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You Can't Teach Global Engagement: Solving the Dilemma of How to Integrate Academic and Cultural Learning Objectives Within a Faculty-Led Study Abroad Program

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YOU CAN’T TEACH GLOBAL ENGAGEMENT:
SOLVING THE DILEMMA OF HOW TO INTEGRATE ACADEMIC AND CULTURAL
LEARNING OBJECTIVES WITHIN A FACULTY-LED STUDY ABROAD PROGRAM

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Master of International Education at SIT Graduate Institute in Brattleboro, Vermont, USA.

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YOU CAN’T TEACH GLOBAL ENGAGEMENT

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Abstract

The short-term, faculty-led study abroad program is the primary study abroad experience for students attending LaGrange College in LaGrange, Georgia. Over time, the program became less focused on its mission of providing an exploratory experience of culture, global issues and academic rigor and became more of a one to three week “trip”. The purpose of this study is to design a course that demonstrates a way to combine the academic content with intercultural learning showing how a short-term faculty-led course can have a greater impact on the student and their personal and professional goals. This course, entitled *L’Art de Vivre: Engaging in French Culture, Language and Arts*, is modeled after an exhibition that occurred at Cooper-Hewitt National Museum of Design and focuses on the topics of the French language and decorative arts. The decorative arts are traditionally studied as an art history topic, but students can also engagement with these objects through hands on research and learning directly from the artisans and companies that created and produced these objects for centuries. This experience is accomplished by placing students in an internship with the Comité Colbert, an organization whose members are French companies that create the quintessential French *l’art de vivre* through their luxury products and services. Through this partnership, students are immersed in the French language and culture exposing them to cross cultural perspectives and historical trends and styles that influenced French art, society and culture. This study follows the course development from determining the learning theories and curriculum design concepts to the logistical support required to organize the learning experiences to the final evaluation.
Introduction

The faculty-led courses were introduced to the students at LaGrange College in 2001 when the Interim Term came into being. As stated in the 2018-2019 college bulletin:

The Interim is the class term held during the month of January for approximately three (3) weeks. Courses offered in the Interim are designed to encourage students to explore course content outside their majors. Due to the exploratory nature of the Interim term, other academic programs are encouraged to refrain from offering courses required in the major or courses that are restricted to certain small groups of students. With this intent, students can be exposed to opportunities of study, thought, and expression that are not available during the other semesters of the academic year. To preserve the uniqueness of the Interim program, Interim-term courses are not offered during other semesters (p. 92).

The current LaGrange College Mission Statement in the 2018-2019 Bulletin emphasizes that the institution:

in its focus on the liberal arts, the Wesleyan tradition of truth-seeking, and the preparation of students for professional success and responsible citizenship, will provide an educational experience that contributes to the formation of graduates who are not only capable of encountering difference in people and in cultures, but also eager to be significant contributors to a complex world. Faculty and staff are committed to providing many opportunities for students to develop the necessary skills for informed thought and responsible decision-making. It follows naturally from this sense of mission and purpose that the college should foster the development of characteristics of globally engaged students who will one day be knowledgeable, involved citizens of the world (p. 96).

With these statements the foundation for developing faculty-led courses was set to help build general education study abroad courses whose focus was exploratory and found their impetus in Kolb’s experiential learning theory (1984). However, several years after the program’s inception, the experience of these faculty-led study abroad courses seemed to take on a shallow significance. Experiencing a foreign country during one of the Interim courses abroad began to lose academic and cultural importance and instead took on the feeling of a vacation. Pass/fail became the choice of grading because it required the least amount of work for both the students and the faculty. Course proposals were about two pages in length, sometimes hand written, and not always completed and turned in on time. Moreover, a syllabus was not required until January
when the courses traveled. The program content was suffering and safety risks to students and faculty were either ignored or unidentified. The current state of the faculty-led study abroad program at LaGrange College is at an important crossroad. The College has just recently reorganized the process for approving proposals, giving the faculty and the Office of Global Engagement greater potential for developing a more rewarding curriculum inclusive of cultural learning and academic rigor. A majority of the faculty who participate in study abroad realize that unless substantial changes are made, the program will maintain the status quo as a mere two week vacation.

**Financial Accessibility and Diversity**

In 2013 LaGrange College prioritized study abroad and internationalizing the campus over the next five years. The College’s strategic plan, *Vision 2020: From Promise to Prominence*, states that the plan’s central goal is to “take deliberate steps to distinguish the College from peer institutions. A major step in this process is the College’s increased commitment to providing all students with greater access for study-away opportunities (p. 28).” With almost 42.69% of the student body being Pell-eligible, offering increased financial support was seen as the most effective way to make study abroad more affordable (C. Yin, personal communication, March 29, 2019). Prior to 2011, a very competitive scholarship was awarded to 30-35 students. The College continues to offer its transfer students a $2000 scholarship, but in 2014 it also began to award a $2500 Travel Voucher to every individual who enters the College as a first-time, full-time student. Since the Travel Voucher was put into place, there has been a 20% increase in the number of students who study abroad (Yin, 2019), 42.7% of which have never traveled outside of the United States (Raphoon, 2019a). Additionally, approximately 1.26% of the LaGrange College student body are international students and 22.06% are African
American, so the student body is not very diverse in background, heritage or experience (C. Yin, personal communication, March 29, 2019). The Travel Voucher has provided an incentive for these students to step out of their comfort zone and experience and learn cultures of other countries.

Global engagement was chosen in 2013 as the focus of the LaGrange College Quality Enhancement Plan (QEP), a requirement of The Southern Association of Colleges and Schools Commission on Colleges to maintain accreditation. Additional funds were designated towards the program and more attention was given to the way the courses were developed and if they were meeting the new Global Engagement student learning outcomes focusing on global learning. The issue that currently exists is how to combine the academic focus with the intercultural learning required by Global Engagement into a one to three week course. The process and policies have been reorganized to support a more rigorous study abroad program, but faculty need guidance in learning how to reshape and rethink their courses to fulfill the global objectives of this program. This became even more apparent when a faculty member commented that you can’t teach global engagement.

This study centers on creating an example that will demonstrate a way to combine the academic content with cultural learning, showing how a short-term faculty-led course can teach global engagement and have a greater impact on the students and their personal and professional goals. This will be done by explaining the development of a three-week course whose academic focus is on the French language and decorative arts. The study of decorative arts tends to be a traditional subject studied in a traditional way, but if examined through the historical, political and social lenses in an untraditional and experiential manner such as an internship, these objects have the ability to transform the student. By using an integrated curriculum concept based on
the transformative and experiential learning theories, the curriculum and co-curricular activities created for this course will explore these art objects as a way of living.

I have a long standing interest in creating study abroad courses or programs on the arts. It goes back to when I worked for the Smithsonian Institution in Washington, D.C. and in New York City and traveled as a Staff Representative on their Educational Study Tours and Programs for Associate members. For every program I accompanied I was required to attend a day long orientation where I was briefed on every aspect of the itinerary and the people involved. I became interested in how these programs were organized when I participated in a study tour entitled, *The Music and Culture of Austria*. After that experience, I knew I wanted to become a part of the team that organizes these international experiences. I applied twice for the position of Program Manager in the Smithsonian Associates Program but was never hired because I had no experience or degree in education programing. Fast forward a few decades and I now find myself managing the Office of Global Engagement and collaborating with faculty on organizing faculty-led study abroad courses for students at a higher education institution.

**Rationale**

With the organizational framework of processes and policies in order, the Office of Global Engagement is set to focus on the curriculum and co-curricular activities to realize the faculty-led study abroad program’s full potential. As indicated in the 2018 Open Doors Survey, short-term, faculty-led study abroad programs now make up 64.6% of higher education study abroad programs. Of those only 7.1% travel during a January Term which is three (3) to four (4) weeks in length. This term is when 88.3% of LaGrange College students study abroad and 10.8% participate in a similarly structured term, May Away (Raphoon, 2019b). The duration of these courses range from one to three weeks.
Keese and O’Brien (2011) defined faculty-led programs as “a credit-granting college-level study abroad program where faculty accompany students from their universities as teachers and trip leaders” (p. 5). Engle and Engle provide more detailed definitions with their classification system of study abroad program types that are based on the following variables:

1. Length of student studying abroad
2. Entry target-language competence
3. Language used in course work
4. Context of academic work
5. Types of student housing
6. Provisions for guided /structured cultural interaction and experiential learning
7. Guided reflection on cultural experience (p. 8).

Engle and Engle describe a Study Tour as including:

field trips and other such site visits of limited duration for which the language is English and housing is collective. Cultural encounters leading to adaptation are not a goal of this kind of study experience. A classic example would be the art-history tour, with group hotel accommodations, morning lectures, museum visits, guided walks and excursions (p. 10).

The main difference between the Study Tour and Short-Term Study is the addition of an orientation which deals with logistical and cultural considerations and provides cultural dos and don’ts but doesn’t address cultural interaction, language proficiency, or experiential learning because of the short length of the program (Engle and Engle, 2003). LaGrange College’s study abroad program is currently situated between Level One, a Study Tour, and Level Two, a Short-
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Term Study. A full description of the Engle and Engle classification system can be found in Appendix A.

A study by Mule, Audely and Alosio (2018) on faculty-led courses reported that the quality of these programs or courses can vary on (a) how often they are offered, (b) where participants are housed, and (c) who initiates, controls, and administers the program. They can also vary on whether they incorporate an international experiential component such as a project-based study, an internship, service learning, or community-based research (pp. 21-22). In Student Learning Abroad, Hammer (2012) researched several studies based on data from the Intercultural Development Inventory (IDI) that suggest the duration of a study abroad experience, a full semester or academic year abroad versus a short-term three-week program, shows little increase in the student’s cultural learning if there is no cultural mentoring and guided reflection built into the curriculum. His conclusion was that: (a) the immersion assumption cannot support the development of intercultural competency and (b) that intercultural competency is teachable, learnable, and achievable if learning interventions are appropriately designed based on the developmental mindset of the student (p.134). Because of further research by Vande Berg in 2009, several of Engle and Engle’s (2003) “defining components of overseas programs” were found to have a significant impact on the development of intercultural competence and an eighth was added: whether students receive mentoring or guided cultural reflection (Hammer, 2012, p.129).

In the article, Bringing Study Abroad Home, in International Educator (January and February 2019), Mark Toner asserted that linking study abroad to career development strengthens the relevance for students. He specifically cited the example of how faculty-led programs are “increasingly centered on specific learning objectives connected to programs of
study” where institutions such as Babson College and Michigan State University “have integrated academic programs with internships, study abroad, and other experiential learning opportunities around ‘career communities’ such as business, entrepreneurship, nonprofit, and education” (pp. 27-28). Toner also stated that the short-term faculty-led courses do expand the market and opportunity for diverse and first-generation students by making it more affordable. However, if these faculty-led courses are to be successful they must help the student understand the relevance of their short-term experience by offering “intentional opportunities for reflection” and helping them assess learning and cultural experiences while they are experiencing them (p. 28).

