of experience” (1984, p. 41). This means that the application of students’ experiences, both inside and outside the classroom, are integrated into the curriculum as learning opportunities (Carver, 1996). Much aligned with the characteristics of adult

learners, experiential education values authenticity, student experience, active learning, and connecting learning to a real-life setting (Carver, 1996).

Kolb proposed that learners move through a four-step learning cycle that allows for learners to gain knowledge and skills (James Cook University, 2013). The cycle's four stages include concrete experience, reflective observation, abstract conceptualization, and active experimentation (James Cook University, 2013). Once complete, the cycle then continues back at the concrete experience phase as the learning cycle continues (James Cook University, 2013).

The concrete experience phase focuses on personal involvement with everyday situations that are applicable to the coursework at hand; this can either be drawn upon previous experiences or an activity that is completed in the classroom setting (James Cook University, 2013). Students then reflect on what was done during the previous stage, taking care to make observations from multiple points of view (James Cook University, 2013). New knowledge and theoretical frameworks are then introduced during the abstract conceptualization phase, allowing students to see their previous experience in light of new information that is given (James Cook University, 2013). The cycle then moves to the active experimentation phase, where students consider new ways of thinking about the subject matter and experiment with new ways of handling the situation that was introduced in the beginning of the learning cycle (James Cook University, 2013). An illustration of the experiential learning cycle is included in Appendix G.

### **Best Practices for Short-Term Programs**

Although short-term programs come in many different shapes and sizes, there has been some agreement among how to best develop short-term study away programs that still retain the characteristics of immersive cross-cultural experiences. Donnelly-Smith (2009) shares five characteristics that successful short-term programs share. She cites that faculty must be comfortable

with experiential learning techniques as well as build the program with clearly defined academic goals for students (Donnelly-Smith, 2009). The program should engage with the local community and call upon local experts and lecturers (Donnelly-Smith, 2009). Lastly, there should be time built into the program for ongoing participant reflection on the experience (Donnelly-Smith, 2009).

*ICC in Florida* will draw upon these strategies in multiple ways. First, many faculty at SIT Graduate Institute are familiar with the concepts of experiential learning and put its methods to use in their courses on campus. Prior experience with this teaching pedagogy will be important for the faculty member who leads the program. Academic content will be delved into on campus prior to departure, allowing students to have a strong sense of their academic responsibilities before departing on the program. The program will work in collaboration with the Hope Community Center in order to provide a service learning experience for students as well as share the expertise of staff during class sessions held at the Center. Lastly, ongoing time for reflection is scheduled for each day during the immersion portion of the program. This allows students to share their feelings and process their experiences regularly during the program.

### **Curriculum**

Students participating in the program will be enrolled in a two-credit course called *Special Topics in Intercultural Communication: The Immigrant Experience*. Variants of the *Special Topics in Intercultural Communication* course have been offered as a field course to a various destinations, including Mexico and Turkey (World Learning, 2014c; World Learning, 2014d). Key concepts of Intercultural Communication covered in the course include exploring the intersections of class, race, gender, and ethnic background with how communication (and miscommunication) takes place. Students are asked to look at contemporary topics from a variety of viewpoints and show an ability to communicate effectively with a variety of people in diverse settings.

A variety of educational resources will be used in *ICC in Florida*. This includes academic textbooks as well as common media sources, such as radio shows, documentaries, newspaper articles, and websites. A compilation of educational resources that are available for the course are listed in Appendix H. All resources (including textbooks) are available online and most are free for students to use non-commercially. Students will learn the theoretical underpinnings of the course during on-campus class sessions prior to departing on the travel portion of the program. They will then showcase their skills both during the travel program, in their academic assignments, and during the final capstone class. The following sections will explain the various learning tools and methods that will be used.

### **Pre-Departure Classes**

The faculty leader will meet with student participants during three class sessions before departing for the travel program. Emphasis will be placed on the Intercultural Communication theoretical content of the course, allowing students to have an academic background on the subject matter before departing for Florida. Class activities, simulations, and lectures will be completed, combining experiential activities and more traditional classroom-focused techniques. Students will also be divided into groups for assignments that will be completed throughout the course.

### **Academic Paper**

Students will complete an 8-12 page research paper within a group. Topics will be chosen by each group, but must be an issue within immigration that can be seen from various viewpoints; sample topics include the role of immigration in higher education and the economic consequences of immigration. The assignment will be due prior to departure and will provide an academic background for presentations that will be due later in the course, which will focus on more common narrative sources (including mass media, news outlets, and websites).

## **Service Learning**

Service learning will provide the backbone of experiential learning during the field course. Students will participate in twelve hours of meaningful service in collaboration with the Hope CommUnity Center, an immigrant-focused community center in central Florida. Service learning experiences will be organized by the Hope CommUnity Center. They will include spending a day in the fields with agricultural workers, tutoring students attending English as a Second Language courses at the Center, and other projects deemed necessary by staff at the Center. Students will be encouraged to draw upon their previous work and life experience in order to enrich this service experience. Although the scope and impact of the projects will be limited by the short time frame of the course, it is hoped that the service learning projects chosen by Hope CommUnity Center staff will be prove to be beneficial for both the students and the community served by the Center.

## **Reflection Sessions**

Class time during the travel program will be spent reflecting on the students' experience during the service learning experience, with discussions will led by program staff as well as staff of the Hope CommUnity Center. This focus on reflection will be combined with discussions around current events in immigration provided by site staff.

## **Organizational Visits**

The class will also visit four additional non-profit and governmental organizations during their time in Florida, providing a comparison to their experience at the Hope CommUnity Center. Two of these organizations will be in the Apopka region, with the other two located in Miami. These organizations will be chosen by the faculty leader and will be visited as a group. A list of potential organizations are listed in Appendix I.

## **Homestay Experience**

Although not graded as an assignment, the homestay experience is meant to complement the service learning portion of the program to provide a rich understanding of the immigrant perspective in the United States. Homestay assignments will be organized by the Hope Community Center, allowing students to stay with immigrant families who are served by the center. Most host families include a combination of bilingual (English and Spanish) family members and others that only speak Spanish. This provides students a chance to practice Intercultural Communication techniques as well as a unique learning experience for non-Spanish-speaking students, allowing them to achieve some of the same experiences as travelling to a country with a different native language. Students should work to actively engage with their host family, allowing for dialogue between both the student participant and their hosts. Student experiences within the homestay setting can then be used as part of other assignments for the course.

## **Photo Essay**

Students will complete an individual photo essay based on their experiences with immigration during the program. These photos will incorporate both the service learning experience and the scheduled photo scavenger hunts throughout two neighborhoods in Miami: Little Havana and South Beach. The scavenger hunt will ask students to find scenes that tell the story of urban immigration in Miami. Sample photographs include finding the following scenes:

- A social interaction among people that seem to be from a different ethnic background
- A display of artwork that celebrates immigration and/or the movement of people across borders
- An example of two cultures clashing within the same physical and/or cultural space
- A business that has prospered due to immigration in Miami
- A moment of miscommunication (among people or within the physical space)
- A display that connects the neighborhood with the challenges of immigration

Although students will not turn in the photos from the scavenger hunt as an individual assignment, they must incorporate at least five photos from the scavenger hunt into the larger photo essay assignment.

The photo essay is meant to provide an alternate means of communicating their experience outside the traditional academic or presentation template. It is a technique for students to process the experience individually outside of a group project. A short narrative will be included with the assignment, explaining the student's choice in photos and their experience with them. This assignment will be due at the last course meeting, which will take place after the conclusion of the travel program.

### **Volunteer Training Material**

Students will complete an 8-10 page training manual for future students that engage with service learning at Hope CommUnity Center. The focus will be on providing a peer-to-peer insight to future volunteers and should include a code of conduct, frequently asked questions, common challenges, benefits of volunteering, and an introduction to immigration in the area. This task allows students to translate their experience in a more technical, practical way than other assignments while providing practice in another aspect of intercultural communication. This assignment will be due at the last class session, which will meet after the travel program concludes.

### **Presentation**

The culminating assignment of this field course is a 10-12 minute group presentation on a topic in immigration. It will be an expansion of the academic paper that was completed before departing on the course. Taking the academic resources that were included in the paper into consideration, the students will combine multiple viewpoints on the subject using common narrative sources (mass media, news outlets, and websites) to present a multi-faceted take on the issue. Students should also incorporate any relevant experiences from their participation in the field course. The presentation may



take a variety of forms; it may incorporate video, photo, written, and spoken pieces as well as a more traditional Power Point presentation model to effectively convey multiple viewpoints on the issue. Presentations will take place during the last class session, which will meet after the travel program concludes.

### **Staffing Plan**

One staff member will be hired for this program to serve as a faculty leader. The faculty leader will be a member of faculty at SIT Graduate Institute with experience in this type of programming. Overall, this position will serve as an educator, logistical coordinator, and campus liaison during the duration of the trip. In addition, they will be involved with educational, organizational, and marketing tasks on campus. A copy of the staffing description for this position is available in Appendix J.

The selected faculty leader will have experience teaching the concepts of Intercultural Communication as well as working with students in a travel-based, experiential academic setting. The faculty leader will take lead responsibility in creating the curriculum for the program. They will also deliver all academic content during course sessions held on campus before and after the travel program. They will serve as the lead contact for potential participants that may have questions about the program.

The faculty leader will partner with departments on campus, such as the registrar and webmaster, to market and register students for the program. This includes responding to inquiries from potential participants. The faculty leader will also be responsible for coordinating visits to four non-profit and government organizations (two each in Apopka and Miami) and coordinate the distribution of honorariums during each visit.

The faculty leader will continue to take the lead in delivering academic content to student participants. They will work in conjunction with staff at the Hope Community Center to coordinate class

and reflection sessions during the travel program, as well as teach pre-departure and capstone class sessions on campus. The faculty leader will also be responsible for grading assignments and providing grades for student participants.

The faculty leader will be responsible for key decisions regarding the safety and security of participants. This includes deciding consequences (up to and including dismissal) for violating behavioral guidelines. The faculty leader will be considered on-call during after-hours and emergency situations. Lastly, the faculty leader will be responsible for driving any rental vehicles.

For compensation, the faculty leader will receive an employment stipend of \$2000. They will also receive a \$500 travel stipend to cover travel expenses and meals not covered during the program. Airfare to Miami from airports near SIT Graduate Institute (including Boston, MA and Manchester, NH) is currently estimated at \$300. This allows \$200 for other travel expenses and meals that are not included (2 breakfasts, 2 lunches, and 2 dinners). All program expenses that are included in the program fee will also be provided at no cost, including entrance fees, most meals, and lodging. Lastly, the faculty member will also receive a faculty release for the equivalent of two credit hours in either the Fall II or Spring II academic term. The position is designed to be part-time; this will involve roughly 5 hours per week of administrative work plus course preparation from September 15 through January 15. The position will then become full-time while the program is being administered in Florida.

### **Logistics**

The nine-day travel portion of *ICC in Florida* will take place in two distinct areas in Florida: Apopka (near Orlando) and Miami. As mentioned previously, a variety of activities will be incorporated into the program at both locations. A detailed version of the program schedule is available in Appendix K. A discussion of the general schedule and the logistical needs of the program continues below.

All student and staff participants will travel independently to Orlando. The designated meeting point will be the Days Inn Orlando Airport Florida Mall (Days Inn); participants should plan to arrive at the hotel by late afternoon on the first day of the program. The hotel provides a courtesy airport shuttle, allowing participants access to free transportation to the meeting hotel once they arrive at the airport. The only scheduled activity for the first day of the program will be a group welcome dinner. Accommodation and breakfast will be provided at the Days Inn. Student accommodation will be in double occupancy rooms while the faculty leader will be provided with a single room.

The next five days of the program (days two through six) will be delivered in partnership with the Hope CommUnity Center. Students will engage in service learning activities, class meetings and reflection sessions. Site staff from the Hope CommUnity Center will partner with the faculty leader in leading discussions around immigration during reflection and class sessions. They will also visit two additional non-profit or government organizations in the Apopka area, to be chosen by the faculty leader. Information about organizations in the Apopka and Miami areas can be found in Appendix I.

Service learning opportunities will include spending a day in the fields with migrant farmworkers assisting with educational programming offered at the Hope CommUnity Center, and participating in other projects as identified by staff of the Center. Although spending time in a farm setting is an important part of the immersion experience, special care will be taken that all participants feel comfortable with the experience and that there are no health concerns that might limit participation. If there are participants that are not able to participate in service learning in the farm setting due to physical demands, they will spend the additional time working with other programs at the Center. The faculty leader will take part in service learning activities with the student participants. A member of site staff from the Hope CommUnity Center will also be present at all times at service learning sites.

Accommodation will be provided in a homestay setting during the immersion segment portion of the program. Homestay locations are with immigrant families that are served by Hope CommUnity

Center. All participants will be housed for five nights in single or double occupancy rooms, with the faculty leader receiving a single room. All meals will be provided by homestay sites and Hope CommUnity Center during the immersion segment of the program. A pizza and potluck dinner for participants, host families, and site staff will be organized at the center on the last day of the immersion segment of the program.

Participants will then drive to Miami for the next segment of the program on day seven. Participants will visit two additional non-profit or governmental organizations and perform photo scavenger hunts in both the South Beach and Little Havana neighborhoods. They will also attend a walking tour through the Little Havana neighborhood that is organized by History Miami, a local museum and cultural center, followed by lunch at a Cuban restaurant. This will provide a more informal, contextual side of the immigrant community in Miami.