Here it becomes clear that the success of the faculty-led study abroad course isn’t dependent on the length of the time abroad, but the characteristics and purposeful strategy and structure (Chieffo and Griffiths, 2009).

**Needs Assessment**

A mixed method of evaluation tools and instruments were used to collect information for the needs assessment. Personal interviews, online surveys, paper surveys, and past course evaluations were used to determine the faculty and student perspectives of faculty-led courses and to understand the goals and objectives of these courses. The stakeholders included students who participated in art related faculty-led study abroad courses, faculty who created art focused faculty-led study abroad courses, the 2017-2019 chair of the Faculty Review Committee, and the Vice President for Academic Affairs who oversees the Office of Global Engagement and all other academic departments.
Faculty Interviews

Personal interviews and paper surveys were conducted with five Fine and Performing Arts faculty members who have created faculty-led courses at LaGrange College over the past twenty years. The faculty selection was based on their range of experience in developing these courses as well as having representation from the following programs: music, art and design, and theatre arts. Each faculty was interviewed individually, and a separate interview was conducted with the chair of the Faculty Review Committee. The faculty questionnaire is located in Appendix B.

There were five faculty interview questions that dealt with (1) the challenges and strengths of integrating academic objectives and cultural learning, (2) familiarity with experiential learning, (3) the comfort level in teaching academics and culture, (4) the qualities they look for in students when recruiting for their courses, and (5) if the original description of the Interim Term still accurately reflects the program and faculty-led courses that are currently being offered. The faculty who participated in these interviews were identified as Faculty #1, #2, #3, #4, #5, and #6.

The question of combining academic rigor with cultural learning solicited an interesting range of responses. There were those who felt you couldn’t separate the two. Faculty #4 stated that the students learn about things in context, in this case its cultural context, and learn through experiencing things by engaging them in a non-traditional setting outside of the classroom (personal communication, February 20, 2019). Faculty #3 said they had to find an interesting way “to sneak in the academics” (personal communication, February 21, 2019) and Faculty #1 basically echoed this sentiment and said the students don’t see these courses as work, but as a “learning experience” (personal communication, February 22, 2019). Another comment from
Faculty #3 was that the academics would be taught by the faculty and the intercultural learning would be delegated to the tour guide as they went sightseeing and visiting cultural sites. “It’s easy being a tourist” (personal communication, February 21, 2019). The challenge that was repeated by several was the limited amount of time they have to prepare the students and the brief amount of time spent abroad. Because the Interim is condensed into 28 days in January and open to all students, it was felt that there wasn’t adequate time to prepare those who never studied the topic to be covered and to also cover the cultural and historical background of the country they will be visiting. It was also felt by Faculty #5 that it’s crucial to have objectives with clear goals to help offset this issue (personal communication, February 20, 2019). This helps to focus the students and give them additional guidance on what to look for and reinforces the academic objectives and how cultural influences are connected to their topic and everything they experience.

Some of the responses to the first question provided insight into the second question about their familiarity with experiential learning. Only two faculty had heard of the experiential theory, the others had not. However, a few suspected they were applying the basic concept to their courses already, and they were. Faculty #2 responded that experiential learning could not apply to their courses because the students are not interacting with the environment as much as they are looking at it and trying to record it (personal communication, February 22, 2019). They further explained that for those students who are visiting a museum they are basically experiencing the works of art firsthand in that building, which was their original intent. However, in some instances it is secondhand because the objects are no longer in the environment which they were originally intended to be appreciated. Faculty #6 responded that the entire course was an experience, from getting on the airplane—many of the students have not
flown before—to getting around in a foreign environment. In Faculty #6’s mind, the country is its cultural patrimony and there is little distinction between academics and culture because they live and work in historic art and architecture daily (personal communication, February 19, 2019). On the other hand, three faculty expressed that their teaching is not from behind a desk, it’s more active and holistic. The nature of their topic is experiential. All of the faculty agreed that the fine and performing arts are greatly influenced, and in some instance, created by the culture of the country. They just disagreed on if the experiential learning theory was applicable to all their areas of study and if the brief time abroad permitted the students to fully appreciate this experience.

The question concerning their comfort level with teaching academics and culture also elicited some interesting responses. As reflected in the first question, some did not view cultural learning as their responsibility, but saw it as the responsibility of the travel providers and tour guides. They also felt it didn’t carry the same importance as their academic responsibilities. Then there were those who once again didn’t see them as separate. A different perspective was offered by a few faculty who felt that when it came to the arts, these subjects required the development of creative skills which they felt were quite different from other subjects. A few did state that their comfort zone was limited to western cultures and would need assistance if they did a course in Asian or African countries. This may mean that they are aware and more accepting of the differences between the European cultures and their own.

The fourth question dealt with the qualities of students they were looking for when recruiting for their courses. This was asked because most of the courses are open to all students which, as stated in the Interim Term description, allow them to explore other subjects beyond their major. How do they then select those they think will appreciate and benefit from their
course? As seen in previous statements, this has caused some concern about establishing a high level of academic rigor and how to accommodate these students who have no background or knowledge in the topic to be explored and very little time to prepare them before departing.

Overall, curiosity was the word that all the faculty immediately said, but responses also included students who (1) had an interest in the country and a desire to learn, (2) had knowledge or interest in the subject, (3) were open to the idea of a new culture, and (4) wanted to discover how culture is applicable to a scene in a play, photography or art history. Several faculty members mentioned that there are students who apply for their course for the “tourist experience” of trying the food, shopping and wanting the comforts of home while they are abroad. All the faculty recruit students from within their own programs or those who have taken their on-campus courses because they know them very well and the students know the faculty. Faculty #5 explained that if they don’t know the students, they intentionally spend a lot of time talking to them during the application interview and talking to their professors (personal communication, February 20, 2019).

The final question provided a more direct response to how everyone perceived the current state of the program. The statement from the College Bulletin describing the Interim Term was read to each faculty and their reaction and responses ranged from the statement “seemed accurate enough” to “we’ve certainly evolved into something different” to, “no, it has changed,” or “it needs to change.” A common thread that ran through five of the six interviews was allowing courses to run that are geared for specific majors or group of students and offering required major courses during the Interim. All of the faculty agreed that the Interim, in general, encourages students to participate in and explore topics other than their major. They can bring a completely different perspective to the course and it makes them appreciate disciplines other
than their major. Then there was a comment that was completely opposite: “I can see how they would have a very rich experience if they were only around other art students” (personal communication, February 21, 2019). It was then noted that if all the courses were specialized and geared towards a specific major it would completely undermine the Interim Term. It was unanimous that everyone felt team teaching, having two faculty leaders per course, was an enriching experience for both the faculty and the students.

In conclusion, the most apparent challenge that confronted the faculty was time: (1) the lack of time for preparing the students both academically and culturally prior to traveling abroad, and (2) the limited duration of time spent abroad. The policy of encouraging students to study topics other than their major area of study feeds into this time constraint. The questions are how to effectively use the time that is allotted during the Interim Term for these faculty-led courses and whether changes be made to alter the policies that have been in place for almost 20 years. Another challenge was not understanding the cultural and global objectives of faculty-led courses and being able to create a curriculum that combines academic rigor and cultural learning to connect the course to the world. Brewer and Cunningham state in the introduction to *Integrating Study Abroad into the Curriculum* (2009a), that cultural learning “can make some faculty uncomfortable because this would mean teaching intercultural dynamics for which they have no training” (p. xv). This statement is very relevant to the situation at LaGrange College. It has only been recently that the College has offered any training or established academic policies to help guide the faculty through the process and explain how their curriculum can be turned into a cohesive academic and international experience.
**Course Evaluations**

Over the past three years, from 2017 to 2019, data from online student course evaluations has been collected showing how students view the balance of cultural and academic learning and the perceived impact of the course on them personally and professionally. The evaluation covers marketing, factors that influence their decision to study abroad, what they have gained from study abroad, and how they feel about their overall experience. Their scores are based on a 1-10 Likert Scale measuring the attitude, opinion, or perception of the students. Each question or statement has a weighted average score with the highest score being 10.00.

There were three sections of the student evaluation used for this study (1) what factors influenced their final decision to study abroad, (2) if they agreed or disagreed with statements about the course content, structure and activities, and (3) if they agreed or disagreed with statements about the skills, knowledge, and awareness they gained by participating in a faculty-led course. The faculty who were interviewed completed a selection of questions from the same three of the sections. The questions were slightly reworded to ask (1) what they think their students achieved from taking their course, (2) what they felt influenced their students’ final decision to take a study abroad course, and (3) if they agreed or disagreed with statements made about the course content, structure and activities.

Overall, the scores are very similar, but the questions about agreeing or disagreeing with statements about course content, structure and activities showed substantial differences: (1) an appropriate amount of time was given to academically prepare the students showed a three-point difference between the students and faculty. The student response was 8.24; the faculty response was 5.12; (2) the students were prepared for the cultural differences they would experience had was a two-point difference between the student response of 8.71 and the faculty response of
6.46; and (3) in rating the balance of academic, programmatic and individual time during the course there was a two-point difference between the student response of 8.98 and the faculty response of 6.91. The differences in responses might be due to the different expectations set by the faculty and the students. Perhaps this is also a reflection of how the students perceive these courses as a “Study Tour,” as described by Engle and Engle (2003). In responding to the statement of *As a result of participating in a study abroad course I have*, the students gave themselves higher scores than the faculty when asked if they developed new professional and personal goals. The student response was 8.37 and the faculty response was 5.86. In fact, several of the faculty remarked that they have no idea if their course inspired the students to set new goals. The students also felt they were now better equipped to communicate with individuals who are ethnically, linguistically and culturally different from them; the student average response was 8.41, the faculty average response was 6.06. This question brings up an interesting comparison with *I took this course to begin or continue language study*, because the average response for both students and faculty were very low: the student average response was 4.43, the faculty average response was 2.47. Language study ranks next to last in why a student took an Interim course and this leads to the question of how can they can determine to be better communicators with someone who is ethnically, linguistically and culturally different from them when they have little to no interest in learning their language?

Of special note is the question that asks, *As a result of this course, I have an increased desire to travel, study, or work abroad.* This response has consistently been one of the higher or highest rated questions where 9.39 was the response rate for students and the faculty response rate was 9.95. The College is beginning to see an uptick in the number of students who travel
You can’t teach global engagement more than once which may be an indication of the impact these courses have on students. Both the student evaluation and the faculty evaluation versions are located in Appendix C.

Objectives and Outcomes

Creating the program and student objectives and outcomes for this study abroad course began by researching what the objectives and outcomes were for the French Language program, the Art History program and Global Engagement. The student learning outcomes for Global Engagement are identified and tied directly to the mission of the College. They are:

1. Students will demonstrate awareness of global perspectives in a diverse world,
2. Students will demonstrate critical thinking by acquiring, interpreting, and synthesizing, and evaluating information about global issues
3. Students will demonstrate communicative proficiency (oral, written, and visual) in a culturally informed manner to share their experiences and understanding.

The College’s QEP states that “these learning outcomes are consistent with the Mission statement of the College, which articulates the commitment of the College to nurture student’s intellectual, social, and personal development.” It goes on to say that:

Furthermore, these learning outcomes grow naturally from the Colleges broad commitment to improve each student’s ability to deal creatively with complex problems, to think critically, and to communicate effectively. This commitment is grounded in the College’s responsibility to prepare students to live, serve and lead in a global community (p. 24).

Critical thinking, communication, and problem solving are the three common themes that run through the objectives and outcomes for all academic departments and programs. The objectives and outcomes for this study abroad course will continue the pattern of using these same three
themes and combine them with the academic objectives of the French and Art History programs and the global and intercultural objectives of Global Engagement, a concept that will be discussed in more detail under the Curriculum Integration Concept section. These objectives and outcomes that follow were also adapted from institutional examples in the Association of American Colleges and Universities Global Learning Outcomes Toolkit Resources (n.d.a).

**Program Objectives:**

1. To immerse students in the French language and culture to expose them to cross cultural perspectives and historical trends and styles that influenced French art, society and culture.
2. To help students gain independence, confidence, and skills by participating in an internship with the Comité Colbert, whose members are multicultural organizations and companies who produce French goods and services for the global market.

**Program Outcomes:**

1. Students will be placed in homestays where they will speak French daily and become aware of how family life in France is guided by customs, norms and behaviors that can be compared and contrasted to their own daily life.
2. Placement in a week-long internship with a historic French luxury product company will expose students to a diverse set of creative skills, business values and knowledge and historical traditions.

**The Student Learning Objectives:**

1. Students will be able to demonstrate knowledge of how the cultural, historical, political and economic influences impacted the design and function of decorative arts in France.
2. Students will develop a greater understanding of the French language and the Francophone world.

3. Students will expand their own world views to accurately understand the French culture and develop cultural competency by identifying behaviors, thoughts and perspectives that distinguish and connect their own culture with the French culture.

The Student Learning Outcomes:

1. Students will identify and practice culturally acceptable behaviors and demonstrate a willingness and ability to engage with others by speaking the French language and interacting with them in an ethically and responsible manner.

2. Students will fully participate in an internship where they will learn how to recognize and understand differing cultural perspectives while analyzing trends and collaborating with professional artisans and business executive.

3. Students will investigate and be able to articulate their views on the political developments of French society and important historical movements and themes that have shaped the French language, arts and culture.

Program Description

The idea for this short-term, faculty-led program is inspired by an exhibit at Cooper-Hewitt National Design Museum, *L’Art de Vivre: Two Centuries of Decorative Arts and Design in France* that took place in 1989. Like the original exhibit, this course will focus on how decorative arts were not only beautiful objects, but were also functional objects that mirrored the cultural, political, social and economic changes in France over the past two hundred years. The course will be a collaboration between the Art and Design and Modern Languages programs with input from Global Engagement. The curator of the original exhibition will also be contacted for
his thoughts and assistance in deciding which museums and historic French companies that make these objects should be visited as well as identifying individuals who could speak to the students about the decorative arts, history, and culture of France.

This short-term study abroad program will also include activities to engage the students in language and cultural learning so they have a fundamental understanding of French society and business culture, both past and present. This will help the students begin to function and feel comfortable in an international business setting and actively participate in how these objects are designed and crafted to create the culture of l’art de vivre.

This three-credit hour course will take place during the LaGrange College Interim term in January and will be in based in Paris, France, for three weeks. Students will meet every other week during the fall semester for eight, one-hour sessions for an orientation and to prepare for the co-curricular activities and internship with members of the Comité Colbert, a French luxury product organization whose membership and products came into existence during the French Revolution.

The students and faculty will travel together as a group to France. After arriving at Charles DeGaulle International Airport, the group will be transported to the IES Abroad Study Center for a two-day orientation on Paris and a health, safety and security review by IES Abroad student affairs staff. The third day the group will be introduced to their homestay families with whom they will stay for the next 16 days. The first week of the course will be lectures, site visits, and language and reflective activities. The second week will be the internship with the Comité Colbert members. The third week will be more reflective exercises, lectures, activities and visits to sites of interest.
Timeline

A detailed timeline from the LaGrange College handbook for *Developing Faculty-Led Study Away Courses* (pp. 2-3) beginning with submitting a proposal to the return and final presentation by the students for the LaGrange College campus community is included in Appendix D.

Participants

Participants will be LaGrange College undergraduate students who are rising juniors and seniors majoring in French, art history, ceramics, textile design, museum studies, public history, European history, or marketing and entrepreneurship. Students who will be targeted for recruitment are those interested in immersing themselves in French art, culture and language and have a desire to experience the business culture of another country and becoming more aware of multicultural world views. This course is ideal for students who want to work in history or art museums or historic sites and marketing and branding luxury products either in the U.S. or France. Two faculty members will lead the course, which will require a minimum of 10 students; 12 students will be the maximum.

Theoretical Foundations

Transformational Learning

The word that is continuously used to describe the student experience at LaGrange College is “transformative.” Participating in a faculty-led course has become a prime example of how a student can be transformed, but is this program able to deliver on this experience? What has to occur to make a transformational experience happen? During the interview with Faculty #4, they made a statement about unlearning and creating space for changes and new learning to
happen. Faculty #4 went on to explain that the “space that is created comes from new experiences, new perspectives, literally new ways of seeing the world and that can be a very decentering experience and as that decentering happens it allows a deep level of a kind of intellectual perspective taking that’s not possible without the cultural perspective taking” (personal communication, February 21, 2019). What was being described by Faculty #4 is very similar to Mezirow’s transformational learning theory (1997). Mezirow states that transformative learning involves a change in one’s frame of reference which he defines as “the structure of assumptions through which we understand our experiences” (1997, p. 5). In the essay, *Capturing Study Abroad’s Transformative Potential*, Brewer and Cunningham (2009b) state that transformative learning is often triggered by a dilemma that can be disorienting to students who are facing something opposite or unfamiliar to their frame of reference. Brewer and Cunningham go on to explain how Kiely (2005) further describes two levels of intensity that can cause disorientation: low-intensity and high-intensity. Low-intensity dissonance does not bring about true transformation, but more of an adaption and tends to be short-term and easily resolved by acquiring new information or drawing from existing knowledge. High-intensity dissonance is the experience that Faculty #4 is referring to. This is a when a student is confronted with an issue or situation where their own knowledge and assumptions that are part of their current frame of reference are not enough to resolve and make sense out of their situation. The open space created by this emotionally confusing experience referred to by Faculty #4, then leaves room for transformative learning to begin to search for answers or ways to return balance to their life.

Brewer and Cunningham (2009b) explain that what is needed to set the stage for transformative learning to take place in college age students is the self-authorship development stage (Kegan, 1994) which young adults generally experience during the time they are in college.
This developmental phase is when the student “becomes capable of gathering and authoring meaning that is informed by one’s own values and beliefs” (p. 11). Self-authorship gives students the ability to process the change that can occur during transformative learning, but this change needs to be encouraged and supported while the students experience their three week study in Paris.

**Experiential Learning Theory**

The Interim faculty-led study abroad program at LaGrange College was founded on the basis of being exploratory. Since this is a short-term experience and many of the students have never been abroad, they need a planned experience to help them engage in the new culture and stimulate transformative learning. The co-curricular activities that complement the curriculum in this course will be based on Kolb’s experiential learning theory where students learn from discovery and experience (Kolb, 1984). Kolb describes this learning theory very succinctly as “the process whereby knowledge is created through the transformation of experience” (Kolb, 1984, p. 38) and is an interrelated collection of theories and ideas which include the work of Kurt Lewin, Jean Piaget, John Dewey, Paulo Freire, William James among others.

The experiential learning theory provides a holistic model of a learning process whose standards have been researched and judged by educators since 1984. It has become widely accepted as a useful framework for curriculum development and life-long learning, especially by international educators, because of its emphasis of the central role that experience plays in how we naturally learn, grow, and develop. During *L’Art de Vivre*, there will be a series of experiential activities involving the decorative arts and French language to engage the students in intercultural learning so French society and business culture are understood and students begin to see how these objects reflect a uniquely French style that created the culture of *l’art de vivre*. 
The course will also include experiences where students can compare the French and United States cultures and how artistic movements were influenced and created in reaction to social, political and economic changes.

**Curriculum Integration Concept**

The goal for this Interim Term faculty-led course is to encourage students to be open-minded and curious about the complexities of the world and also give what Mikk and Steglitz (2017) in *Learning Across Cultures: Locally and Globally* refer to as “skills for day-to-day interactions with people whose perceptions, interpretations, expressions, and responses are grounded in social realities that differ from their own” (p. 4). As seen in the faculty interviews, there were those faculty members who had never heard of experiential learning or thought it wasn’t possible to use the theory with their academic subject. By using the curriculum development concept by Linda Drake Gobbo, *Combining Academically Valued Pedagogical Approaches with Intercultural Learning in Study Abroad* (Gobbo, 2018a) similar academic pedagogical approaches among art history, French language study, and intercultural competence can be identified and help create an integrated curriculum based on experiential learning.

“It (intercultural learning) tends to undergird the work, but doesn’t get highlighted,” Gobbo stated (Gobbo, 2018b). Her concept is an adaptation and combination of academic planning as suggested by Stark and Lattuca with the curriculum design approach suggested by Wiggins and McTighe. Gobbo explained that when beginning to strategize course planning about a specific topic, the faculty need to know what organizing components are important and necessary to include. Gobbo suggests the following should be included:

- **Assumptions:** what are the concepts of interest and issues important in the field;
• Values: what is the view of the world according to a particular academic field and how should it be studied; what are the preferred inquiry methods and how is data collected, organized and evaluated in the field and how is this communicated

• The expected student outcomes

After organizing and categorizing this information into the academic programs of social sciences, humanities, natural sciences and professional fields, the same was done for cultural competency. The two areas of study for *L’Art de Vivre*, art history and French language, have been analyzed under the category of humanities and this information entered into a formatted table, *The Organizing Components Important for Course Planning* (Gobbo, 2018c). The common areas can now begin to be identified and linked between the academic programs and cultural competency and, from here, components are selected and combined curriculum can begin to take shape. This table can be found in Appendix E.