Accommodation will be provided for two nights at the Tropics Hotel and Hostel. Student participants will share triple rooms or quad dorm-style accommodations. The faculty leader will be housed in a private single room at the same hostel. Most meals during the Miami segment of the program will be considered an out-of-pocket expense.

The group will depart Miami in the early afternoon of the last day of the program, allowing participants free time in the morning to enjoy the South Beach area. Accommodation will be provided at the same Days Inn hotel utilized during the beginning of the program. A farewell pizza dinner will be organized by the faculty leader. Breakfast the following morning will be provided by the hotel. All participants will then be free to depart at any time on the following day.

All transportation during the program will be provided by the rental of a 15-passenger van at the Orlando Airport. The faculty leader will be responsible for driving the van during the duration of the program, including the trip between Apopka and Miami. All costs for parking, gasoline, and tolls are included in the budget for the program.

### **Timetable for Delivery**

In order to ensure that the program runs smoothly, a variety of timed benchmarks have been created to ensure that all logistical needs are met in a timely fashion. These tasks include everything from ensuring that the program is approved by the university to reserving accommodations and space at local restaurants. The following timetable lists the necessary logistical steps to ensure a successful program and when they should be completed. An outline of this timetable is available in Appendix L.

#### **Spring/Summer 2014**

The program proposal for *ICC in Florida* should be submitted to SIT Graduate Institute in April 2014. A final decision on its approval and the selected Faculty Leader should be decided by May 2014. The Faculty Leader should begin to build curriculum for the course and confirm logistical details with the Hope Community Center through June 2014. They should begin confirming which additional organizations will be visited in Apopka and Miami throughout July 2014. Student recruitment materials should be submitted to necessary SIT Graduate Institute departments in August 2014, allowing the student recruitment process to begin.

#### **Autumn 2014**

Students will need to register for the program by October 2014. The first pre-departure class session will be held in November 2014. The Faculty Leader will also finalize logistical details with the Hope Community Center and make necessary reservations for lodging and special meals during this time.

**Winter 2014/2015**

The second and third pre-departure class sessions will be held in December 2014. The faculty leader will need to ensure that all necessary participation forms are completed by January 2015, as well as confirm flights and travel plans with participants. The program will then be administered in Florida during February 2015. Program evaluation surveys will be distributed to participants during the program. The last class session will be held later in February 2015; class evaluations will be distributed by SIT Graduate Institute during this time.

**Spring 2015**

The Faculty Leader will analyze program evaluation surveys during March 2015. This will allow any changes to be made to the program and allow decisions to be made on whether it should run during the following academic year.

**Budget**

The *ICC in Florida* program will cost \$1300 per student, not including airfare. Estimated airfare costs for students are roughly \$300 from airports near the Brattleboro campus. An additional \$200 may be budgeted for other travel expenses and meals not covered during the program. Students will also be responsible for any personal or incidental expenses that they incur during the program. The program fee will include all accommodation, transportation, most meals, and all program-related activities. It will also provide a stipend and travel allowance for the faculty leader, as detailed in the Staffing Plan section. Honoraria of \$75 will also be provided for local organizations visited during the program, as explained in the Logistics section. Appendix M provides additional budgetary information and detailed information about program costs.

In order to make the program viable, the program will need to enroll between 12 and 14 participants. The program may run with 10 or 11 students with a small surcharge to the program fee. A surcharge of \$40 (11 enrolled students) or \$80 (10 enrolled students) will need to be added to the program fee of \$1300 to cover expenses for a smaller group of student participants. Discretion will be used by the Faculty Leader and SIT Graduate Institute administrative staff, in consultation with enrolled students, to decide whether to cancel the program or to run the program with these additional fees in this situation.

The budget includes a \$100 administrative fee paid per student participant paid to SIT Graduate Institute. Estimated at eight percent of the total program fee, it should cover any administrative expenses incurred by the institution as well as provide a financial incentive for the school to continue running this type of field course. A small petty cash fund (\$25 per participant) will be administered by the faculty to pay for any unexpected expenses during the program. Tuition costs for the program are included in the cost of tuition paid for the academic year at SIT Graduate Institute.

This program has a lower comprehensive cost than field courses that took place during the 2012-13 academic year. There was one similarly priced program, an Intercultural Communication course that took place in Oaxaca, Mexico. It had a lower program fee cost (\$1125) but a higher estimated transportation cost (\$850), creating a total cost of \$1975. Many other field course programs cost between \$3000 and \$4500, making *ICC in Florida* a much more affordable option for students.

### **Health and Safety**

The health and safety of participants during *ICC in Florida* will be maintained whenever possible by the faculty leader by both pre-emptive planning before departure as well as careful attention during the program. This involves ensuring that all participants are briefed on behavioral expectations and potential risks as early as possible as well as gathering necessary information regarding each

participant's health history and/or limitations. The faculty leader will then work directly with students during the program to ensure that all emergency situations are handled in an efficient manner and that all students feel safe and secure during the duration of the program.

### **Pre-Departure Health and Safety Preparations**

All graduate students at SIT Graduate Institute need to complete a health history form before attending classes (see Appendix N); as this would have been completed within six months of departure, an additional comprehensive medical examination will not be necessary. This information for each student participant will be released to the faculty leader before departure. Students will also be asked to inform program staff of any additional health information that is pertinent to the *ICC in Florida* program in the Emergency Health Information form, located in Appendix O.

All students at SIT Graduate Institute are also mandated to have valid health insurance during the duration of the program. Many students utilize health insurance offered through the school, provided by Bollinger Insurance, while others utilize their own privately-held plans. Bollinger's school-sponsored insurance has a nationwide network of providers, allowing students to receive medical assistance in Florida just as they would on campus in Vermont. Students with private insurance will be urged to find out if they also have a nationwide network; those that only cover providers in the Vermont region will be urged to research travel insurance options to limit their out-of-pocket cost. All participants will be asked to provide health insurance and emergency contact information in the Emergency Health Information Form (located in Appendix O) in case of emergency. That said, participants will be ultimately responsible for any medical-related expenses incurred during the program.

Students will also be briefed on behavioral expectations during the program. The completion of the Program Information Form (available in Appendix P) will ensure that all students have read and



understood the expectations of conduct specific for this program. The Conditions of Participation and Liability Waiver (in Appendix Q) supplements this information and also releases SIT Graduate Institute of any liability for damages incurred by participants during the program.

Lastly, participants will be provided a Suggested Packing List (available in Appendix R) for participants to ensure that they have everything that they need to ensure that they are healthy and comfortable during the program. This includes clothing necessary recommended by Hope CommUnity Center for service learning activities as well as insight on what to bring (and not to bring) to promote the safety and security of participants. This will also serve as a reminder for participants to bring necessary items, such as government identification and prescription medications.

### **Health and Safety Protocol during Travel Program**

The program staff will work together to ensure that all student participants are kept safe during the duration of the *ICC in Florida* program. The faculty leader (with Hope CommUnity Center staff when applicable) will accompany student participants during all program-related site visits and service learning activities. The faculty leader will also stay at the same accommodation as student participants during the duration of the program; the only exception to this will be the homestay portion where participants will be housed with separate host families. All participants will be given contact information for medical and emergency services providers in both the Apopka and Miami regions, available in Appendix S; this Emergency and Medical Contact Information Form includes information on in-network medical providers for the Bollinger Health Insurance plan as well as contact information for local police departments, pharmacies, and the accommodation used for the program.

No health or safety concerns are expected during the duration of the program. Hurricane season is typically April through October; the program will therefore likely not come across hurricane type weather during the dates of the program. As it is a domestic program, no immunizations are

required. Crisis management protocols, explained in more detail during the next section, will be utilized in the case of a health- or safety-related incident that requires emergency attention. The faculty leader will work together with local authorities to meet the needs of all participants in emergency situations.

### **Crisis Management**

The faculty leader will be responsible for coordinating emergency and crisis management efforts if necessary during the program. They will work in partnership with local medical providers and emergency service providers as needed to provide care for affected participants. If an emergency situation happens while in Apopka, efforts will be made to see if a staff member from the Hope CommUnity Center is available to stay with the larger group while the faculty leader and the affected participant(s) leave to obtain medical or emergency care.

All participants, including both students and staff, will also receive an Emergency Phone Roster (located in Appendix T) that lists phone numbers for each person on the trip. Students will be informed to call the faculty leader in the case of an emergency situation. The phone numbers of SIT Graduate Staff will also be listed for the use of program staff if it is deemed appropriate to contact someone on campus. The faculty leader will be responsible for making any final decisions regarding emergency or crisis situations, including disciplinary action (up to and including dismissal of the program) or reaching out for medical services in the case of a student that is unconscious or otherwise not able to make their own decisions.

The faculty leader will also utilize the Emergency Phone Roster if participants need to be contacted in an emergency situation. Students will be informed that they may be asked to assist in this process, if necessary, by calling the participant that is listed below them on the form. Student participants will be urged to ensure that the phone numbers provided on the Phone Roster match the cell phone that they plan on using during the program.

To better guide the faculty leader during an emergency situation, a Crisis Flow Chart will be created prior to departing; this chart is provided in Appendix U. This chart divides emergency situations into three distinct categories, spanning from minor occurrences (including an insect sting or a minor illness that doesn't necessitate medical attention) to major disturbances of the program (such as a hurricane that requires evacuation or the death of a participant). The appropriate responses to these categories of emergencies as well as the appropriate people to contact are listed in the Crisis Flow Chart so both staff participants are on the same page when responding to a situation.

Incident Reports, such as the one found in Appendix V, will be completed for any emergency situation. This documentation provides information that can be referenced after the program has concluded; this can be used by both student participants and SIT Graduate Institute staff in the case of an emergency or crisis occurrence. The faculty leader will be responsible for the completion of incident reports unless both are deemed incapable due to the conditions of the situation; in this case, a student may complete the form in their absence.

### **Program Marketing**

The faculty leader will be responsible for partnering with various departments on campus to market the *ICC in Florida* program. They will develop a description that will be posted on SIT Graduate Institute's website as well as in course registration material. This information will be displayed in close proximity to other field courses that are being offered during the Spring I term. A recruitment flyer (available in Appendix W) will also be posted around campus in order to build awareness of the program. All marketing information will include an email address for the faculty leader, allowing potential participants to ask any questions that they may have before registering for the program. Lastly, the faculty leader will hold an information session before the registration deadline. This information session will be held in the International Center during lunch service.

### **Admissions**

The program will be open to all currently enrolled SIT Graduate Institute students taking courses at the Brattleboro campus. There will be no additional application requirements besides a willingness to complete all required program-related activities during the program, including service learning. Students will register for the course through the Registrar office.

### **Evaluation Plan**

The faculty leader will be responsible for gathering evaluation information during the travel program. A short evaluation will be completed after the immersion segment of the program has been completed; this allows the faculty leader to make any necessary adjustments before the conclusion of the program. Another evaluation survey will be completed at the culmination of the program. A copy of both of these surveys can be found in Appendix X; it is recommended that the surveys are distributed during the drives between Apopka and Miami (on Days 7 and 9, respectfully) to help ensure the completion of the surveys by having a captive audience. Evaluation of all survey information will be completed by the faculty leader. A final course evaluation will be compiled by SIT Graduate Institute; this survey is distributed electronically to students after the conclusion of the final class session.

### **Conclusion and Implications**

The *ICC in Florida* will be the first program of its kind offered at SIT Graduate Institute, combining an immersion-focused field course with a domestic destination and a focus on the developmental needs of adult learners. It also provides a template for other study abroad providers and universities to create a study away program that, although open to the entire student body, provides a focus on an older student demographic that doesn't always have the opportunity to study abroad. Its

use of service learning and experiential learning is not novel, but it does combine these elements in a way that makes these students the focus instead of an afterthought.

*ICC in Florida* is not the first program to focus on adult learners, as the National Outdoor Leadership School and DePaul University have proven. It does, however, provide one more example of a program that provides an immersive academic travel opportunity for students that are too often left on campus. It is hoped that this *ICC in Florida* will become just one of many study abroad and study away programs that allows for older students, veterans, students of color, and first-generation college students (among others) to finally attend programs that were designed with them in mind. This type of program design not only assists these “non-traditional” study abroad participants, but allows for more diversity among study abroad options that are available to all students.

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## **Appendix A: Goals and Objectives**

### **Program Goal**

- To create an affordable, immersion-based study away program for adult learners at SIT Graduate Institute

### **Program Objectives**

- Utilize the theoretical concepts of problem-based and experiential learning to teach academic content in Intercultural Communication
- Showcase the real-life challenges and opportunities created by immigration in Florida as an effective learning tool
- Create a study away opportunity that complements current field course offerings at SIT Graduate Institute while remaining affordable and accessible for all students, especially adult learners
- Create a replicable model for intercultural learning that can be utilized in a variety of other higher education settings

### **Participant Goal**

- To facilitate the learning of key concepts in Intercultural Communication and contemporary issues of immigration in an immersion-based study away setting that is focused on the needs of adult learners

### **Participant Objectives**

- Experience the social complexities of Intercultural Communication through a variety of experiential learning activities that focus on immigration in Florida
- Decipher the real-life social challenges and opportunities of immigration in Florida and their effects on a variety of stakeholders
- Utilize the theoretical framework of Intercultural Communication to articulate the viewpoints of multiple stakeholders as it relates to immigration in Florida
- Document their learning of Intercultural Communication and contemporary issues in immigration through a variety of methods (academic reports, photography, and presentations)

## Appendix B: Selected Short-Term Study Abroad Programs

Selected Arcadia University Short-Term Study Abroad Programs (Arcadia University, 2013a)						
Program	Partner Institution	Location	Academic Content	Length, Credits (optional)	Pricing (includes tuition, housing)	Website
Japan, The Old Heritage and Anime World	Faculty-Led, Home Institution	Tokyo, Japan	Interdepartmental	10 days, 2 credits	\$495 plus most meals, airfare included	<a href="http://www.arcadia.edu/academic/default.aspx?id=34746">www.arcadia.edu/academic/default.aspx?id=34746</a>
Marrakesh at the Crossroads	Faculty-Led, Home Institution	Marrakech, Morocco	Interdepartmental	10 days, 2 credits	\$495 plus most meals, airfare included	<a href="http://www.arcadia.edu/academic/default.aspx?id=34746">www.arcadia.edu/academic/default.aspx?id=34746</a>
Cuba: Myths and Realities	Faculty-Led, Home Institution	Havana, Cuba	Interdepartmental	10 days, 2 credits	\$495 plus most meals, airfare included	<a href="http://www.arcadia.edu/academic/default.aspx?id=34746">www.arcadia.edu/academic/default.aspx?id=34746</a>
British Popular Culture: Past and Present	Faculty-Led, Home Institution	London, United Kingdom	Interdepartmental	10 days, 2 credits	\$495 plus most meals, airfare included	<a href="http://www.arcadia.edu/academic/default.aspx?id=34746">www.arcadia.edu/academic/default.aspx?id=34746</a>
Education and Service in Guatemala	Faculty-Led, Home Institution	Zacapa and Antigua, Guatemala	Interdepartmental	10 days, 2 credits	\$495 plus most meals, airfare included	<a href="http://www.arcadia.edu/academic/default.aspx?id=34746">www.arcadia.edu/academic/default.aspx?id=34746</a>

Selected Kirkwood Community College Short-Term Study Abroad Programs (Kirkwood Community College, 2013b)						
Program	Partner Institution	Location	Academic Content	Length, Credits	Pricing (includes housing)	Website
Health and Service Learning	Faculty-Led, Home Institution	Guatemala	Interdepartmental	15 days, 3 credits	\$2750 plus tuition and some meals, airfare included	<a href="http://tinyurl.com/kirkwoodguatemala">http://tinyurl.com/kirkwoodguatemala</a>
Applied Science	Global Education Network	Melbourne, Australia	Interdepartmental	22 days, 3 credits	\$4250 plus tuition and some meals, airfare included	<a href="http://tinyurl.com/kirkwoodaustralia">http://tinyurl.com/kirkwoodaustralia</a>
Project Management and Design Thinking	Faculty-Led, Home Institution	Singapore, Singapore	Management or Interdepartmental	23 days, 3 credits	\$4000 plus tuition and some meals, airfare included	<a href="http://tinyurl.com/kirkwoodsingapore">http://tinyurl.com/kirkwoodsingapore</a>
Humanities	Faculty-Led, Home Institution	Ireland (various locations)	Humanities and Literature	14 days, 6 credits	\$3750 plus tuition and some meals, airfare included	<a href="http://tinyurl.com/kirkwoodireland">http://tinyurl.com/kirkwoodireland</a>
Culture and Service Learning	Faculty-Led, Home Institution	Volta Region, Ghana	Interdepartmental	18 days, 3 credits	\$5300 plus tuition and some meals, airfare included	<a href="http://tinyurl.com/kirkwoodghana">http://tinyurl.com/kirkwoodghana</a>

### Appendix C: Selected Domestic Study Away Programs

Selected Vassar College Domestic Study Away Programs (Vassar College, 2013)						
Program	Partner Institution	Location	Academic Content	Length, Credits	Price (includes tuition, housing)	Website
Williams-Mystic Seaport Program	Mystic Seaport Museum and Williams College	Mystic, Connecticut	Marine Policy, Oceanography, Maritime History	Semester, 18 credits	\$29,450 plus travel costs, Vassar financial aid applies	<a href="http://mystic.williams.edu">http://mystic.williams.edu</a>
National Theater Institute	Eugene O'Neill Theater Center	Waterford, CT, Two weeks abroad (UK or Russia)	Theater	Semester, 20 credits	\$23,700 plus travel costs, Vassar financial aid applies	<a href="http://www.theoneill.org/national-theater-institute/nti-semester/">www.theoneill.org/national-theater-institute/nti-semester/</a>
Spring in New York	New York University	New York, NY	Various Disciplines	Semester, 12+ credits	\$28,302 plus travel costs and food	<a href="http://www.nyu.edu/admissions/spring-in-ny.html">www.nyu.edu/admissions/spring-in-ny.html</a>
A Semester Almost Abroad	University of Hawaii, Manoa	Honolulu, HI	Various Disciplines	Semester, 12+ credits	\$18,465 plus travel costs	<a href="http://manoa.hawaii.edu/semester">http://manoa.hawaii.edu/semester</a>
Semester in Environmental Science	Woods Hole Marine Biological Laboratory and Brown University	Woods Hole, MA	Environmental Science	Semester, 16 credits	\$28,044 plus travel costs	<a href="http://ecosystems.mbl.edu/ses/about.htm">http://ecosystems.mbl.edu/ses/about.htm</a>

Selected Western Kentucky University Domestic Study Away Programs (Western Kentucky University, 2013a)						
Program	Partner Institution	Location	Academic Content	Length, Credits	Pricing (includes tuition, housing)	Website
Cross-Cultural Psychology in Alaska	Faculty-Led, Home Institution	Alaska (various locations)	Psychology	12 days, 3 credits	\$2,999 - \$3,599 plus some meals, airfare included	<a href="http://www.wku.edu/studyaway/programs/alaskasummer2015.php">www.wku.edu/studyaway/programs/alaskasummer2015.php</a>
Southwest Total Immersion	Faculty-Led, Home Institution	Nevada and California (various locations)	Geology, Environmental Science	8 days, 3 credits	\$1,699 - \$1,899 plus some meals, airfare included	<a href="http://www.wku.edu/studyaway/programs/southwestwinter2015.php">www.wku.edu/studyaway/programs/southwestwinter2015.php</a>
Hawaiian Volcanism	Faculty-Led, Home Institution	Hawaii (various locations)	Physics	10 days, 3 credits	\$3,200 - \$3,699 plus most meals, airfare included	<a href="http://www.wku.edu/studyaway/programs/hawaiiphysicswinter2015.php">www.wku.edu/studyaway/programs/hawaiiphysicswinter2015.php</a>
New York Theater	Faculty-Led, Home Institution	New York, NY	Theater	8 days, 3 credits	\$1,699 - \$1,999 plus some meals, airfare included	<a href="http://www.wku.edu/studyaway/programs/nytheaterwinter2015.php">www.wku.edu/studyaway/programs/nytheaterwinter2015.php</a>
Louisiana State University	National Student Exchange	Baton Rouge, LA	Various Disciplines	Semester, 12+ Credits	\$9,887 plus travel costs	<a href="http://nse.org/exchange/learn.asp">http://nse.org/exchange/learn.asp</a>

### Appendix D: Adult Learner Study Abroad and Study Away Programs

Selected National Outdoor Leadership School Programs (National Outdoor Leadership School, 2013b)						
Program	Partner Institution	Location	Academic Content	Length, Credits	Pricing (includes tuition, housing)	Website
Tanzania Wilderness - Prime	Faculty-Led, Home Institution	Tanzania (various locations)	Environmental Science	14 days, 2 credits	\$3875 plus travel costs	<a href="http://www.nols.edu/courses/tanzania-wilderness-prime/">www.nols.edu/courses/tanzania-wilderness-prime/</a>
Rocky Mountain Lightweight Backpacking - Prime	Faculty-Led, Home Institution	Wyoming (various locations)	Environmental Science	14 days, 2 credits	\$3610 plus travel costs	<a href="http://www.nols.edu/courses/rocky-mountain-lightweight-backpacking-prime/">www.nols.edu/courses/rocky-mountain-lightweight-backpacking-prime/</a>
Alaska Mountaineering - Prime	Faculty-Led, Home Institution	Alaska (various locations)	Environmental Science	14 days, 2 credits	\$4100 plus travel costs	<a href="http://www.nols.edu/courses/alaska-mountaineering-prime/">www.nols.edu/courses/alaska-mountaineering-prime/</a>
Backcountry Skiing – Prime	Faculty-Led, Home Institution	Idaho (various locations)	Skills Practicum	12 days, 2 credits	\$2340 plus travel costs	<a href="http://www.nols.edu/courses/backcountry-skiing-prime/">www.nols.edu/courses/backcountry-skiing-prime/</a>
Baja Sea Kayaking - Prime	National Student Exchange	Mexico (various locations)	Environmental Science	14 days, 2 credits	\$3525 plus travel costs	<a href="http://www.nols.edu/courses/baja-sea-kayaking-prime/">www.nols.edu/courses/baja-sea-kayaking-prime/</a>

Selected DePaul School of New Learning Programs (DePaul University, 2013b)						
Program	Partner Institution	Location	Academic Content	Academic Term, Credits	Pricing (includes housing)	Website
Jamaica: Who Talks to Whom in Schools & Cafes	Faculty-Led, Home Institution	Jamaica (various locations)	Interdisciplinary	December* 5 credits**	Price TBD* plus tuition, airfare included	<a href="http://tinyurl.com/JamaicaSNL">http://tinyurl.com/JamaicaSNL</a>
History, Culture, and Spirituality in Ghana	Faculty-Led, Home Institution	Ghana (various locations)	Interdisciplinary	December* 5 credits**	\$3840 plus tuition, airfare included	<a href="http://tinyurl.com/GhanaSNL">http://tinyurl.com/GhanaSNL</a>
Externship: Mindfulness Meditation Retreat at Starved Rock State Park	Faculty-Led, Home Institution	Utica, Illinois	Interdisciplinary	Various dates 4 days 3 credits**	\$715 plus tuition, no airfare needed	<a href="http://tinyurl.com/TravelSNL">http://tinyurl.com/TravelSNL</a>
London Alive: In Theaters, Markets & Museums	Faculty-Led, Home Institution	London, England	Interdisciplinary	Spring Break* 5 credits**	\$3030 plus tuition, airfare included	<a href="http://tinyurl.com/LondonSNL">http://tinyurl.com/LondonSNL</a>
Cuba: Cuban Realities in a Changing World	Faculty-Led, Home Institution	Cuba (various locations)	Interdisciplinary	Summer* 3 credits**	\$3220 plus tuition, airfare included	<a href="http://tinyurl.com/CubaRealitySNL">http://tinyurl.com/CubaRealitySNL</a>

\* Exact dates and/or price information not listed on website

\*\* Listed in semester credit hours, converted from quarter credit hours

## Appendix E: Domestic Field Course Needs Assessment - Survey Questions

**Instructions:** Please choose one answer for each question, noting the answer that you agree with the most. Thank you in advance for your participation. This survey will be used as part of an International Education CLC Capstone Project to see if there is a need for a field course with a domestic travel component. All responses are confidential and will not be seen as a commitment to participate in any field programs that are being offered by SIT Graduate Institute.

**Question #1 - Are you interested in participating in a field course that has a travel component? (i.e. during Spring Break or Spring I term)**

Definitely interested      Slightly interested      Neutral      Slightly not interested      Definitely not interested

**Question #2 - Would you be interested in a field course that has a domestic travel component within the United States?**

Definitely interested      Slightly interested      Neutral      Slightly not interested      Definitely not interested

**Question #3 - Would you be interested in completing an Intercultural Communication field course with a domestic travel component?**

Definitely interested      Slightly interested      Neutral      Slightly not interested      Definitely not interested

**Question #4 - How much in additional costs would you be willing to budget for a field course that has a travel component?**

\$500 or less      \$1000      \$1500      \$2000      \$2500 or more

**Question #5 - How long of a domestic travel component would you want to include as part of a field course?**

More than 4 weeks      2 to 4 weeks      Less than 2 weeks      Less than 2 weeks

**Question #6 - What is your age?**

21 or younger      22 to 25      26 to 29      30 to 33      34 or older

**Question #7 - What is your gender?**

Female      Male

**Question #8 - Have you studied abroad/studied away previously? If yes, indicate the longest term that you completed in one location.**

Yes – Semester or longer      Yes –1 to 3 months      Yes – Less than 1 month      No - Did not participate

**Question #9 – What is your field of study at SIT Graduate Institute?**

International Education      Sustainable Development      Conflict Transformation      Intercultural Management/Self-Designed

## Appendix F: Needs Assessment Survey Results

### Responses from All Survey Participants

Answers denoted by a \* were written-in responses provided by survey participants

Question #1 - Are you interested in participating in a field course that has a travel component? (i.e. during Spring Break or Spring I term)									
Definitely Interested		Slightly Interested		Neutral		Slightly Not Interested		Definitely Not Interested	
Responses	Percentage	Responses	Percentage	Responses	Percentage	Responses	Percentage	Responses	Percentage
17	53.10%	11	34.40%	4	12.50%	0	0.00%	0	0.00%

Question #2 - Would you be interested in a field course that has a domestic travel component within the United States?									
Definitely Interested		Slightly Interested		Neutral		Slightly Not Interested		Definitely Not Interested	
Responses	Percentage	Responses	Percentage	Responses	Percentage	Responses	Percentage	Responses	Percentage
9	28.10%	17	53.10%	2	6.30%	4	12.50%	0	0.00%