After analyzing the academic components, backwards design (Wiggins and McTighe, 2005), a curriculum design method, was used to organize and create the programing in three stages: Stage 1: Identify Desired Results. These are the Goals and Objectives. Stage 2: Assessment Evidence. This stage is where more common ground can be found between the academic pedagogy and intercultural learning assessments. Gobbo (2018d) has created a list of assessments and coded each method with the area of study that commonly uses that assessment. This table can be found in Appendix F. From this list, the following common assessment methods for art history, language study, and intercultural learning were chosen. They are performance, interviews, observations, and reports and papers. By identifying these links there is an opportunity to show how to connect and help the faculty realize the value of their students learning intercultural competency. Stage 3: The Learning Plan. What are the learning activities
and projects that will achieve the assessment results? This stage is broken down into three areas to help bring into focus the material and the activity to be created when combining art history and language with an intercultural learning experience. The three areas of the curriculum are: pre-departure orientation, during the experience, and after the experience.

**Orientation**

Prior to departure for the three-week study abroad experience, students will be introduced to the course through classroom and online activities. Textbooks, reading assignments and language study with Mango will be required. Students will cover basic French terms and phrases they will hear while learning about the history of decorative arts, navigating Paris, and encountering in everyday life with their homestay family. They will also be introduced to how the week-long internship will be organized, who they will be working with, and how to prepare for this experience including business etiquette and how to dress appropriately.

An orientation focusing on culture will include cultural dos and don’ts and will introduce students to Bennett’s Developmental Model of Intercultural Sensitivity (DMIS) (Bennett, 1993). Students will be asked to assess themselves using DMIS prior to departing and when they return. An example of the DMIS scale is in Appendix G.

An overview of what the students will see while in France will be done in New York City where they will stay for one day and tour the decorative arts collection in Cooper-Hewitt National Museum of Design and meet with David Revere McFadden, the retired curator of decorative arts who worked for two major design museums in New York City. He will give them an overview of the objects they will see, the companies that made them and that they will visit, and the social and cultural influences on the design and function of the objects. He will set the scene for the course’s content and experiences in France by discussing the history and his
personal relationship with members of the Comité Colbert, the organization that will host the students while they intern with several of the members.

**During the Experience: Curriculum and Co-Curricular Programming**

The content of this course will be taught chronologically so students can better understand the progression of the historic events that determined how many of the objects were made—handcrafted or machine made—and the materials and styles in which they were created and the events that influenced them. This will also give the students a historical and cultural context in which to place these objects, their design and their function. Experiential activities and a daily reflection journal will be used to track the students understanding of the social and cultural history of France and how it influenced daily life of both the middle and upper class in the 18th century through to the present.

This faculty-led course will use several experiential processes to make students more aware of the influence of language on culture and vice versa. Student presentations, daily reflective journals, photography or drawing portfolios, interviews with artisans, crafts people, and marketing and branding professionals, tours of studios, offices and stores and behind the scenes visits and discussions at museums and private collections will be included so students can draw their own conclusions as to what is meant by *l’art de vivre* and if this is accessible to everyone.

Materials to be used in the learning process are text books, films, historic images, decorative arts objects, dissecting the act of dining, and interviews. Settings will be the traditional classroom, online work, homestay site, and various sites the group will be visiting in France. Students will have the benefit of faculty members teaching them on campus prior to departing, and then they will have access to professionals such as the curators and collectors in
both New York City and Paris. A sample weekly schedule is in Appendix H. Once in France the students will intern with business owners, designers, craftsmen, and historians who create, manage and care for the objects and services that are known for their distinctively French style. A schedule for this week-long internship and the accompanying Activity Plan are located in Appendix I.

**After the Experience: Evaluation Plan**

Measuring the success or effectiveness of this course will be done by using an assessment tool which was developed by LaGrange College, the Faculty Assessment of Global Engagement (FAGE). It is a rubric used to score the students on the three Global Engagement student learning outcomes that were introduced in the Objectives and Outcomes section. FAGE was put into place in 2018 and this January 2019 was the second year to collect data. The student scoring is categorized as 0/1/2/3. Faculty are asked to rate the students for each outcome. This small sampling has shown evidence of some inconsistencies in faculty scoring which could be corrected by having the final evaluation and scoring based on Bennett’s Developmental Model of Intercultural Sensitivity (DMIS). The six stages of denial, defense, minimization, acceptance, adaptation, and integration could very easily be tailored to fit the four categories of scoring. Appendix J contains the student learning objectives rubric.

During the needs assessment interview with the Vice President for Academic Affairs, the one question that drew the most thoughtful and concerning response was the question regarding current evaluation methods. Overall, the Vice President for Academic Affairs felt that there needed to be an evaluation system in place that was reliable and measurable for both the student learning outcomes and the program goals and objectives (K. Aubrey, personal communication, February 28, 2019). The online course evaluation is useful in seeing shifts in general attitudes
and perceptions of the students, and can provide some interesting data on the individual courses. However, it would be ideal to use the FAGE rubric and scoring system in combination with the course evaluations to measure the effectiveness of each course as well as the overall faculty-led program. See Appendix K for the Vice President for Academic Affairs questionnaire.

In addition to the evaluations, student reflections and journaling, both written and visual, participation in activities, the student’s efforts to converse in French, and a report from the internship with the Comité Colbert and from their host family will be part of the academic grading for the course. Faculty should look for evidence of a willingness to learn about another culture and lifestyle to determine any shift in behavior and attitude for the FAGE scoring.

The faculty will have a separate assessment tool for the academic content of the course which will be based on the course requirements and student learn outcomes. A major required piece of the academic assessment is the student presentation where the entire LaGrange College campus is invited to attend and learn about the course. Students are encouraged to use this presentation as a reflection piece describing how their experiences have changed or inspired their worldview both personally and professionally. The student’s responsibilities will continue well beyond their return when they are asked to be mentors to students who would like to participate in this course in the future.

**Program Marketing**

During the months of February and March is when the Office of Global Engagement sponsors Go Global, a celebration of those students who just returned from a study abroad experience in January and for those who are about to apply for a study abroad course and travel next January. This is when the students who participated in *L’Art de Vivre* and other faculty-led courses give their presentation on what they experienced abroad. These talks occur every
Tuesday and Thursday from 11:15 a.m.-12:15 p.m., during a period known as Contact Hour. No classes are held during that time, so students are free to attend and earn cultural enrichment credits needed to graduate.

The LaGrange College online application opens annually on February 15 and closes at midnight on March 15. Detailed program information will be available on the Global Engagement website and at the Go Global Study Abroad Fair which is held the first Tuesday in March. Faculty will be on hand to answer questions and interview prospective applicants and Global Engagement will be there to help answer general information questions about how to apply for the course and the Travel Voucher and the Travel Scholarship for Transfer Students, two institutional financial aid awards that can be used for study abroad.

The marketing also includes social media, posters and email blasts, presentations by the faculty leaders, and workshops on how to apply for an Interim course using the online application system, Terra Dotta. Global Engagement also participates in an Organization and Service Fair during summer orientations for newly admitted students where flyers are distributed about the Interim courses that are still open and accepting students as well as information on all the College’s study abroad programs. It helps to begin to create an awareness of the study abroad program during the first year, even if the students don’t participate until they are a junior or senior.

**Participant Recruitment and Admissions**

The Office of Global Engagement and the two faculty leaders are responsible for the recruitment of students for the course to Paris. Experience has shown that using alum from the previous courses is the best way to reach out and engage prospective students both on campus and those newly admitted students to the College. As mentioned in the marketing plan, the
faculty leaders schedule presentations and make announcements in their classes. Global Engagement will help create posters for printing and to place on video screens in the Library.

The admission or application process is all done electronically on Terra Dotta. The window of time for application submission is open for four weeks which gives the students ample time to plan, talk with their parents, and complete the application. A completed application includes essays, references, and an interview with a faculty leader to discuss the course and its requirements. Once the application-submission period closes, the list of applicants is sent to the Vice President for Student Engagement for review and he advises the Office of Global Engagement if there are any issues we should be aware of. If issues are present, they will be discussed with the faculty leaders and decided if they should deny or approve their application. All applications for the course are reviewed by both faculty leaders and marked denied, approved, or waitlisted. Some of the criteria that the Office of Global Engagement suggests the faculty may want to consider are:

- Academic strength, GPA
- Sense of maturity, responsibility, character and behavior
- Ability to describe how the study abroad experience will apply to academic and personal goals
- Knowledge of destination and cultural sensitivity

If the faculty finds that there are more seats than students, two other factors may be considered in deciding which student to approve for enrollment: if the student is a senior or if this will be their first study abroad experience. Faculty can also wait list students if their course is overbooked. The final decision to approve, deny or waitlist a student rests with the Office of Global Engagement, but the faculty’s recommendations will weigh heavily on the decision.
After students are approved, the next phase to enter is the post decision phase of the application process which is when medical forms, waiver, and passport and visa information for domestic and international students are completed. The faculty have access to the all of this information immediately and will be able to review the medical forms for any health issues they need to be aware of, prepare for, and accommodate.

**Logistics**

Global Engagement and the faculty leaders will be working with a travel provider, IES Abroad, who will be responsible for staffing, program assistance, homestays, in-country transportation, and arranging some meals. LaGrange College will work with a local travel agent to book round trip international flights from Atlanta to Paris and will also arrange for transportation through the College’s motor fleet to and from Hartsfield-Jackson International Airport in Atlanta. These tickets will be booked as early as nine to ten months in advance to help lock in a price early.

The faculty leaders will accompany the students on the flight to and from Paris and will provide supervision of the students at all times, facilitate group discussions and reflections, organize the homestay rooming list, and accompany the students on co-curricular activities. The faculty leaders will be the point persons if changes need to be made before and during the program. If needed, they will consult with the Office of Global Engagement.

The Office of Global Engagement staff along with the two faculty members will work closely with representatives from the Comité Colbert in Paris to arrange the week-long internship. Once the students have been selected into the course which is ten months prior to departing in January, the process of matching them up with a mentor from the member companies who mirror their interests and major area of study will begin. The mentors will be
responsible for creating a daily schedule for their student and will send a detailed itinerary to the faculty and Global Engagement for comments and approval.

The weekend after the internship, which is the end of the second week of this course, will be an excursion outside of Paris to the Remy Vineyard. The following week will be scheduled with co-curricular activities and the last weekend will be a free weekend for the students. If students want to travel outside of Paris, they will have to discuss with the faculty and complete an Independent Travel Request form listing where they are going, if spending the night they need to list the hotel and how to contact the hotel, and when they will be returning.

The first three days and the last three days of the course will be spent in residential group housing provided by IES Abroad. This will allow the LaGrange faculty and the IES Abroad student affairs staff at the study center to do an orientation and prepare the students for moving into their homestays and their internships over the next 16 days. The final three days are a decompression period when discussions and reflections will take place and it will give the students some time on their own to explore Paris. A final dinner will be held the night before leaving and the students will retire early to pack and prepare for departure the next day.

**Homestay**

The total length of this Paris course is 23 days which includes two travel days. Of those days, the students will spend 16 days in homestays which will be an integral part of this course. As stated in *Beyond Emersion: The American University Center of Provence Experiment in Holistic Intervention*, Engle and Engle (2012) claim that homestays can be a “nest for sticky problems of cultural adaptations”, but they also present the best opportunity for students to “forge deeper relationships and experientially learn the most about themselves and their host culture” (p. 294). Engle and Engle’s approach to housing is to consider it an important
component of not only the cultural learning, but also be a part of the academic experience with the host families agreeing to take on an “assistant teaching” role when it came to conversing in the French language, monitoring the students consistent use of the language, and involving the students in everyday activities (p. 295). Students will also be briefed on their role and responsibility in helping to build a relationship with the host family by discussing French etiquette and the complex cultural differences that many United States students may not consider to be inappropriate (Engle and Engle, 2012).

IES Abroad housing staff and the LaGrange faculty will work closely to match students with their host families in Paris. The vetting process for families can be found in the Health and Safety section. An IES housing form will be completed by each student which will help all parties—IES Abroad, LaGrange College, and the families—make the best possible match. Discussions and reflections will be conducted regularly with the students to gauge the homestay experience and an evaluation and a self-reflective response will be done at the end of the course to gain feedback from the students. Families will also do an evaluation to provide suggestions and improvements for future courses.

**Staffing Plan**

LaGrange College’s main contact at IES Abroad will be the Program Manager who represents Georgia in the IES Abroad Customized and Faculty-Led Program. This person will liaise with IES Abroad Paris Center Director and Student Affairs staff who coordinate the homestays, in-country transportation, and some meals, as well as providing lecturers, guides, and scholars/experts for some of the co-curricular activities and excursions to help complement the curriculum created by the LaGrange College faculty and Office of Global Engagement. The
Office of Global Engagement will oversee the application process with input from the two faculty leaders who are leading this course as well as international transportation arrangements.

The only activity that requires additional staffing is the five-day internship with members of the Comité Colbert. Global Engagement and the faculty leaders will work closely with the Comité in matching students with employees of their member companies they have identified by having the students complete a questionnaire about their experience, their future professional plans, their major and minor area of study, and the type of work, skills and knowledge they wish to do. The staff at the Paris Study Center will assist with the logistics of this internship since they are based in country and have a better sense of how to organize transportation and meeting spaces.

The main point of contact for the students while they are abroad will be the two faculty leaders and the secondary contacts will be the Director of the IES Abroad Paris Center and their staff. They have Parisians on staff who know the language, culture, Paris, and best way to respond to changes in the itinerary.

Health and Safety Plan

The health and safety of everyone involved in this faculty-led course to Paris is of high importance to IES Abroad and the College. The faculty and students will be offered the same health and safety expertise and coverage that IES Abroad offers more than 115 semester and academic year-long programs at 35 locations worldwide (The IES Abroad Road MAP© for Student Health, Safety & Crisis Management, 2013a). W.P. Hoye, Executive Director and Chief Operating Officer of IES Abroad, has written a comprehensive handbook, The IES Abroad Road MAP© for Student Health, Safety and Crisis Management, that reviews their guidelines for addressing safety and crisis management for their programs. It covers ten standards that focus on
health insurance, mitigating risks and dangers, local health and security issues, staffing their Study Centers with well-trained professionals and housing.

Of special interest to the faculty, students and their families was how IES Abroad managed their homestay program. This important aspect of the course is key to its success and finding the right provider to help with this was imperative. The section on “Student Health and Safety Goal X: Select and Provide Student Housing with Safety in Mind” (2013b) in the IES Abroad health and safety handbook includes a description of their process and procedures and can be found in Appendix K.

A final note is the importance is that the “IES Abroad Standards for Student Health, Safety, and Crisis Management” are designed to be consistent with Standard 8 of The Forum on Education Abroad “Standards of Good Practice for Education Abroad” (n.d.) This standard states that “The organization assures continuous attention to the health, safety, and security of its students, faculty, and staff, from program development stages through program implementation, by way of established policies, procedures, student orientation, and faculty and staff training” (Standard 8, n.d.). In addition, the LaGrange College faculty are required to attend a training workshop focusing on this same standard before they are able to propose and lead a faculty-led course. It is offered once a year and is led by a Forum on Education Abroad trained facilitator.

**Crisis Management Plan**

The U.S. Department of State currently has Paris, France, ranked at *Level Two, Exercise Increased Caution*, out of a four-tier ranking system. The types of crises that may occur in Paris are civil disturbances or acts of terrorism, natural disasters, a missing person, medical or mental health emergencies, sexual harassment or violence, assault, or loss of life. IES Abroad has a detailed Crisis Management Plan included in Hoye’s *IES Abroad MAP® for Student Health,*
Safety & Crisis Management (2013). Like the health and safety standards mentioned previously, IES has identified 12 crisis management standards and thoroughly covered each. Since IES Abroad is a partner in organizing this LaGrange College faculty-led course to Paris, there are some shared responsibilities, two standards have been identified that will require some additional coordination with the Office of Global Engagement and the faculty leaders.

The first is Standard III, Hoye (2013c) states, “In addition to the global Crisis Management Plan, every IES Abroad Centers around the world are required to maintain a local crisis management plan that identifies several of the major local risks threats, and dangers that are known to exist in the city, state, or region where they are located” (p. 15). Printed information or links to websites with this information will be important to share and can be included as part of the post-decision information available to students through their application on Terra Dotta. Potential risks will be identified and included in the College Waiver, which is tailored for each specific course. The full standard can be found in Appendix L.

A second standard, Standard VII (2013d), focuses on communication with students, parents and campus study abroad offices. IES Abroad has a well-organized communication plan that is put into play to help avoid or mitigate threats, risks, and dangers that may affect the students and faculty. If a crisis does occur, the LaGrange College Crisis Management Team will convene to help IES Abroad coordinate communication with parents, the College community, and local media. The full standard can be found in Appendix M.

Budget Narrative

The study abroad program at LaGrange College is self-supporting. Each course budget is based on the minimum number of students required to make the course go. The student fee covers all costs for the two faculty who will be accompanying the course. This fee also includes
the program and service costs that IES Abroad will provide such as in-country transportation, housing, admission fees for site visits, excursions, meals, use of classrooms in the Paris Study Center, fees for lecturers among other items. It also includes costs for the week-long internship with members of the Comité Colbert. LaGrange College has additional costs associated with this program such as international flight tickets, insurance, transportation to and from Hartsfield-Jackson International Airport (Atlanta), tips, gifts, housing and meals for two faculty members, miscellaneous for incidental expenses and a contingency fund based on 5% of the total income.

It’s important to note that LaGrange faculty are not paid for these courses. They are considered a part of their annual load. In cases in which the faculty request an overload on their proposal, the funds to pay for this come out of the Administration’s human resources budget line item.

Additionally, it is important to note that LaGrange students are not charged tuition for this three-credit hour course. When the Interim was created in 2000-2001, it was decided that a way to encourage students to enroll in this term would be to have the Interim courses tuition-free if the student enrolled full-time in the previous fall semester. Students who enter as a first-year student are required to take three Interim courses before they can graduate.

LaGrange College has a policy that any unspent funds after the course concludes will be placed in the Global Engagement budget to be used to expand or develop new international programs and events.

**Budget Notes**

**IES Program Fee:** Two free faculty are included in the student program fee.

**Terra Dotta Administrative Fee:** This is the cost of application maintenance for each applicant on Terra Dotta servers.
Wire Transaction Fee: Bank wire fee for payment of internship being sponsored by Comité Colbert.

Contingency Fund: All courses are required to have a 5% emergency contingency fund.
## Budget

### Study Away Course Budget

**Course title:** L’Art de Vivre: The History of French Decorative Arts through Culture and Business  
**Destination(s):** France  
**When (term and year):** Interim 2021  
**Faculty:** Dorothy Jolner, Art and Design; Elizabeth Appleby, Modern Languages

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<td></td>
<td>$ 30.00</td>
<td>12</td>
<td>$ 360.00</td>
<td></td>
<td>Wire Transfer fees:&lt;br&gt;Cost per student $ 30.00 for 12 applications $ 360.00</td>
</tr>
<tr>
<td>Transportation by College</td>
<td></td>
<td>$ 175.00</td>
<td>2</td>
<td>$ 350.00</td>
<td></td>
<td>Wire Transfer fees:&lt;br&gt;Cost per trip $ 30.00 for 2 trips $ 350.00</td>
</tr>
<tr>
<td>Gas</td>
<td></td>
<td>$ 3.50</td>
<td>10</td>
<td>$ 35.00</td>
<td></td>
<td>Wire Transfer fees:&lt;br&gt;Cost per gallon $ 3.50 for 10 gallons $ 35.00</td>
</tr>
<tr>
<td>Admission fees/tickets</td>
<td></td>
<td>$ 300.00</td>
<td>12</td>
<td>$ 3,600.00</td>
<td></td>
<td>Admission fees/tickets included in IES Abroad fee $ 300.00 for 12 tickets $ 3,600.00</td>
</tr>
<tr>
<td>Misc/Tips</td>
<td></td>
<td>$ 3,120.00</td>
<td>1</td>
<td>$ 3,120.00</td>
<td></td>
<td>Misc/Tips $ 3,120.00 for 1 participants $ 3,120.00</td>
</tr>
<tr>
<td>Contingency fund</td>
<td>5%</td>
<td>$ 3,120.00</td>
<td>1</td>
<td>$ 3,120.00</td>
<td></td>
<td>Misc/Tips $ 3,120.00 for 1 participants $ 3,120.00</td>
</tr>
</tbody>
</table>

**Total course expenses/income:** $ 62,175.00 $ 662,400.00  
You’re under budget by $ 225.00

**Projected Income**  
Number of faculty traveling: 2  
Number of students: 12  
Total Income: $ 662,400.00

---

To be filled in by Global Engagement  
10 vouchers x 3500 $ 35,000.00  
2 scholarships x 2000 $ 4,000.00  
College funding $ 29,000.00  
Student funding $ 33,400.00
YOU CAN’T TEACH GLOBAL ENGAGEMENT

Implications for the Future

The possibility of re-envisioning the faculty-led study abroad courses surfaced during the faculty interviews when asked about the original definition and purpose of the Interim Term which was the genesis of the faculty-led program. Faculty # 2 felt that the current organization of faculty-led courses within the structure of the Interim may be limiting their potential, “to expect students to absorb global awareness of a culture in which they have limited engagement and/or social interaction is cursory at best. Traveling through a country, visiting different sites (museums, etc.) over a period of two weeks leaves little room for social interaction and certainly not global engagement”(personal communication, February 20, 2019). They felt that the college should offer an alternative faculty-led model by embedding it in a semester-long course and offering the travel component as a capstone experience in January after the fall semester or in May after the spring semester. Other faculty have suggested creating a one-credit hour orientation course that would meet once a week or every other week during the semester prior to traveling to prepare the students for the travel portion of course in January or May. This would be a mandatory course and team taught by the two faculty leaders with input from the Office of Global Engagement. Both of these suggestions warrant serious study to see if the students, faculty and the administration think they would be successful. The real question is would either of these new models help meet program or course objectives and resolve the issue of integrating global engagement into the curriculum?