Question #3 - Would you be interested in completing an Intercultural Communication field course with a domestic travel component?									
Definitely Interested		Slightly Interested		Neutral		Slightly Not Interested		Definitely Not Interested	
Responses	Percentage	Responses	Percentage	Responses	Percentage	Responses	Percentage	Responses	Percentage
10	31.30%	13	40.60%	7	21.90%	1	3.10%	1	3.10%

Question #4 - How much in additional costs would you be willing to budget for a field course that has a travel component?											
\$500 or less		\$1,000		\$1,500		\$2,000		\$2,500		No answer*	
Responses	Percentage	Responses	Percentage	Responses	Percentage	Responses	Percentage	Responses	Percentage	Responses	Percentage
10	31.30%	16	50.00%	3	9.40%	2	6.30%	0	0.00%	1	3.10%

Question #5 - How long of a domestic travel component would you want to include as part of a field course?							
More than 4 weeks		2 to 4 weeks		Less than 2 weeks		No answer*	
Responses	Percentage	Responses	Percentage	Responses	Percentage	Responses	Percentage
1	3.10%	12	37.50%	16	50.00%	3	9.40%

Question #6 - What is your age?									
21 or younger		22 to 25		26 to 29		30 to 33		34 or older	
Responses	Percentage	Responses	Percentage	Responses	Percentage	Responses	Percentage	Responses	Percentage
0	0.00%	13	40.60%	15	46.90%	0	0.00%	4	12.50%

Question #7 - What is your gender?					
Female		Male		No answer*	
Responses	Percentage	Responses	Percentage	Responses	Percentage
21	65.60%	9	28.10%	2	6.30%

Question #8 - Have you studied abroad/studied away previously? If yes, indicate the longest term that you completed in one location.							
Yes - Semester or longer		Yes - 1 to 3 months		Yes - Less than 1 month		No - Did not participate	
Responses	Percentage	Responses	Percentage	Responses	Percentage	Responses	Percentage
20	62.50%	3	9.40%	1	3.10%	8	25.00%

Question #9 - What is your field of study at SIT Graduate Institute?									
International Education		Sustainable Development		Conflict Transformation		Self-Designed		Teaching English*	
Responses	Percentage	Responses	Percentage	Responses	Percentage	Responses	Percentage	Responses	Percentage
11	34.40%	7	21.90%	3	9.40%	10	31.30%	1	3.10%



## Responses from Adult Learner Survey Participants (26 Years or Older)

Answers denoted by a \* were written-in responses provided by survey participants

Question #1 - Are you interested in participating in a field course that has a travel component? (i.e. during Spring Break or Spring I term)									
Definitely Interested		Slightly Interested		Neutral		Slightly Not Interested		Definitely Not Interested	
Responses	Percentage	Responses	Percentage	Responses	Percentage	Responses	Percentage	Responses	Percentage
10	52.60%	7	36.80%	2	10.50%	0	0.00%	0	0.00%

Question #2 - Would you be interested in a field course that has a domestic travel component within the United States?									
Definitely Interested		Slightly Interested		Neutral		Slightly Not Interested		Definitely Not Interested	
Responses	Percentage	Responses	Percentage	Responses	Percentage	Responses	Percentage	Responses	Percentage
8	42.10%	8	42.10%	1	5.30%	2	10.50%	0	0.00%

Question #3 - Would you be interested in completing an Intercultural Communication field course with a domestic travel component?									
Definitely Interested		Slightly Interested		Neutral		Slightly Not Interested		Definitely Not Interested	
Responses	Percentage	Responses	Percentage	Responses	Percentage	Responses	Percentage	Responses	Percentage
9	47.40%	7	36.80%	2	10.50%	1	5.30%	0	0.00%

Question #4 - How much in additional costs would you be willing to budget for a field course that has a travel component?											
\$500 or less		\$1,000		\$1,500		\$2,000		\$2,500		No Answer*	
Responses	Percentage	Responses	Percentage	Responses	Percentage	Responses	Percentage	Responses	Percentage	Responses	Percentage
7	36.80%	5	26.30%	3	15.80%	1	5.30%	0	0.00%	1	5.30%

Question #5 - How long of a domestic travel component would you want to include as part of a field course?							
More than 4 weeks		2 to 4 weeks		Less than 2 weeks		No answer*	
Responses	Percentage	Responses	Percentage	Responses	Percentage	Responses	Percentage
0	0.00%	7	36.80%	10	52.60%	2	10.50%

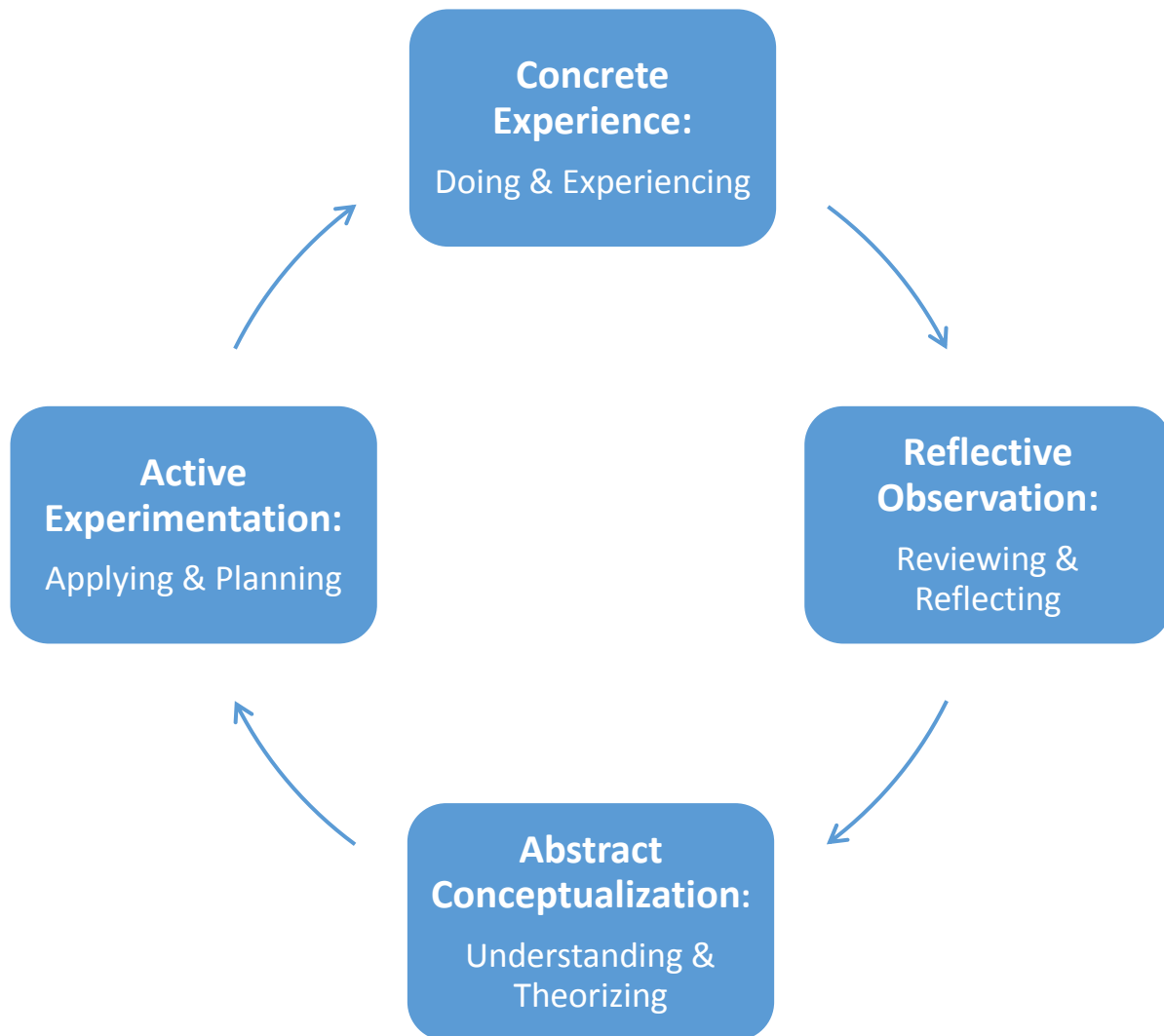
Question #6 - What is your age?					
26 to 29		30 to 33		34 or older	
Responses	Percentage	Responses	Percentage	Responses	Percentage
15	78.90%	0	0.00%	4	21.10%

Question #7 - What is your gender?					
Female		Male		No answer*	
Responses	Percentage	Responses	Percentage	Responses	Percentage
13	68.40%	4	21.10%	2	10.50%

Question #8 - Have you studied abroad/studied away previously? If yes, indicate the longest term that you completed in one location.							
Yes - Semester or longer		Yes - 1 to 3 months		Yes - Less than 1 month		No - Did not participate	
Responses	Percentage	Responses	Percentage	Responses	Percentage	Responses	Percentage
10	52.60%	2	10.50%	1	5.30%	6	31.60%

Question #9 - What is your field of study at SIT Graduate Institute?									
International Education		Sustainable Development		Conflict Transformation		Self-Designed		Teaching English*	
Responses	Percentage	Responses	Percentage	Responses	Percentage	Responses	Percentage	Responses	Percentage
7	36.80%	5	26.30%	1	5.30%	5	26.30%	1	5.30%

## Appendix G: Experiential Learning Cycle



Adapted from Kolb (1984)

## Appendix H: Educational Resources

### Cross-Cultural Communication Textbooks

Livermore, D. (2009). *Leading with Cultural Intelligence: The New Secret to Success*. Saylor Foundation: Washington DC. Retrieved from

<http://www.saylor.org/site/textbooks/Leading%20with%20Cultural%20Intelligence.pdf>.

Lule, J. (2012). *Understanding Media and Culture: An Introduction to Mass Communication*. Saylor Foundation: Washington DC. Retrieved from

<http://www.saylor.org/site/textbooks/Understanding%20Media%20and%20Culture.pdf>.

Barkan, S. (2011). *Sociology: Understanding and Changing the Social World*. Saylor Foundation: Washington DC. Retrieved from

<http://www.saylor.org/site/textbooks/Understanding%20Media%20and%20Culture.pdf>.

More communication resources, including non-academic sources (news, mass media, and websites) are available at <http://www.saylor.org/courses/comm311/>.

### Immigration Resources – Non Academic Sources (News, Mass Media, and Websites)

**Note:** *These resources are chosen to represent a diverse array of viewpoints. It is important to ask who is delivering each message, where their targeted audience is, what they're trying to say, when it is being said, and why they are speaking on the subject. These are not academic sources and are not necessarily peer-reviewed for accuracy.*

#### Immigration Policy (Facts)

- Garza, L. (2013, September 11). State Immigration Laws Surge in 2013. Huffington Post. Retrieved from [http://www.huffingtonpost.com/2013/09/11/state-immigration-laws\\_n\\_3910758.html](http://www.huffingtonpost.com/2013/09/11/state-immigration-laws_n_3910758.html).
- National Conference of State Legislatures. 2013 Immigration Report. Retrieved from <http://www.ncsl.org/research/immigration/2013-immigration-report.aspx>.
- Immigration Policy Center. (2013). How the United States Immigration System Works: A Fact Sheet. Retrieved from <http://www.immigrationpolicy.org/just-facts/how-united-states-immigration-system-works-fact-sheet>.
- American Civil Liberties Union. What to Do If You're Stopped by Police, Immigration Agents or the FBI. Retrieved from [https://www.aclu.org/files/assets/aclu\\_kyr.pdf](https://www.aclu.org/files/assets/aclu_kyr.pdf).

### Immigration Policy (Narratives)

- Newshour. (2004, February 4). Immigration Reform. Public Broadcasting Service. Retrieved from [http://www.pbs.org/newshour/bb/business-jan-june04-immigration\\_02-04/](http://www.pbs.org/newshour/bb/business-jan-june04-immigration_02-04/).
- Frontline. (2011, October 18). Lost in Detention. Public Broadcasting Service. Retrieved from <http://www.pbs.org/wgbh/pages/frontline/lost-in-detention/>.
- Glass, I. (2012, January 27). "Alien Experiment" in Reap What Your Sow. This American Life. Retrieved from <http://www.thisamericanlife.org/radio-archives/episode/456/reap-what-you-sow>.
- Glass, I. (2000, October 13). Immigration. This American Life. Retrieved from <http://www.thisamericanlife.org/radio-archives/episode/170/immigration>.

### Immigration in Miami

- Library of Congress. (2013). Immigration... Puerto Rican/Cuban. Retrieved from <http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/immigration/cuban6.html>.
- Bryan, D. (2013). "Little Havana" – Cuban Culture in Miami since Castro. American History USA. Retrieved from <http://www.americanhistoryusa.com/little-havana-cuban-culture-in-miami-since-castro/>.
- InterNations. (2013). Living in Miami. Retrieved from <http://www.internations.org/miami-expats/guide/living-in-miami-15808>.
- Greenfield, B. (2008, January 25). Sounds and Flavors of a Land Left Behind in Cuban Miami. New York Times. Retrieved from <http://www.nytimes.com/2008/01/25/travel/escapes/25american.html?pagewanted=all>.