Conclusions

This study began as a search for a solution to an issue that concerns many institutions that offer faculty-led courses or programs abroad: How to create a curriculum for a short-term,
faculty-led program that doesn’t just mirror the academic content that can be learned on campus but infuses an international perspectives and experience into the curriculum.

The course evaluations for this study provided a basis to build from, but it was the interviews with faculty that brought everything into focus and provided direction for the next steps. The faculty who were interviewed for this study were candid and open which was much appreciated. Their responses gave a clearer picture of the level of understanding they each had for what the faculty-led courses should be doing, how they perceived their role in the overall picture, and what they felt should be changed to improve the program. Their responses to how comfortable they are teaching intercultural learning revealed similarities to a study by Goode (2008) in the article, *The Role of Faculty Study Abroad Directors: A Case Study*, where faculty admitted to feeling the least comfortable with teaching cultural competency because they weren’t trained for this and hadn’t encountered the concept or the definition in their academic studies. They also were not familiar with the pedagogy that accompanies cultural learning which is exactly what was discovered with the LaGrange College faculty. After completing this process, it became very evident that the Office of Global Engagement needs to provide support, training, and resources to those faculty who would like some additional guidance on teaching intercultural learning. Global Engagement is something that can be taught.

The process of creating, proposing and implementing a faculty-led course is a partnership between the faculty and the Office of Global Engagement. As stated in the introduction, a new faculty review and proposal approval process is in place, Global Engagement student learning outcomes were created, and a program-wide assessment of these outcomes is now being done. However, there are some adjustments to be made and a clearer understanding of how to connect these Global Engagement learning outcomes to academic content is needed. By outlining the
theories, concepts and explaining the importance of achieving both academic and cultural
learning in faculty-led courses for the students at LaGrange College, it is hoped that the faculty
and administration will help build a new framework for this program from which to meet new
goals and realize its true potential.
References


Appendices

Appendix A

Study Abroad Levels: Toward a Classification of Program Types
Lili Engle and John Engle
Frontiers: The Interdisciplinary Journal of Study Abroad, Fall 2003

<table>
<thead>
<tr>
<th>Program Components</th>
<th>Level One: Study Tour</th>
<th>Level Two: Short-Term Study</th>
<th>Level Three: Cross-Cultural Contact Program</th>
<th>Level Four: Cross-Cultural Encounter Program</th>
<th>Level Five: Cross-Cultural Immersion Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration</td>
<td>Several days to a few weeks</td>
<td>3 to 8 weeks, summer program</td>
<td>Semester</td>
<td>Semester to academic year</td>
<td>Semester to academic year</td>
</tr>
<tr>
<td>Entry target-language competence</td>
<td>Elementary to intermediate</td>
<td>Elementary to intermediate</td>
<td>Elementary to intermediate</td>
<td>Pre-advanced to advanced</td>
<td>Advanced</td>
</tr>
<tr>
<td>Language used in course work</td>
<td>English</td>
<td>English and target-language</td>
<td>English and target-language</td>
<td>Predominantly target-language</td>
<td>Target-language in all curricular and extracurricular activities</td>
</tr>
<tr>
<td>Academic work context</td>
<td>Home institution faculty</td>
<td>In house or institute for foreign students</td>
<td>Student group or with other international students</td>
<td>In house student group</td>
<td>Local norms, partial or complete direct enrollment</td>
</tr>
<tr>
<td>Housing</td>
<td>Collective</td>
<td>Collective and/or home stay visit, home stay rental</td>
<td>Collective, home stay integration home stay</td>
<td>Home stay rental or integration home stay</td>
<td>Individual integration home stay</td>
</tr>
<tr>
<td>Provisions for cultural interaction, experiential learning</td>
<td>None</td>
<td>None</td>
<td>None or limited</td>
<td>Optional participation in occasional integration activities</td>
<td>Required regular participation in cultural integration program, extensive direct cultural contact via service learning, work internship</td>
</tr>
<tr>
<td>Guided reflection on cultural experience</td>
<td>None</td>
<td>Orientation program</td>
<td>Orientation program</td>
<td>Orientation program, initial and ongoing</td>
<td>Orientation program, mentoring, on-going orientation or course in cross-cultural perspectives, reflexive writing and research</td>
</tr>
</tbody>
</table>

(Engle & Engle, 2003)
Appendix B

Faculty Interview Questions

1. In your opinion, what do you see as the challenges and strengths of combining academic objectives with cultural learning in the arts?

2. Are you familiar with the experiential learning theory or other learning theories and methods for young adults? If so, please describe some of the activities you use before, during and after your study abroad course.

3. Are you more comfortable teaching the academic or the cultural learning portion of study abroad and why?

4. What qualities, interests do you look for in a student when you recruit for your study abroad courses?

5. The college bulletin describes the Interim as the following: The Interim is the class term held during the month of January for approximately four (4) weeks. Courses offered in the Interim are designed to encourage students to explore course content outside their majors. Due to the exploratory nature of the Interim term, other academic programs are encouraged to refrain from offering courses required in the major or courses that are restricted to certain small groups of students. With this intent, students can be exposed to opportunities of study, thought, and expression that are not available during the other semesters of the academic year. To preserve the uniqueness of the Interim program, Interim-term courses are not offered during other semesters.” How do you think this description has influenced the development of our study abroad courses over the past 19 years? Do you feel it is still applicable?
Appendix C

Sample Course Evaluation Questionnaire

Question: Please rate the extent to which you agree with each of the following statements:

<table>
<thead>
<tr>
<th></th>
<th>1 (Strongly Disagree)</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5 (Neutral)</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9 (Strongly Agree)</th>
<th>Total</th>
<th>Weighted Average – Student/Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>An appropriate amount of time was given to academically prepare me (my students) for this course.</td>
<td>0.00% 0</td>
<td>0.00% 0</td>
<td>6.67% 1</td>
<td>6.67% 1</td>
<td>0.00% 0</td>
<td>0.00% 0</td>
<td>6.67% 1</td>
<td>13.33% 2</td>
<td>0.00% 0</td>
<td>66.67% 10</td>
<td>15</td>
</tr>
<tr>
<td>The objective and purpose of this course was clearly identified.</td>
<td>0.00% 0</td>
<td>0.00% 0</td>
<td>0.00% 0</td>
<td>0.00% 0</td>
<td>13.33% 2</td>
<td>6.67% 1</td>
<td>0.00% 0</td>
<td>13.33% 2</td>
<td>6.67% 1</td>
<td>60.00% 9</td>
<td>15</td>
</tr>
<tr>
<td>I was (The students were) prepared for the cultural differences I would experience.</td>
<td>0.00% 0</td>
<td>0.00% 0</td>
<td>0.00% 0</td>
<td>6.67% 1</td>
<td>0.00% 0</td>
<td>13.33% 2</td>
<td>0.00% 0</td>
<td>6.67% 1</td>
<td>20.00% 3</td>
<td>53.33% 8</td>
<td>15</td>
</tr>
<tr>
<td>The balance of academic, programmatic and individual time was appropriate.</td>
<td>0.00% 0</td>
<td>0.00% 0</td>
<td>0.00% 0</td>
<td>0.00% 0</td>
<td>6.67% 1</td>
<td>0.00% 0</td>
<td>13.33% 2</td>
<td>13.33% 2</td>
<td>0.00% 0</td>
<td>66.67% 10</td>
<td>15</td>
</tr>
<tr>
<td>The relationship between the academic course content and the site visits/excursions was evident.</td>
<td>0.00% 0</td>
<td>0.00% 0</td>
<td>0.00% 0</td>
<td>0.00% 0</td>
<td>0.00% 0</td>
<td>0.00% 0</td>
<td>0.00% 0</td>
<td>20.00% 3</td>
<td>0.00% 0</td>
<td>80.00% 12</td>
<td>15</td>
</tr>
</tbody>
</table>
Appendix D

**Planning**

Planning for a successful course begins at least 18-20 months in advance. This will allow you the necessary time to make contacts, develop your itinerary in a foreign country or here in the United States, submit your course proposal and budget for the required institutional approvals, and market and recruit students.

Below is the time table for planning study away courses occurring during the Interim and May Away.

<table>
<thead>
<tr>
<th>Time Table for Study Away Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>18-20 Months in Advance</strong></td>
</tr>
<tr>
<td>MAY-AUGUST</td>
</tr>
<tr>
<td>Consult with the Office of Global Engagement regarding your proposal. Determine if your course will take place in January or May Away.</td>
</tr>
<tr>
<td>SEPTEMBER</td>
</tr>
<tr>
<td>Begin completing the Study Away Course Proposal, syllabus and Budget. Have your Program Coordinator and Department Chair sign off on the proposal and budget then forward it to the Global Engagement Coordinator.</td>
</tr>
<tr>
<td>OCTOBER</td>
</tr>
<tr>
<td>Your proposal, syllabus and budgets are due in the Office of Global Engagement. They will be reviewed by the faculty review committee, signed and delivered to the Vice President for Academic Affairs for signature/approval. Once they have been signed, they will be forwarded to the Academic Policies Committee for approval.</td>
</tr>
<tr>
<td>DECEMBER</td>
</tr>
<tr>
<td>All new study away course proposals presented at the faculty meeting for final approval.</td>
</tr>
</tbody>
</table>

| **12 Months in Advance**          |
| JANUARY                           |
| Study Away course descriptions posted on Terra Dotta. |
| FEBRUARY                          |
| Online applications open.         |
| MARCH                             |
| Go Global Study Away Fair         |
| Deadline for completed applications. Global Engagement will decide which courses remain open and continue to accept applications. |
| List of all applicants sent to Student Engagement for review. Once that is completed, the faculty can review and approve, deny, or waitlist students in their course. All students will be notified by email prior to Spring Break and a list of approved travelers will be sent to Business Office to collect deposits. |
| APRIL                             |
| $500 deposit due.                 |
| Office of Global Engagement notifies the Registrar’s Office of students who have paid their deposit and can be officially registered for their Interim study away course. |
MAY
Check enrollment for all courses and Global Engagement will decide which courses are a go and which ones should be cancelled.

END OF SEPTEMBER
Final opportunity for students to apply for Interim and May Away study away courses that are still accepting applications.

OCTOBER 1
Final day to apply and pay deposit for May Away courses. All Interim travel forms completed, copies of passports uploaded into Terra Dotta, and all courses paid in full. Orientations begin.

Office of Global Engagement notifies the Registrar’s Office of students who have paid their deposit and can be officially registered for their May away course.

Final Interim course budget due in Office of Global Engagement.

NOVEMBER
Interim travel courses: Finalize all travel arrangements; submit travel advance request to Business Office.

Study Away Programs Begin

JANUARY, Interim
Departure for Interim travel courses.

Students complete course evaluation and faculty complete FAGE.

FEBRUARY Interim and May Away
All May Away travel forms completed, copies of passports uploaded into Terra Dotta, and all courses paid in full. Adjusted May Away budget due in Office of Global Engagement.

Complete expense reports, credit card reconciliations and turn them into the Office of Global Engagement.

Student Presentations on Interim Study Away Courses

MARCH Interim
Student Presentations on Interim Study Away Courses

APRIL May Away
Finalize all travel arrangements; submit travel advance request to Business Office. Orientations begin.

MAY May Away Travel
Departure for May Away travel courses.

Students complete course evaluation.

JUNE May Away
Complete expense reports, credit card reconciliations and turn them into the Office of Global Engagement.
### Combining Academically Valued Pedagogical Approaches with Intercultural Learning in Study Abroad By Linda Gobbo

<table>
<thead>
<tr>
<th>Organizing components important for course planning</th>
<th>Humanities</th>
<th>Humanities</th>
<th>Intercultural Competence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sample Major</strong></td>
<td>Art History</td>
<td>French Language</td>
<td>All Disciplines and Field of Studies</td>
</tr>
<tr>
<td><strong>Assumptions</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What are the concepts of interest, issues important to the field?</td>
<td>Understanding the meaning, techniques and historical context of historic art and architecture through critical and visual analysis.</td>
<td>The study of the French language</td>
<td>Intercultural education is a transformative experience leading to empathy and understanding of other cultures</td>
</tr>
<tr>
<td><strong>Values</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What is the view of the world, and how should it be studied?</td>
<td>Studying the past through analyzing works of art to understand and learn to appreciate relationships between concepts and developments of art in history and today.</td>
<td>Developing a sensitivity, understanding and knowledge of the French culture through effective communication skills in reading, writing and speaking analysis of French literature.</td>
<td>Intercultural communication Empathy Reciprocity Diversity Critical thinking</td>
</tr>
<tr>
<td><strong>Preferred inquiry method</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How is data collected, organized, evaluated in the field?</td>
<td>Gathering and interpretation of historical literature; scientific analysis of materials used to create the objects and buildings Visual and written analysis showing an understanding of the technical elements and historical/cultural setting of an object or building.</td>
<td>Language proficiency assessments in reading, writing and speaking. Written, spoken work, applying different theories and methods to teaching and studying the French language. Mentoring, cultural immersion.</td>
<td>Experiential learning Language learning Conversation/dialogue with people of other cultures Reflection</td>
</tr>
<tr>
<td><strong>Expected student outcomes</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interpretive skills in critically assessing the art historical literature, the meaning of the object, and situating it in its historical and cultural context.</td>
<td>Demonstrate an intermediate to high level of communication skills in reading, writing and speaking the French language as well as demonstrate cultural knowledge of France and its history.</td>
<td>Knowledge: Cultural self-awareness, knowledge of cultural world view frameworks: social, economic, and political contexts of different cultures Skills: empathy, verbal &amp; non-verbal communication, language learning, navigate within a wide range of culturally diverse contexts Attitudes: Curiosity, openness</td>
<td></td>
</tr>
</tbody>
</table>
Appendix F

Backwards by Design Stage 2: Assessment Evidence

**Stage 2: Assessment Evidence**

**Performance Tasks:**
- *Authentic performance tasks* that demonstrate understandings?
- *Criteria for judging performances* of understandings?

**Other Evidence:**
- Other evidence that demonstrate achievement of the desired results?
- *Students’ reflection* upon and *self-assessment* of learning?

**Examples:**
- Tests and exams (*N, P*)
- Interviews (*H, I, N, P, S*)
- Performance (*I, H, P, S*)
- Simulations (*I, H, S*)
- Observations (*I, H, P, S*)
- Surveys (*N, P, S*)
- Concept maps (*H, I, N, P, S*)
- Reports and papers (*H, I, N, P, S*)

*(Gobbo, 2018d)*
Appendix G

Towards Ethnorelativism: A Developmental Model of Intercultural Sensitivity (DMIS)
By Milton J. Bennett

Ethnocentric stages: Seeing one’s own culture as central to reality

DENIAL
Their culture is the only real culture
a. Social Isolation: They live in isolated homogeneous group and are uninterested in experiencing difference.
b. Avoid or eliminate cultural differences: They intentionally separate themselves from cultural difference to protect their own worldview.

DEFENSE
Dualistic us vs. them thinking. Feels threatened by other cultures which is accompanied by negative stereotyping and aggression.
a. Denigration of other cultures.
b. Superiority of their culture to other cultures
c. Reversal: Their own culture is devalued and another culture is romanticized as superior.

MINIMIZATION
Experiencing similarity prevails over experiencing differences
a. Recognizes superficial differences in food, customs but assumes that all humans have the same physical characteristics which are basically recognizable across cultures.
b. Suggests that all human beings, whether they know it or not, are products of some single transcendent principle, law, or imperative and have the same universal values.
   Danger: cultural differences are often trivialized or romanticized and assume they are no longer ethnocentric and tend to overestimate their tolerance while underestimating the effect or privilege of their own culture.

Ethnorelative stages: Understanding through cultural context

ACCEPTANCE
Recognition and acceptance that their own culture is just one of a number of equally complex worldviews.
a. Respect and curiosity for all behavioral and cultural difference.
b. Understanding and recognizing that all values and beliefs exist in a cultural context.

ADAPTATION
Expanding and accurately understanding worldviews
a. Empathy: They have developed enough intercultural communication skills to be able to adapt to difference and consciously shift, through empathy, into another perspective or another cultural frame of reference. They can also act in culturally appropriate ways in the other culture.
b. Pluralism: They understand that difference must always be understood within the context of the relevant culture. They have internalized more than one worldview.

INTEGRATION
Ease of transition between differing cultures
a. Contextual Evaluation: They are able to manipulate multiple cultural frames of reference to evaluate a situation.
b. Constructive Marginality: Their identity is not primarily based on any one culture which allows them to easily shift from one cultural worldview to another.

(Bennett, 1993)
### Appendix H

**L’Art de Vivre Weekly Schedule Example**

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30-9:00 Breakfast</td>
<td>7:30-9:00 Breakfast</td>
<td>7:30-9:00 Breakfast</td>
<td>7:30-9:00 Breakfast</td>
<td>7:30-9:00 Breakfast</td>
<td>Free Day</td>
<td>Free Day</td>
</tr>
<tr>
<td>9:15-11:45 Lectures, presentations, discussion and review weekly assignments and today’s activities</td>
<td>9:15-11:45 Lectures, presentations, discussion and today’s activities</td>
<td>9:15-11:45 Lectures, presentations, discussion and today’s activities</td>
<td>9:15-11:45 Lectures, presentations, discussion and today’s activities</td>
<td>9:15-11:45 Lectures, presentations, discussion and today’s activities</td>
<td></td>
<td>Return by 9:00 p.m.</td>
</tr>
<tr>
<td>Noon-1:00 p.m. Lunch</td>
<td>Noon-1:00 p.m. Lunch</td>
<td>Noon-1:00 p.m. Lunch</td>
<td>Noon-1:00 p.m. Lunch</td>
<td>Noon-1:00 p.m. Lunch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:15-5:00 p.m. Visits, tours, Related activities</td>
<td>1:15-5:00 p.m. Visits, tours, Related activities</td>
<td>1:15-5:00 p.m. Visits, tours, Related activities</td>
<td>1:15-5:00 p.m. Visits, tours, Related activities</td>
<td>1:15-5:00 p.m. Visits, tours, Related activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6:00-7:00 Dinner</td>
<td>6:00-7:00 Dinner</td>
<td>6:00-7:00 Dinner</td>
<td>6:00-7:00 Dinner</td>
<td>6:00-7:00 Dinner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:00-7:00 Review of tomorrow’s activities and discussion of today’s activities</td>
<td>8:00-7:00 Review of tomorrow’s activities and discussion of today’s activities</td>
<td>8:00-7:00 Review of tomorrow’s activities and discussion of today’s activities</td>
<td>8:00-7:00 Review of tomorrow’s activities and discussion of today’s activities</td>
<td>8:00-7:00 Review of tomorrow’s activities and discussion of today’s activities</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Appendix I