### Citizenship and Naturalization

- Nolo. (2013). US Immigration Law: The Big Picture. Retrieved from <http://www.nolo.com/legal-encyclopedia/us-immigration-law-the-big-picture>.
- US Citizenship and Immigration Services. (2013). Naturalization Self-Test 1. Retrieved from <http://www.uscis.gov/citizenship/quiz/learners/study-test/study-materials-civics-test/naturalization-self-test-1>.

### *The Immigrant Story*

- Glass, I. (2013, June 21). "Breaking the Ice" in The One Thing You're Not Supposed to Do. This American Life. Retrieved from <http://www.thisamericanlife.org/radio-archives/episode/498/the-one-thing-youre-not-supposed-to-do>.
- Gomez, C. (2013). Immigrant Me and Other Short Stories. Amazon Digital Services. Retrieved from <http://www.amazon.com/Immigrant-Me-Other-Short-Stories-ebook/dp/B00B6T9OJM>. Free for Amazon Prime Members.
- Macala, R. (2013). The Immigrant Expert. Amazon Digital Services. Retrieved from <http://www.amazon.com/The-Immigrant-Expert-Robert-Macala-ebook/dp/B00FKBAHP2>. Free for Amazon Prime Members.
- Vargas, J. (2011, June 22). My Life as an Undocumented Immigrant. New York Times. Retrieved from <http://www.nytimes.com/2011/06/26/magazine/my-life-as-an-undocumented-immigrant.html?pagewanted=all&r=0>.
- My Immigration Story. (2013). Retrieved from [www.MyImmigrationStory.com](http://www.MyImmigrationStory.com)

### *The Anti-Immigration Perspective*

- Glass, I. (2006, February 24). "El Gato Y El Ratoncito" in Cat and Mouse. This American Life. Retrieved from <http://www.thisamericanlife.org/radio-archives/episode/309/cat-and-mouse>.
- Tanfani, J. (2013, July 25). Late Heiress' Anti-Immigration Efforts Live On. Los Angeles Times. Retrieved from <http://articles.latimes.com/2013/jul/25/nation/la-na-immigration-birdlady-20130725>.
- No author. (2008, June 13). Overlooking 'Illegal.' Retrieved from <http://articles.latimes.com/2008/jun/13/opinion/le-friday13.S1>.
- Tea Party Patriots. (2013). Real Immigration Reform. <http://www.teapartypatriots.org/real-immigration-reform/>.
- Werner, Erica. (2013, August 22). Immigration Law Opponents Muted During August Recess. Huffington Post. Retrieved from [http://www.huffingtonpost.com/2013/08/22/immigration-law-opponents\\_n\\_3794425.html](http://www.huffingtonpost.com/2013/08/22/immigration-law-opponents_n_3794425.html).
- Camarota, S. (2013, February). Amnesty for Illegal Immigrants and the Employment Picture for Low-Educated Americans. Center for Immigration Studies. Retrieved from <http://cis.org/amnesty-for-illegal-immigrants-and-the-employment-picture-for-less-educated-americans>.

## Appendix I: Immigration-Focused Organizations near Apopka and Miami

### Organizations in the Apopka and Orlando areas

**Farm Workers' Association of Florida**

1264 Apopka Blvd; Apopka, FL 32703

[www.floridafarmworkers.org](http://www.floridafarmworkers.org)

(407) 886-5151

**Immigrants' Rights Center**

1468 South Semoran Blvd; Orlando, FL 32807

[www.ircorlando.com](http://www.ircorlando.com)

(407) 382-4944

**National Farmworkers' Ministry**

4420 Pkwy Commerce Blvd, Unit A; Orlando, FL 32808

[www.nfwm-yaya.org](http://www.nfwm-yaya.org)

(386) 801-1232

**Catholic Charities of Central Florida**

1771 North Semoran Blvd; Orlando, FL 32807

[www.cflcc.org](http://www.cflcc.org)

(407) 658-0110

**Justice for Our Neighbors**

2125 East South Street; Orlando, FL 32803

[www.jfonflorida.org](http://www.jfonflorida.org)

(407) 896-2230

**Apopka Family Learning Center**

800 South Hawthorne Ave; Apopka, FL 32703

[www.ApopkaFamilyLearningCenter.com](http://www.ApopkaFamilyLearningCenter.com)

(407) 889-0100

### Organizations in the Miami area

**Florida Immigration Coalition**

2800 Biscayne Blvd, Suite 800; Miami, FL 33137

[www.floridaimmigrant.org](http://www.floridaimmigrant.org)

(305) 571-7254

**Haitian Women of Miami**

181 NE 82<sup>nd</sup> Street, Suite 101; Miami, FL 33138

[www.fanm.org](http://www.fanm.org)

(305) 756-8050

**Florida Legal Service – Community Justice Project**

3800 Biscayne Blvd, Suite 302; Miami, FL 33137

[www.FloridaLegal.org](http://www.FloridaLegal.org)

(305) 573-0092 x208

**Americans for Immigrant Justice**

3000 Biscayne Blvd, Suite 400; Miami, FL 33137

[www.AIJustice.org](http://www.AIJustice.org)

(305) 573-1106

**Students Working for Equal Rights**

8325 NE 2<sup>nd</sup> Avenue; Miami, FL 33138

[www.swer.org](http://www.swer.org)

(786) 273-9748

**American Civil Liberties Union of Florida**

4500 Biscayne Blvd, Suite 340; Miami, FL 33137

[www.aclufi.org](http://www.aclufi.org)

(786) 363-2700

Information about many of these sites and additional organizations throughout Florida can be found at [www.floridaimmigrant.org/members](http://www.floridaimmigrant.org/members)

## **Appendix J: Staffing Descriptions**

### **Faculty Leader Job Description**

#### **Academic Responsibilities:**

- Design and implement curriculum for two-credit course in Intercultural Communication that includes a nine-day travel program and focuses on experiential learning techniques
- Act as lead instructor during travel program and during pre-departure and re-entry class sessions
- Partner with staff at Hope CommUnity Center to provide academic content on contemporary issues regarding immigration in the United States
- Coordinate course enrollment and registration efforts with Registrar department

#### **Logistical Responsibilities:**

- Manage student recruitment efforts and answer requests for additional information
- Coordinate logistical details of travel program with staff at Hope CommUnity Center
- Serve as lead driver of rental vehicles during the travel program
- Coordinate crisis management responses for any emergencies during the travel program
- Ensure that reservations for rental vehicle, accommodations, and restaurants for group meals are made in advance of the travel program
- Manage and implement the budget of the travel program
- Distribute and analyze evaluation surveys during travel program

#### **Required Experience:**

- 1-2 years of faculty experience at SIT Graduate Institute
- Demonstrated experience with experiential learning teaching methods
- Familiarity with intercultural communication techniques
- Prior experience attending or facilitating short-term study abroad or study away programs
- Valid U.S. Driver's License

#### **Preferred Experience:**

- Prior experience leading a field course at SIT Graduate Institute
- Experience working with students in a service learning setting
- Travel experience in the central Florida and Miami regions
- Teaching experience within topics of immigration and immigrant rights
- Budgetary and logistical program design experience

#### **Compensation:**

- \$2000 salary plus \$500 stipend for travel and meals
- All travel program-related costs in Florida
- Eligible for course release during Fall II or Spring II semester



### Appendix K: Program Schedule

<b>Fri, 1/30 Day 1</b>	1800 – 2000	Welcome Dinner Lodging	Azteca D’Oro Restaurant* Days Inn, Orlando Airport Florida Mall <i>Meals Provided: D</i>
<b>Sat, 2/1 Day 2</b>	0900 – 1000 1030 – 1200 1230 – 1400 1430 – 1730	Program Orientation Service Learning Orientation Lunch & Reflection Session Service Learning Dinner & Lodging	Hope CommUnity Center Hope CommUnity Center Hope CommUnity Center Hope CommUnity Center & Farm Site Homestay <i>Meals Provided: B, L, D</i>
<b>Sun, 2/2 Day 3</b>	0900 – 1200 1230 – 1400 1430 – 1730	Free Time with Host Family Lunch & Reflection Session Class Session Dinner & Lodging	Homestay Hope CommUnity Center Hope CommUnity Center Homestay <i>Meals Provided: B, L, D</i>
<b>Mon, 2/3 Day 4</b>	0900 – 1200 1230 – 1400 1430 – 1600 1630 – 1730	Service Learning Lunch & Reflection Session Organization Visit Class Session Dinner & Lodging	Hope CommUnity Center & Farm Site Hope CommUnity Center Immigrants’ Right Center* Hope CommUnity Center Homestay <i>Meals Provided: B, L, D</i>
<b>Tues, 2/4 Day 5</b>	0900 – 1000 1030 – 1200 1230 – 1400 1430 – 1730	Class Session Organization Visit Lunch & Reflection Session Service Learning Dinner & Lodging	Hope CommUnity Center Justice For Our Neighbors* Hope CommUnity Center Hope CommUnity Center & Farm Site Homestay <i>Meals Provided: B, L, D</i>
<b>Wed, 2/5 Day 6</b>	0900 – 1200 1230 – 1400 1430 – 1600 1630 – 1730 1800 – 2000	Service Learning Lunch & Reflection Session Q&A with Site Staff Class Session Pizza Dinner w/ Host Families Lodging	Hope CommUnity Center & Farm Site Hope CommUnity Center Hope CommUnity Center Hope CommUnity Center Hope CommUnity Center Homestay <i>Meals Provided: B, L, D</i>

<b>Thurs, 2/6</b> <b>Day 7</b>	0800 – 1200	Drive to Miami	
	1200 – 1400	Free Time	Tropics Hotel and Hostel
	1430 – 1600	Organization Visit	Haitian Women of Miami*
	1630 - 1830	Photo Scavenger Hunt Lodging	South Beach Neighborhood Tropics Hotel and Hostel <i>Meals Provided: B</i>
<b>Fri, 2/7</b> <b>Day 8</b>	0930 – 1100	Organization Visit	Florida Immigrant Coalition*
	1200 – 1400	Little Havana Food Tour	Little Havana Neighborhood
	1400 – 1600	Cuban Lunch	El Cristo Restaurant*
	1630 – 1830	Photo Scavenger Hunt Lodging	Little Havana Neighborhood Tropics Hotel and Hostel <i>Meals Provided: L</i>
<b>Sat, 2/8</b> <b>Day 9</b>	1400 – 1800	Drive to Orlando	
	1800 – 1900	Free Time	Days Inn Orlando Airport Florida Mall
	1930 – 2130	Farewell Pizza Dinner Overnight Lodging	Days Inn Orlando Airport Florida Mall Days Inn Orlando Airport Florida Mall <i>Meals Provided: D</i>
<b>Sun, 2/9</b>		Return Flights OYO	<i>Meals Provided: B</i>

\* Locations listed are examples. Specific locations should be chosen by faculty leader.  
Information on immigration-focused organizations in the Apopka and Miami areas is included in Appendix I.

## **Appendix L: Timetable for Delivery**

### **April 2014**

- Submit program proposal to SIT Graduate Institute

### **May 2014**

- Confirm acceptance of proposal by SIT Graduate Institute
- Confirm Faculty Leader for program

### **June 2014**

- Build curriculum for delivering academic content
- Confirm logistics of program with Hope CommUnity Center

### **July 2014**

- Coordinate organizational visits in Apopka and Miami

### **August 2014**

- Submit student recruitment materials to SIT Graduate Institute

### **October 2014**

- Registration deadline for student participants

### **November 2014**

- Hold first pre-departure course session
- Finalize logistical details of immersion program with Hope CommUnity Center
- Reserve lodging at hotels and hostels and space at local restaurants for special meals

### **December 2014**

- Hold second and third pre-departure course sessions

### **January 2014**

- Ensure all forms and waivers are completed for student participants
- Confirm flights and travel plans with participants

### **February 2015**

- Administer program in Florida
- Collect mid-term and final program evaluation surveys
- Hold fourth pre-departure course session
- Collect course evaluation surveys

### **March 2015**

- Analyze evaluation surveys

### Appendix M: Projected Budget and Budget Notes

Student Participants	12
Staff Participants	1
Total Participants	13

Total Cost	\$15,596.00
Cost Per Student	\$1,299.67

Apopka Immersion Program	# of Nights	Price (P/P)	Quantity	Total
Program Fee (Inclusive)	5	\$100.00	13	\$6,500.00
				\$6,500.00

Special Meals and Events	# of Events	Price (P/P)	Quantity	Total
Welcome Dinner	1	\$20.00	13	\$260.00
Immersion Pizza Dinner	1	\$16.00	13	\$208.00
Cuban Lunch	1	\$20.00	13	\$260.00
Little Havana Walking Tour	1	\$350.00	1	\$350.00
Farewell Pizza Dinner	1	\$12.00	13	\$156.00
				\$1,234.00

Lodging	# of Nights	Price (P/P)	Quantity	Total
Orlando Hotel - Double Room	2	\$58.00	6	\$696.00
Orlando Hotel - Single Room (Faculty)	2	\$58.00	1	\$116.00
Miami Hostel - Triple or Quad Dorm	2	\$51.00	12	\$1,224.00
Miami Hostel - Single Room (Faculty)	2	\$129.00	1	\$258.00
				\$2,294.00

Stipends and Honoraria	Price	Quantity	Total
Faculty Leader Stipend	\$2,000.00	1	\$2,000.00
Faculty Leader Travel and Meal Allowance	\$500.00	1	\$500.00
Honoraria for Organization Visits	\$75.00	4	\$300.00
			\$2,800.00

Transportation	# of Days	Price (P/D)	Quantity	Total
Rental Van	9	\$102.00	1	\$918.00
Parking in Miami	2	\$25.00	1	\$50.00
Gasoline (Daily Allowance)	9	\$20.00	1	\$180.00
Gasoline and Tolls (Miami to Apopka)	2	\$60.00	1	\$120.00
				\$1,268.00

Administrative Costs	Price	Quantity	Total
Petty Cash for Unexpected Expenses	\$25.00	12	\$300.00
Administrative Fee to SIT Graduate Institute	\$100.00	12	\$1,200.00
			\$1,500.00

## Budget Notes

### Apopka Immersion Program

- Hope CommUnity Center will charge a \$100 per person program fee for each day of the immersion segment of the program. This charge includes homestay lodging, all meals, use of the Center for lectures and meetings, and the organization of service learning activities for the duration of the five day immersion segment. More information about the Hope CommUnity Center can be found at [www.hcc-offm.org](http://www.hcc-offm.org).

### Special Meals and Events

- A welcome dinner will take place at an Orlando restaurant on the first day of the program. Participants will be able to order menu items totaling up to \$15 per person, with an additional \$5 per person being set aside for tax and gratuities. A total of \$20 per person will be spent per person during the meal.
- A pizza dinner will take place at Hope CommUnity Center on the last day of the immersion segment of the program. Pizza and a variety of 2-liter beverages will be provided for participants, site staff, and host families. Hope CommUnity Center will supplement pizza with pot luck-style food and snacks. A total of \$16 per participant will be spent on pizza, beverages and taxes for the event.
- Participants will take part in a walking tour of the Little Havana neighborhood in Miami with the History Miami museum and cultural center. The fee is a set rate of \$300 for a private tour plus gratuities, estimated at \$50. More information about History Miami can be found at [www.HistoryMiami.com](http://www.HistoryMiami.com).
- Lunch at a Cuban restaurant will be provided at the conclusion of the walking tour through Little Havana. The restaurant will be chosen in conjunction with the History Miami museum and cultural center. Participants will be able to order menu items totaling up to \$15 per person, with an additional \$5 per person being set aside for tax and gratuities. A total of \$20 per person will be spent per person during the meal.

### Lodging

- Accommodation will be provided on the first and last nights of the program at the Days Inn Orlando Airport – Florida Mall. Student participants will be provided double-occupancy rooms at the hotel. The faculty leader will be given a private single room. Both double and single rooms at the hotel have an advance booking rate of \$50.99 per room plus 13% tax, for a total of \$57.36 each. Rates were found on April 4, 2014 at [www.DaysInn.com](http://www.DaysInn.com).
- Lodging in Miami for two nights will be provided at the Tropics Hotel and Hostel. Student participants will be housed together in triple rooms if possible, with quad-style dorm facilities when necessary. Triple rooms are \$134 plus 13% tax, for a total of \$151.40 per room (\$50.96 per person). Quad dorm-style facilities will be used only as overflow, costing \$35 plus 13% tax per person (\$39.55 total). The faculty leader will be housed in a private single room, which costs \$114 plus 13% tax (\$128.82 total). Rates were found on April 4, 2014 at [www.TropicsHotel.com](http://www.TropicsHotel.com).
- All accommodations in Apopka during the Immersion portion of the program are included in the program fee paid to Hope CommUnity Center.

### **Stipend and Honoraria**

- The Faculty Leader will be provided a stipend of \$2000 for their participation in the program. In addition, they will receive a \$500 travel and meal stipend to cover airfare, miscellaneous travel expenses, and meals not covered during the program (2 breakfasts, 2 lunches, and 2 dinners). The Faculty Leader will also be given a course release at SIT Graduate Institute that may be used during the Fall II or Spring II academic terms.
- Each organization that the program visits as part of the academic program will receive a \$75 honoraria for their participation. This is meant to be a symbolic gesture and not full payment for services rendered.

### **Transportation**

- Rental vans will be utilized for transportation for the duration of the program, using a rental company at the Orlando airport. Each van can hold 15 passengers plus luggage and costs \$85 per day plus taxes, for a total of \$919.87. The total daily rate, including taxes, is \$102.20. Rates were found on April 4, 2014 on [www.priceline.com](http://www.priceline.com).
- Parking in Miami in a municipal garage close to the Tropics Hotel and Hostel costs \$16.00 per rental vehicle as listed on the hotel's website. An additional \$9.00 per day will be allotted for parking during program activities. Parking in Apopka and Orlando is available for free.
- The rental vehicle will have a \$20 daily gasoline allowance. This does not include gasoline and tolls necessary to drive from Apopka to Miami. It is meant for local driving.
- A total of \$120 (\$60 each way) will be budgeted for the gasoline and tolls needed to travel between Apopka and Miami.

### **Administrative Fees**

- \$25 per student participant will be put aside in a petty cash fund to be utilized by the faculty leader for unexpected expenses during the trip. Any unused money from this fund will be returned to SIT Graduate Institute.
- An administrative fee of \$100 per student participant will be paid to SIT Graduate Institute to cover any administrative costs and to provide a small financial incentive to continue offering these types of programs. The administrative fee is estimated at 8% of the total program fee.

### **Participant Costs**

- Each student will be responsible for a program fee of \$1300, making the program viable with 12-14 students and one staff member. This fee covers lodging, transportation, program-related activities, and most meals during the program. It also covers the cost of all honoraria, stipends and staff-related expenses. Student participants will also need to pay for travel costs, personal expenses, and some meals and travel costs in addition to the program fee. Any additional fees that are not used for budget expenses will be returned to SIT Graduate Institute.
- The program may be viable for 10 or 11 students with a small surcharge of \$40 (11 students) or \$80 (10 students). The decision whether to run this program in this situation will be made by SIT Graduate Institute staff and the faculty leader in conjunction with enrolled students.

## Appendix N: SIT Graduate Institute Medical History Form

SIT Graduate Institute

a program of World Learning



1 Kipling Road, PO Box 676, Brattleboro, Vermont 05302-0676 USA  
Tel 802 258-3358 | Fax 802 258-3359 | [www.sit.edu/graduate](http://www.sit.edu/graduate) | [www.worldlearning.org](http://www.worldlearning.org)

Dear SIT Graduate Institute US Applicant:

In order that your immunization and physical exam records be current with World Learning and state requirements, we need proof of your past immunizations. These records can be obtained from your family physician, high school records, military records, or family records.

These immunization and examination requirements need to be met before you arrive on campus. We are prohibited from allowing you on campus or to register for or attend class until requirements are met—no exceptions.

Using the World Learning Health Forms, please send these records to the Health Center as soon as possible:

1. Two measles (Rubeola), Two German measles (Rubella) and Two Mumps immunizations recommended: All students born during or before 1956 are exempt from Measles, Mumps, and Rubella as they are considered immune. A titer (blood test) of positive immunity to Rubeola, Rubella, and Mumps is acceptable.
2. Completed Diphtheria-Tetanus / Tdap / DPT series with a Diphtheria/Tetanus/ Tdap booster within the past 10 years is recommended.
3. Completed Hepatitis B series (3 doses) recommended. A titer blood test indicating evidence of immunity is acceptable.
4. Completed Varicella series (2 doses) recommended. A titer blood test indicating evidence of immunity is acceptable. Also acceptable is that you had disease—confirmed by your medical provider.
5. Meningitis vaccination is recommended.
6. Polio completed immunization series is recommended.
7. One completed physical exam, which must include one negative Tuberculosis Skin Test within the past 12 months (or a negative chest x-ray within the past 12 months) is required. Students who have undergone a Peace Corps exit physical exam within 12 months of the start of their SIT program may submit the Peace Corps physical exam form in lieu of the SIT form. All others must submit the SIT form.

Lastly, please read carefully the "Notice of Privacy Practices" designed to protect personal medical information. We are required by law to give you this notice. Please sign and return with your physical exam forms the "Authorization to Use & Disclose Health Information" form. For those who wish to amend the "Authorization & Disclose" form please sign and return "Medical Record Amendment/Correction" with your physical exam.

Sincerely,

Deborah Ronzano, RN  
World Learning Health Center Director

05/04/11

## MEDICAL FORM

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Instructions for completing the World Learning Medical Form for applicants of SIT Graduate Institute

This Medical Form must be completed by all US applicants. It is your responsibility to know the submission deadline for your program. Failure to submit this Medical Form on time, or to answer all questions in the parts of this Medical Form that are required by your program, will jeopardize your participation in the program. Your application is not complete until this Medical Form is received and approved by the World Learning Health Center.

*You must ensure that this form is submitted immediately to:*

World Learning, Attention: Health Center, 1 Kipling Road, PO Box 676, Brattleboro, Vermont 05302-0676 USA

### Part I

• *All applicants must complete Part I of this Medical Form.*

- 1) Complete all questions in "Part I: Applicant's Medical History."
- 2) Complete and sign the "Authorization to Release Medical Records" and the "Permission for Emergency Medical Treatment."

### Parts II and III

• *All applicants must complete Parts II and III of this Medical Form.*

After completing the above, submit this Medical Form to a physician who must complete all questions in Part II: Immunization Record and Part III: Physician's Report and Examination. The physician must sign both parts. The completion of Part III must be based upon a physical examination conducted within the past twelve months. Please note: We do not accept reports completed by a relative.

Thank you.



Name \_\_\_\_\_ Male \_\_\_\_\_ Female \_\_\_\_\_ Birth date \_\_\_\_\_  
family, first, middle month/day/year

Dates attending program \_\_\_\_\_ Program preference \_\_\_\_\_

Mailing address \_\_\_\_\_

city state postal code country  
Telephone \_\_\_\_\_

**PERSONAL HISTORY — Please check if you have had:**

- ☐ Tuberculosis  
☐ Scarlet Fever  
☐ Measles  
☐ Rubella (German Measles)  
☐ Chicken Pox  
☐ Rheumatic fever  
☐ Hepatitis  
☐ Malaria  
☐ Mumps  
☐ Polio  
☐ Other \_\_\_\_\_

**Surgery**

- ☐ Appendectomy  
☐ Tonsillectomy  
☐ Hernia Repair  
☐ Other \_\_\_\_\_

**Habits (how much/how often)**

- ☐ Alcohol \_\_\_\_\_  
☐ Tobacco \_\_\_\_\_  
☐ Other \_\_\_\_\_

**Allergy (Please specify.)**

- ☐ Eczema  
☐ Asthma  
☐ Hay Fever  
☐ Foods  
☐ Other \_\_\_\_\_

**FAMILY HISTORY**

	Age	State of health	Have any immediate family members had:
Father	_____	_____	Tuberculosis _____ Asthma _____
Mother	_____	_____	Diabetes _____ Cancer _____
Brothers	_____	_____	Heart disease _____ Other _____
Sisters	_____	_____	Epilepsy/convulsions _____

**REVIEW OF PAST ILLNESSES AND SYMPTOMS**

Please complete the following, adding additional paper if necessary.

A. Has your physical activity been restricted during the past five years? (Give reasons and duration.) \_\_\_\_\_

B. Have you consulted or been treated by clinics, physicians, or other practitioners within the past five years (other than routine check-ups)? (Give details.) \_\_\_\_\_

C. In the last five years, have you consulted or been treated by a psychiatrist, clinical psychologist, drug/alcohol counselor, or other mental health professional? If yes, explain here, and have your counselor or physician complete Part III. \_\_\_\_\_

D. List any hospitalizations with diagnosis and date. \_\_\_\_\_

E. Have you ever had a serious acute illness? (Give details.) \_\_\_\_\_

F. Do you have any chronic/recurrent illness? Any permanent/chronic injury or physical disability? (Give details.)

G. Have you had any allergic reaction to prescription or over-the-counter medicines? (Give details.)

H. Have you had any allergic reaction to past immunizations? (Explain.)

I. Are you currently taking any medications (including oral contraceptives)? (List and give details.)

J. Are you currently receiving antigen/immunotherapy injections or prescription medication for an allergy? (List)

K. Do you have any health requirements or dietary restriction based upon religion? (Explain.)

L. Do you have any habits which might adversely affect your health?

Please check if you have had:

Unexplained fever	Immune system problems	Stomach ulcer	Epilepsy (seizures)
Recent weight gain or loss	Heart murmur	Gall bladder trouble	Recurrent dizziness or faintness
Eye trouble	Heart palpitations	Hernia (rupture)	Depression
Hearing loss	Chest pain, pressure	Kidney stone	Severe headaches
Sinus problems	Chronic cough	Albumin or blood in urine	
Chronic rash	Shortness of breath, wheezing	Painful/swollen joint	<b>Women only</b>
Anemia	Abdominal pain	"Trick Knee" or other joint	Irregular periods
Bleeding/clotting problems	Chronic indigestion	Back problems	Cramps
Cancer or leukemia	Chronic diarrhea	Impaired use of any limbs	Excessive flow

Comment below on any condition(s) above which you have checked.

## AUTHORIZATION TO RELEASE MEDICAL RECORDS AND PERMISSION FOR EMERGENCY MEDICAL TREATMENT

Please complete and sign the following.

I, \_\_\_\_\_, hereby authorize \_\_\_\_\_  
full name of applicant name of physician

to release any or all medical records or information pertaining to me to World Learning's Health Center, or program department. I also authorize the release of such information to my parent or other designated contact person in the event of an emergency.

On rare occasions, an emergency requiring treatment in a hospital and/or surgery may develop. In most cases, administration of an anesthetic, treatment of an injury, or operation upon an individual cannot be done without consent of the patient. In order to prevent a dangerous delay in an emergency situation where World Learning is either unable to contact my parent or guardian, or if I am unconscious or otherwise unable to give you my consent, I hereby authorize World Learning's representative to secure whatever medical treatment is deemed necessary, including administration of an anesthetic and surgery.

I hereby verify that all of the information contained in this form is accurate and acknowledge that any failure to provide accurate information may result in my dismissal from the program. I agree to notify SIT/World Learning of any material changes in my health that occur prior to the start of the program.

Signature of applicant \_\_\_\_\_ Date \_\_\_\_\_  
month/day/year

Signature of parent/legal guardian \_\_\_\_\_ Date \_\_\_\_\_  
(if applicant is under the age of 18)

Person to contact in an emergency \_\_\_\_\_ Telephone \_\_\_\_\_

Relationship to applicant \_\_\_\_\_

Program name \_\_\_\_\_ Start date \_\_\_\_\_  
month/day/year

Name \_\_\_\_\_ Birth date \_\_\_\_\_  
family, first, middle month/day/year

We require all students to have up- to- date tetanus diphtheria/Tdap, mumps, rubella, and measles immunizations, or proof of immunity, prior to matriculation. These must be documented by a licensed physician, nurse practitioner, or physician assistant. If your physician does not have this information, a good source is your high school. The other immunizations listed below, while not required by law, are strongly recommended by the American College Health Association, the United States Centers for Disease Control and Prevention, and the American Academy of Pediatrics.

A. Tetanus, diphtheria, pertussis (DPT, DTap, DT, Td, Tdap)

**Required** 1. ☐ Completed primary series of four doses on

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
 mm dd yyyy

2. ☐ Tetanus-diphtheria booster within past 10 years

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
 mm dd yyyy

B. Measles, Mumps, Rubella (MMR) **Required**

1. Two doses of live vaccine

A. ☐ First dose at 12 months of age or later

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
 mm dd yyyy

B. ☐ Second dose at least one month after the first

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
 mm dd yyyy

2. ☐ Born before 1957, thus considered immune

3. ☐ Had disease; confirmed by medical provider

4. ☐ Immunity verified by immune titer (include last lab report)

5. ☐ If individual measles, mumps, or rubella vaccines given in lieu of MMR, list them with dates: Measles (Rubeola)

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
 mm dd yyyy

Mumps

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
 mm dd yyyy

Rubella (German Measles)

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
 mm dd yyyy

C. Polio

1. ☐ Completed primary series of four doses on (Recommended)

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
 mm dd yyyy

2. ☐ Last booster

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
 mm dd yyyy

D. Varicella **Recommended**

1. ☐ Had disease / confirmed by medical provider

2. ☐ Vaccine

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
 mm dd yyyy

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
 mm dd yyyy

3. ☐ Immunity verified by immune titer (include last lab report)

E. Hepatitis B **Recommended**

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
 mm dd yyyy

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
 mm dd yyyy

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
 mm dd yyyy

F. Meningococcal Meningitis **Recommended**

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
 mm dd yyyy

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
 mm dd yyyy

G. Other: List with dates any additional vaccines, such as BCG, Hepatitis A, Typhoid, Yellow Fever, etc.

## TO THE EXAMINING PHYSICIAN:

World Learning and its SIT Graduate Institute offer programs in all parts of the world, including very poor areas of Africa, Asia, and Latin America. The type of program can vary — some feature work or other physically demanding components. All participants will be fully active in the culture. Many will live with a family for a protracted period of time in varying conditions of sanitation and proximity to Western-style health facilities and psychological services.

**For these reasons you are asked to carefully consider the applicant's general fitness, and physical and mental health, in relation to the country, the type of program, and the conditions in which the applicant will be living.**

Please review the applicant's history and complete this form. Also, please comment on any positive answers on Part I and provide any additional information which could be useful in the event of treatment by a doctor or other medical facility abroad. This information is strictly for the use of World Learning's Health Center and will not be released without the applicant's consent. *Please mail immediately to:*

World Learning  
Attention: **Health Center**  
1 Kipling Road, PO Box 676,  
Brattleboro, VT 05302-0676 USA

## PHYSICAL EXAM: *PLEASE DO NOT LEAVE ANYTHING BLANK*

Are there any abnormalities of the following systems? Please check below and *give details on the next page*.

Yes	No	Yes	No
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Blood pressure \_\_\_\_\_ Temperature \_\_\_\_\_ Pulse \_\_\_\_\_ Respiration \_\_\_\_\_ Height \_\_\_\_\_ Weight \_\_\_\_\_

Uncorrected vision: Right 20/ \_\_\_\_\_ Left 20/ \_\_\_\_\_ Corrected Vision: Right 20/ \_\_\_\_\_ Left 20/ \_\_\_\_\_

Urinalysis: Albumin \_\_\_\_\_ Sugar \_\_\_\_\_ Micro \_\_\_\_\_

Hemoglobin or Hematocrit \_\_\_\_\_ gms/ % Pap (optional) Date \_\_\_\_\_ Results \_\_\_\_\_

TB Skin test Date \_\_\_\_\_ (required within one year) ☐ Negative ☐ Positive (If positive, x-ray required.)

Is this applicant seriously underweight or overweight? ☐ Yes ☐ No

Does this applicant have any eating disorders, such as bulimia or anorexia? ☐ Yes ☐ No

Does this applicant have any allergies (including allergies to medication and/or food)? ☐ Yes ☐ No

If applicant has allergies, is there history of asthma, anaphylaxis, and other dangerous allergic conditions? ☐ Yes ☐ No

Is this applicant currently under medical treatment or taking medication? ☐ Yes ☐ No

Does this applicant have any speech, hearing, eyesight, or physical impairment which might affect his or her participation in this program? ☐ Yes ☐ No

Is there any history of behavioral disorders or emotional disturbances, such as difficulties in relationship with authority figures/peers, or abnormally severe mood swings? ☐ Yes ☐ No

Has this applicant been under psychiatric treatment? (If "yes," permission will be asked of the applicant for a confidential report from the psychiatrist.) ☐ Yes ☐ No

Is there any congenital malformation or chronic condition that may require additional treatment? Yes No

Would carrying luggage, or conducting strenuous travel, cause the applicant hardship? Yes No

Does this applicant have any menstrual difficulties which might limit participation in active programs? Yes No

**Please give details on any questions to which you have answered yes or on any points of concern in your examination or in this applicant's personal medical history in Part I.**

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Do you have any recommendations regarding the care of this applicant? \_\_\_\_\_

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Recommendation for physical activity: Unlimited Limited (If limited, please explain.) \_\_\_\_\_

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## PHYSICIAN'S AUTHORIZATION

Having examined this applicant and reviewed his or her past medical history, including documentation of required immunizations that have been met, I, \_\_\_\_\_, consider that \_\_\_\_\_,

name of physician

name of applicant

is fit to participate in a program in \_\_\_\_\_ during the Fall/Spring/Summer 20\_\_\_. Having received permission from said

country

applicant, I would be willing, if indicated, to discuss issues pertaining to this applicant's health status with the professional staff of World Learning's Health Center and will furnish pertinent medical records upon request.

Signature of physician \_\_\_\_\_ Date \_\_\_\_\_

month/day/year

Mailing address \_\_\_\_\_

\_\_\_\_\_  
city state postal code country

Telephone \_\_\_\_\_  
area code or country and city codes

### Appendix O: Emergency Health Information Form

Do you have SIT health insurance? \_\_\_\_\_ Yes \_\_\_\_\_ No  
Do you have private health insurance? \_\_\_\_\_ Yes \_\_\_\_\_ No

Health Insurance Company: \_\_\_\_\_

Member ID Number: \_\_\_\_\_ RX Group ID \_\_\_\_\_

**Note:** Please provide the Faculty Leader with a copy of card (front and back) before departure.

**Note:** If you have private health insurance, please be aware that listed medical providers may not be in your health insurance's preferred network. Participants are responsible for any medical costs incurred during the program. Supplemental travel insurance can often be an affordable way to limit medical expenses that are not covered by your health insurance policy.

Do you have supplemental travel insurance? \_\_\_\_\_ Yes \_\_\_\_\_ No

Travel Insurance Company: \_\_\_\_\_

Member ID Number: \_\_\_\_\_

Please list any allergies or dietary restrictions:

\_\_\_\_\_

Please list over-the-counter and prescription medications (with dosage):

\_\_\_\_\_

Please list health conditions that may limit your participation in this program:

\_\_\_\_\_

Emergency Contacts (List Two):

Name: \_\_\_\_\_ Relationship: \_\_\_\_\_

Email: \_\_\_\_\_ Phone: \_\_\_\_\_

Name: \_\_\_\_\_ Relationship: \_\_\_\_\_

Email: \_\_\_\_\_ Phone: \_\_\_\_\_

I declare that the above information is complete and accurate to the best of my knowledge.

Signature \_\_\_\_\_ Date \_\_\_\_\_

Printed Name \_\_\_\_\_

## Appendix P: Program Information Form

### Service Learning:

Students will participate in service learning throughout the program in partnership with the Hope CommUnity Center. Activities may include, but is not limited to, tutoring students in English as a Second Language class and assessing the needs of clients served by the center.

**Note:** Participation in service learning is a required part of the program.

- Please initial \_\_\_\_\_ I agree to participate in all required service learning activities.

### Agricultural Service Learning:

Participants will have the opportunity to spend a day in an agricultural setting, engaging with clients of the Hope CommUnity Center that work in that setting. This portion of the program will be labor intensive and will require intensive physical effort. Although participation in this type of service is not required, it will provide a strong learning opportunity.

- Please initial \_\_\_\_\_ I agree to participate in agricultural service learning activities.
- Please initial \_\_\_\_\_ I DO NOT agree to participate in agricultural service learning.

### Accommodation:

All lodging during the program are offered in shared accommodation. Participants will be housed in double- and quad-style facilities in hotels, hostels, and homestay facilities. Private lodging is not available for student participants.

- Please initial \_\_\_\_\_ I agree that all lodging is in shared accommodation.

### Homestay Experience:

Participants will have the opportunity to stay with a host family that is served by the Hope CommUnity Center. All participants are expected to show the utmost respect to all family members as well as follow any behavioral expectations given by the host family. I acknowledge that many host family members will speak Spanish as their first language, but that there will be at least one English speaker at each site.

**Note:** Participation in the homestay experience is a required part of the program.

- Please initial \_\_\_\_\_ I agree to respectfully participate in the homestay experience.

### At-Risk Populations:

The program will partner directly with the Hope CommUnity Center, an organization that works directly with recent immigrants that are considered an at-risk population. Participants will be charged with showing the utmost respect and sensitivity with all clients served by the Center.

- Please initial \_\_\_\_\_ I agree to show respect in sensitivity in regards to all clients at the Hope CommUnity Center.

Signature \_\_\_\_\_

Date \_\_\_\_\_

Printed Name \_\_\_\_\_

## Appendix Q: Conditions of Participation and Liability Waiver

### Student Code of Conduct:

I acknowledge that I must adhere to all Student Code of Conduct regulations as listed in the Student Handbook. An electronic version of this handbook is available at [http://www.sit.edu/Grad\\_documents/2012-2013-student-handbook.pdf](http://www.sit.edu/Grad_documents/2012-2013-student-handbook.pdf). I acknowledge that not following these guidelines may subject me to disciplinary action, up to and including dismissal from the program at my own expense.

### Program Restrictions:

I acknowledge that I will not participate in activities that puts myself or other participants at risk during the duration of the program, including hitchhiking, driving rental vehicles, hang-gliding, or cliff-diving. I am aware that participating in these and other dangerous behaviors may subject me to disciplinary action, up to and including dismissal from the program at my own expense.

### Withdrawal/Dismissal from Program:

I acknowledge that I am responsible for all program-related expenses if I leave the program for any reason, including medical or disciplinary reasons. Any additional travel expenses for leaving the program before the stated end date is wholly the responsibility of the participant.

### Medical Expenses:

I acknowledge that all participants are required to have valid health insurance for the duration of the program. All medical costs included during the program is wholly the responsibility of the participant. I authorize program staff and fellow participants to seek emergency medical treatment for me if needed, including ambulatory services and medications, at my own expense.

### Assumption of Risk:

I voluntarily assume and accept all risks of the program. I release and waive any rights to sue or prosecute SIT Graduate Institute for any damages or injuries that may be caused or associated with these risks, including death. I agree to hold SIT Graduate Institute harmless in any case of prosecution and will not attempt to hold the institution liable for personal injury, death, or loss and damage of property.

### Publicity:

I acknowledge that SIT Graduate Institute may use statements, photographs, and video content of program participants in future publicity materials. I consent to the use of these materials and acknowledge that they remain the property of SIT Graduate Institute.

Signature \_\_\_\_\_ Date \_\_\_\_\_

Printed Name \_\_\_\_\_



## **Appendix R: Suggested Packing List**

### **Travel Documents**

**Note:** Please bring two photocopies of each document. One will be given to the Faculty Leader at the beginning of the program. The other should be kept safely within your luggage or hotel safe.

- Government-Issued ID (Driver's License or Passport)
- Health Insurance Card
- Supplementary Travel Insurance documents (if applicable)

### **Important Documents**

**Note:** Please keep these documents in your carry-on luggage in order to ensure access in case of emergency.

- Travel Itinerary (including flight information)
- Emergency and Medical Contact Information

### **Money and Finances**

**Note:** It is suggested that you make a copy of your bank card and/or credit card (both sides) and keep it safely within your luggage or hotel safe in case the card is lost during the trip. It is also wise to let your bank or credit card company know that you will be travelling to Florida before departing.

**Incidental Costs:** It is suggest that students have access to roughly \$200 for incidental expenses and meals not covered by the program. The exact amount that you should bring is entirely up to you.

- Bank Card/Debit Card
- Credit Card for Emergencies
- Some cash for incidental expenses

### **Health Products and Toiletries**

**Note:** You will have limited access to purchase toiletries and over-the-counter medication during the program. Please bring all items with you that you expect to use during the program.

- 10-day supply of prescription medication in original packaging
- 10-day supply of over-the-counter medication in original packaging
- 10-day supply of toiletries and personal hygiene items
- Insect repellent
- Sunscreen (Recommended: After Sun Lotion/Aloe)
- Recommended: Extra set of glasses or contact lenses

## **Clothing**

**Note:** Although the program will be in Florida, please take special care to not wear clothing that is too revealing or that would not be suitable for an academic setting. Shirts with spaghetti straps, sleeveless shirts, and short skirts are not acceptable during the immersion portion of the program.

- Layers to provide coverage for hot days and cool evenings
- Long-sleeve shirt for agricultural work
- Sneakers and/or work boots
- Recommended: Work gloves
- Swimsuit and beach towel

## **What to Leave at Home**

- Valuable items
- Items that can't be easily replaced
- Large amounts of cash

## **TSA Regulations**

Please be advised of all TSA regulations, including limits on liquids that can be brought in carry-on luggage during flights. Please visit [www.TSA.gov](http://www.TSA.gov) for more information.

## **Final Reminders**

Luggage is your responsibility during the duration of the trip. Please only bring what you can easily carry yourself.

Although program staff will aim to assist with lost luggage during the program, staff will ultimately hold no responsibility. Please use luggage tags with your name and arrival information.

The success of the program relies on all participants travelling safely and responsibly.

## Appendix S: Emergency and Medical Contact Information

### Apopka, Florida

#### **Emergency Services**

Florida Hospital - Apopka  
201 North Park Avenue  
Apopka, FL 32703  
(407) 478-3202

#### **Urgent Care Provider**

Carespot Express Healthcare  
3840 E. Semoran Blvd, Ste. 1000  
Apopka, FL 32703  
(407) 478-3202

#### **Primary Care Provider**

Apopka Medical Center  
125 S. Park Avenue  
Apopka, FL 32703  
(407) 886-1171

#### **Police Services**

Apopka Police Dept.  
112 East 6<sup>th</sup> Street  
Apopka, FL 32703  
(407) 703-1771

#### **Accommodations (Orlando)**

Days Inn Orlando Airport/FL Mall  
9301 S. Orange Blossom Trail  
Orlando, FL 32837  
(800) 615-3107

#### **Pharmacy**

Walgreen's Pharmacy  
125 East Main Street  
Apopka, FL 32703  
(407) 886 - 8911

### Miami, Florida

#### **Emergency Services**

Mt. Sinai Medical Center  
4300 Alton Road  
Miami Beach, FL 33140  
(305) 674-2121

#### **Urgent Care Provider**

Fastcare LLC  
825 Arthur Godfrey Road  
Miami Beach, FL 33140  
(786) 923-4000

#### **Primary Care Provider**

S. Florida Multispecialty Assoc.  
400 West 41<sup>st</sup> Street, Ste. 103  
Miami Beach, FL 33140  
(305) 538-1294

#### **Police Services**

Miami Beach Police Dept.  
1100 Washington Avenue  
Miami Beach, FL 33140  
(305) 673-7900

#### **Accommodations**

Tropics Hotel and Hostel  
1550 Collins Avenue  
Miami Beach, FL 33139  
(305) 531-0361

#### **Pharmacy**

Walgreen's Pharmacy  
4049 Pine Tree Drive  
Miami Beach, FL 33140  
(305) 535-9737

### General Contacts

#### **Local Partner**

Hope Community Center  
112 East 6<sup>th</sup> Street  
Apopka, FL 32712  
(407) 703-1771

#### **Counseling Services**

SIT Graduate Institute  
Counseling Services Department  
(802) 258-3367

#### **Faculty Leader**

(123) 456-7890

#### **Note:**

All medical providers listed are considered in network for those with school-sponsored insurance. This may not be the case for private insurance providers. Participants are responsible for all medical costs accrued.

## Appendix T: Emergency Phone Roster

### Program Staff Contacts

**Note:** All students should contact the faculty leader first in case of emergency.

The Faculty Leader will then call SIT Graduate Institute staff if necessary, depending on the situation.

Faculty Leader	TBD	(123) 456-7890
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### SIT Graduate Institute Contacts

**Note:** Students should not call SIT Graduate Institute staff unless the faculty leader is unable to do so. The faculty leader will call the following staff at SIT Graduate Institute in descending order, depending on the severity of the crisis.

- |                     |                 |                |
|---------------------|-----------------|----------------|
| 1. Dean of Students | Michael Smallis | (802) 258-3570 |
| 2. Graduate Dean    | Daniel Yalowitz | (802) 258-3178 |
| 3. President/CEO    | Don Steinberg   | (202) 464-6565 |

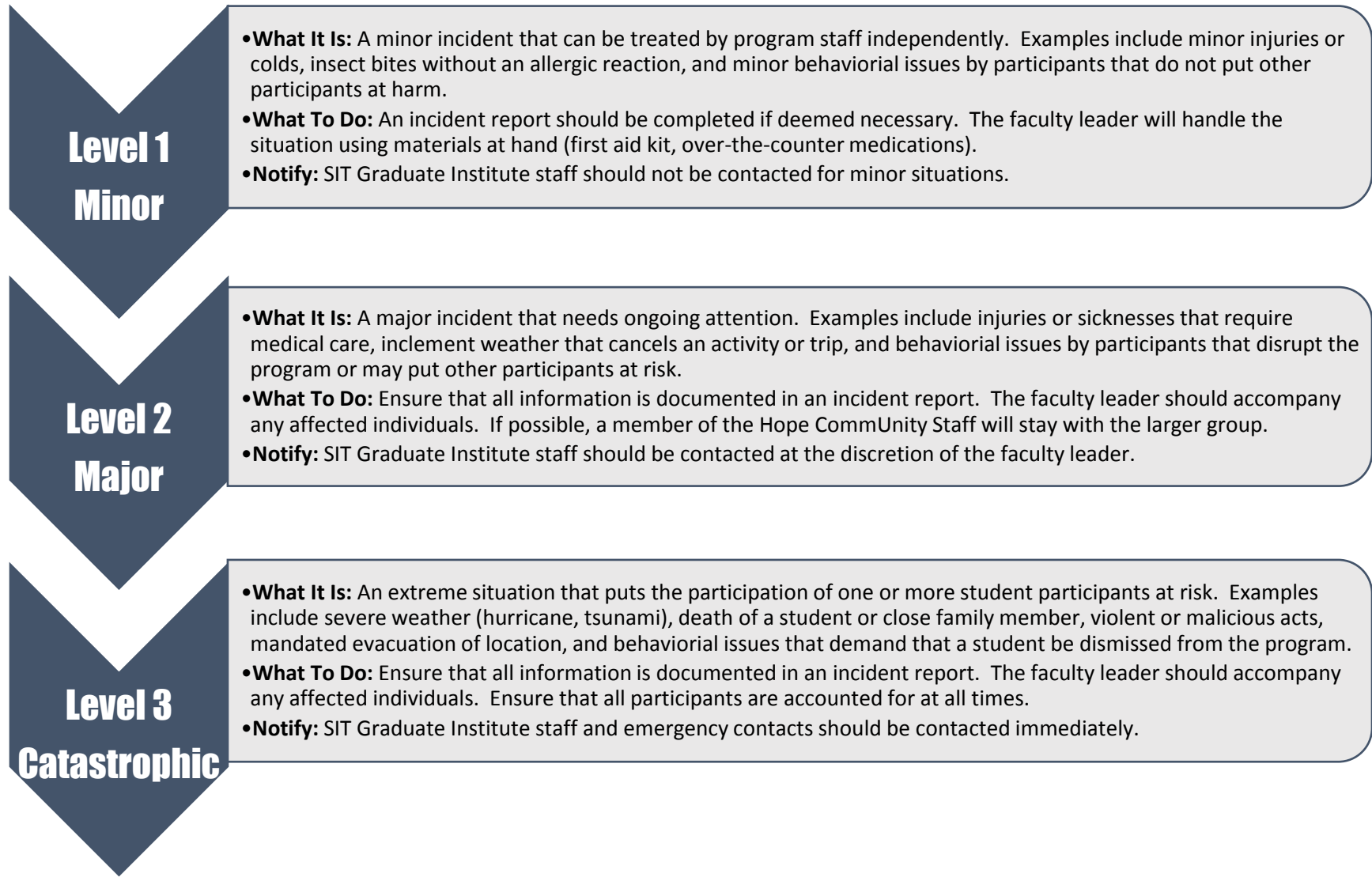
### Student Participants

**Note:** All students will be contacted in case of an emergency situation. Please ensure that the phone number listed is available at all time during the program (i.e. a cell phone).

**Note:** Students may be asked to participate in the roster by calling the student following them on the list. The last student should call the Faculty Leader to confirm that the information has reached them.

Student 1	(123) 456-7890	Student 8	(123) 456-7890
Student 2	(123) 456-7890	Student 9	(123) 456-7890
Student 3	(123) 456-7890	Student 10	(123) 456-7890
Student 4	(123) 456-7890	Student 11	(123) 456-7890
Student 5	(123) 456-7890	Student 12	(123) 456-7890
Student 6	(123) 456-7890	Student 13	(123) 456-7890
Student 7	(123) 456-7890	Student 14	(123) 456-7890

## Appendix U: Crisis Flow Chart



### Appendix V: Incident Report

Date of Incident \_\_\_\_\_ Time of Incident \_\_\_\_\_

Location of Incident \_\_\_\_\_ Were You Present? \_\_\_\_\_ Yes \_\_\_\_\_ No

Names of all participants involved:

\_\_\_\_\_

Brief description of what happened (continue on back if necessary):

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

List of all actions that were taken (include names of doctors/hospitals/police officers involved):

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

List any drugs or alcohol that were involved (include possible symptoms of intoxication):

\_\_\_\_\_

Was the affected person(s) conscious and aware of the situation? \_\_\_\_\_ Yes \_\_\_\_\_ No

List any additional witnesses that may be contacted about the incident:

\_\_\_\_\_

Was SIT Graduate Institute staff or participant family contacted? \_\_\_\_\_ Yes \_\_\_\_\_ No

Times and names of those contacted: \_\_\_\_\_

Name of Reporting Person: \_\_\_\_\_

Signature of Reporting Person: \_\_\_\_\_



## **NEW FIELD COURSE ICC IN FLORIDA: THE IMMIGRANT STORY**

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( 5 Nights)**

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**Explore the Cuban  
Tastes of Little  
Havana in Miami**

**A Partnership with Hope  
CommUnity Center  
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**Questions? Email  
[ICCFinFlorida@gmail.com](mailto:ICCFinFlorida@gmail.com)**

## Appendix W: Program Evaluation Surveys

### Midterm Segment Evaluation Survey

Please rate the overall quality of the Immersion segment of the program.

1 (Worst)                      2                      3 (Average)                      4                      5 (Best)

Please rate the quality of the learning activities used during the Immersion segment.

1 (Worst)                      2                      3 (Average)                      4                      5 (Best)

Please rate the quality of instruction given by program staff during the Immersion segment.

1 (Worst)                      2                      3 (Average)                      4                      5 (Best)

Please rate the quality of the partnership with Hope CommUnity Center during the program.

1 (Worst)                      2                      3 (Average)                      4                      5 (Best)

Please rate the quality of partnerships with visited organizations during the Immersion segment.

1 (Worst)                      2                      3 (Average)                      4                      5 (Best)

Please rate the quality of accommodations during the Immersion segment of the program.

1 (Worst)                      2                      3 (Average)                      4                      5 (Best)

What has been your favorite aspect of the Immersion segment?

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What has been the most challenging aspect of the program during the Immersion segment?

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Is there anything that the program staff could do to make the next segment of the program better?

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Any other comments?

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## Final Program Evaluation Survey

Please rate the overall quality of the Miami segment of the program.

1 (Worst)                      2                      3 (Average)                      4                      5 (Best)

Please rate the quality of the learning activities used during the Miami segment.

1 (Worst)                      2                      3 (Average)                      4                      5 (Best)

Please rate the quality of instruction given by program staff during the Miami segment.

1 (Worst)                      2                      3 (Average)                      4                      5 (Best)

Please rate the quality of partnerships with visited organizations during the Miami segment.

1 (Worst)                      2                      3 (Average)                      4                      5 (Best)

Please rate the quality of accommodations during the Miami segment of the program.

1 (Worst)                      2                      3 (Average)                      4                      5 (Best)

Please rate your satisfaction with the program as a whole.

1 (Worst)                      2                      3 (Average)                      4                      5 (Best)

Would you recommend this program to a fellow SIT Graduate Student?

1 (Definitely Not)                      2                      3 (Maybe)                      4                      5 (Definitely)

What has been your favorite aspect of the Miami segment?

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What has been the most challenging aspect of the program during the Miami segment?

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Please comment on your satisfaction with the program as a whole.

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Please list any additional comments on the back of this page.