### L’Art de Vivre Comité Colbert Internship Schedule

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30-9:00 Breakfast</td>
<td>7:30-8:30 Breakfast</td>
<td>7:30-8:30 Breakfast</td>
<td>7:30-8:30 Breakfast</td>
<td>7:30-8:30 Breakfast</td>
<td>7:30-9:00 Breakfast</td>
<td>Free time to explore Reims</td>
</tr>
<tr>
<td>9:15-11:15 Lectures, presentations, discussion and review weekly assignments and today’s activities</td>
<td>9:15-11:15 Meet President of Comité Colbert and talk about who and what the Comité is and the purpose of this assignment and apprenticeship</td>
<td>9:15-Noon Review and Continue assignment for today’s apprenticing project with Comité Colbert</td>
<td>9:15-Noon Review and Continue assignment for today’s apprenticing project with Comité Colbert</td>
<td>9:15-Noon Review final assignment with Comité Colbert apprenticing</td>
<td>9:15-Noon Review final assignment with Comité Colbert apprenticing</td>
<td>Weekends Excursion to Reims to visit Remy Krug vineyard, Comité Colbert member</td>
</tr>
<tr>
<td>Noon-1:00 p.m. Lunch</td>
<td>Noon-1:00 p.m. Lunch</td>
<td>Noon-1:00 p.m. Lunch—Faculty to meet with Comité Colbert to discuss any adjustments</td>
<td>Noon-1:00 p.m. Lunch—Faculty to meet with Comité Colbert to discuss any adjustments</td>
<td>Noon-1:00 p.m. Lunch—Faculty to meet with Comité Colbert to discuss any adjustments</td>
<td>Noon-1:00 p.m. Lunch—Faculty to meet with Comité Colbert to discuss any adjustments</td>
<td></td>
</tr>
<tr>
<td>1:15-5:00 p.m. Tour Musée des arts Décoratifs</td>
<td>1:15-5:00 p.m. Tour and get acquainted with Comité Colbert apprenticeship partners.</td>
<td>1:15-5:00 p.m. Continue Comité Colbert apprenticing and project</td>
<td>1:15-5:00 p.m. Continue Comité Colbert apprenticing and project</td>
<td>1:15-5:00 p.m. Complete Comité Colbert apprenticing and project</td>
<td>1:15-5:00 p.m. Complete Comité Colbert apprenticing and project</td>
<td>Depart Reims by 3:00 p.m., Return to Paris by 5:00 p.m.</td>
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<tr>
<td>6:00-7:00 Dinner</td>
<td>6:00-7:00 Dinner</td>
<td>6:00-7:00 Dinner</td>
<td>6:00-7:00 Dinner</td>
<td>6:00-8:00 Dinner and art of dining experience</td>
<td>6:00-8:00 Dinner and art of dining experience</td>
<td>Dinner on your own</td>
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<tr>
<td>7:00-8:00 Review of tomorrow’s activities and discussion of today’s activities.</td>
<td>7:00-8:00 Review of tomorrow’s activities and discussion of today’s activities.</td>
<td>7:00-8:00 Review of tomorrow’s activities and discussion of today’s activities.</td>
<td>7:00-8:00 Review of tomorrow’s activities and discussion of today’s activities.</td>
<td>8:00-9:00 Review of tomorrow’s activities and discussion of today’s activities.</td>
<td>8:00-9:00 Review of tomorrow’s activities and discussion of today’s activities.</td>
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Activity Plan
Stage 1—Desired Results
Established Goals:
Students will develop a deeper understanding of the social and cultural history of France and how it influenced daily life of both the middle and upper class. Students will be able to demonstrate knowledge of the influences and the history of the decorative arts in France and how they reflect the political, cultural, economic, and social changes of the country. Students will develop a greater understanding of French and the Francophone world by demonstrating an ability to comprehend key French phrases and terms and expand their own worldviews to accurately understand the French culture and behave in a culturally appropriate way.

Essential questions:
In what ways do American decorative arts share the same rich history as French decorative arts? How did these decorative arts objects chronicle the creation of new socio-economic classes in France? What role does French culture and society play in the development of the decorative arts and “l’art de vivre”? How would you describe “l’art de vivre”? What understandings are desired?
Students will understand the historic events that determined how many of the objects were made—handcrafted or machine made—and the materials and styles in which they were created and the historical events that influenced them.
What are some of the major historic events that impacted the development of decorative arts?
Understand how family life in France was guided by a detailed code of behavior in which objects and people had precisely defined roles in their culture and society.
What were these objects that influenced everyday life for all people in France? Do they still exist or how have they changed?

Students will be able to . . .
Identify the role and use of a decorative arts object in French culture
Describe how business, economics, culture and use of decorative arts created a middle and upper class.

Stage 2—Assessment Evidence
Performance Task:
Students will meet and work with members of the Comité Colbert. Depending on the students’ interests, the students will work with the Comité in matching students with companies, i.e. marketing students with marketing departments; art and design students with Hermes or Louis Vuitton; history students with long established companies such as Chanel or Boucheron, etc. Evaluation will be based on a reflection and rubric scoring of the three global engagement student learning objectives.
Other Evidence:
In addition to the discussion students will be asked to do reflection on this experience by composing a paper and using photographs, sketches, French phrases or words to help document their experience. Once the students return to campus they will give a formal presentation open to the entire campus to attend.

Stage 3—Learning Plan and Learning Activities
This stage is based on the Learning Activities of WHERE TO Wiggins and McTighe (2005, p. 22):

W = Help the students know Where the unit is going and What is expected? Help the teacher know Where the students are coming from (prior knowledge, interests)?
H = Hook all students and Hold their interest?
E1 = Equip students, help them Experience the key ideas and Explore the issues?
R = Provide opportunities to rethink and Revise their understandings and work?
E2 = Allow students to Evaluate their work and its implications?
T = Be Tailored (personalized) to the different needs, interests, and abilities of learners?
O = Be Organized to maximize initial and sustained engagement as well as effective learning?

Students will have an opportunity to learn about the Comité Colbert and their members during the orientation in NYC (W). While in Paris, the students will visit the headquarters of this organization and have a chance to meet and talk with the President about areas that interest them and hear about where they will be doing the remainder of the afternoon (E1). After that session, students will be broken up into four interest groups: marketing, jewelry, fashion design, and hotel management and hospitality (H, O). The groups will be taken to the offices/headquarters of four Comité Colbert members where students will spend four days interviewing, apprenticing, and working with employees, craftspeople and designers (E1). This exercise will give the students an opportunity to learn and understand the positions and talent required to run this type of business as well as immersing themselves in the French business culture (T). The four-day session will end with a dinner hosted by one of the member hotels. There the students will experience the art of dining and review and discuss what was most memorable, surprising and unexpected (E2, R).
Appendix J

LaGrange College Global Engagement
Student Learning Outcomes (SLO) Rubric

<table>
<thead>
<tr>
<th>Global Engagement Student Learning Outcomes</th>
<th>Exceeds Expectations 3</th>
<th>Meets Expectations 2</th>
<th>Below Expectations 1</th>
<th>0</th>
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</thead>
<tbody>
<tr>
<td>Global Awareness (Content)</td>
<td>Students will demonstrate awareness of global perspectives in a diverse world.</td>
<td>Shows commitment to questioning own knowledge. Ongoing exploration and integration of alternative perspectives in problem-solving.</td>
<td>Considers a new perspective or questions own knowledge, contexts and assumptions in some situations. May question prevailing logic and consider and apply alternative perspectives to solve problems.</td>
<td>Occasionally considers a new perspective or questions own knowledge. At times may consider alternative perspectives when solving problems through may be limited.</td>
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<td>Global Thinking (Process)</td>
<td>Students will demonstrate critical thinking by their ability to acquire, interpret, synthesize, and evaluate information about global issues and/or perspectives.</td>
<td>SLO activity demonstrates advanced abilities to comprehend complex global issues.</td>
<td>SLO Activity demonstrates intermediate abilities to comprehend complex global issues.</td>
<td>SLO Activity demonstrates basic abilities to comprehend complex global issues.</td>
</tr>
<tr>
<td>Global Communication (Product)</td>
<td>Students will demonstrate communicative proficiency (oral, written, visual) in a culturally informed manner to share their global experiences and understanding.</td>
<td>Consistently demonstrates the ability to communicate in a culturally informed manner based on understanding of cultural differences in verbal and nonverbal communications.</td>
<td>Identifies some specific cultural differences in verbal and nonverbal communication; begins to demonstrate the ability to communicate in a culturally informed manner.</td>
<td>Demonstrates some awareness of cultural differences in verbal and nonverbal communication; is unable to demonstrate the ability to communicate in a culturally informed manner.</td>
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Appendix K

Vice President for Academic Affairs

Interview Questions

1. What do you view as the most important contributions the study abroad program has made to LaGrange College? How can it improve?

2. Currently the success of the faculty led programs, or the program objectives and goals, are determined by an increase in numbers annually. Are there other outcomes we should be considering when measuring the success of our faculty-led program as a whole?

3. The college bulletin describes the Interim as the following: The Interim is the class term held during the month of January for approximately four (4) weeks. Courses offered in the Interim are designed to encourage students to explore course content outside their majors. Due to the exploratory nature of the Interim term, other academic programs are encouraged to refrain from offering courses required in the major or courses that are restricted to certain small groups of students. With this intent, students can be exposed to opportunities of study, thought, and expression that are not available during the other semesters of the academic year. To preserve the uniqueness of the Interim program, Interim-term courses are not offered during other semesters.” Do you feel that this statement still accurately describes the Interim study abroad courses? Can you explain why it does or does not?
Appendix L

IES ABROAD MAP® for Student Health, Safety & Crisis Management
Student Health and Safety Goal X:
Select and Provide Student Housing with Safety in Mind

IES Abroad takes a number of proactive steps to help enhance the level of safety and security in selecting the housing it provides to students. By way of example, required student housing inspections are conducted at each student housing location annually by an IES Abroad staff member. Staff training and a housing inspection checklist have been created and provided to on-site IES Abroad staff members for this purpose, and IES Abroad staff are required to promptly follow up to see that areas of identified non-compliance are swiftly corrected.

In addition to regular periodic housing inspections, each IES Abroad-provided student housing location must have a working smoke detector in the student’s sleeping room, a door with a working lock on the student’s bedroom door, and a carbon monoxide detector if CO2 is a risk or danger (e.g., in homestays, residence halls, or apartments where cooking or heat are provided using natural gas). Similarly, a working and accessible “A-B-C type” fire extinguisher is required in each IES Abroad student housing location, including homestays, apartments, and residence halls.

In many locations, Resident Assistants or local student companions are provided to live with or among IES Abroad students in apartments or residence halls. These individuals are often local college or graduate level students who speak the local language as well as English. They tend to know areas and behaviors to avoid in and around the program venue, and they are asked to inform IES Abroad Center staff of significant concerns they have with respect to IES Abroad students or housing-related issues. They also serve as an important cultural bridge between IES Abroad students and the host culture.

With respect to homestays, each homestay family applicant participates in an interview with IES Abroad staff, supplies references, and undergoes a reference check. If they are selected as a homestay family, then a homestay inspection visit is made by an IES Abroad staff member. It is our goal that each homestay family undergo training by IES Abroad staff and be provided with IES Abroad’s expectations, standards, rules, and key policies and procedures affecting homestay arrangements.

In all of these ways and more, IES Abroad strives to help its students have a safe, secure, healthy, productive, and fulfilling term abroad.

Appendix M

IES ABROAD MAP® for Student Health, Safety & Crisis Management
Crisis Management Standard III:
Have a Local Crisis Management Plan in Place for Each International Program Site

In addition to our global Crisis Management Plan, every IES Abroad Center around the world is required to maintain a local crisis management plan that identifies several of the major local risks, threats, and dangers that are known to exist in the city, state, or region where the IES Abroad Center is located. Naturally, these localized risks and dangers can vary widely across IES Abroad Center locations.

In some locations, the major risks might be earthquakes, tsunamis, and volcanoes, while in others the major risks might be civil unrest, public health threats, or terrorism. The key is to craft a local crisis management plan for each IES Abroad Center and program site that identifies the major threats, risks, and dangers in that location, along with a brief, yet clear, summary of how the Center staff and the IES Abroad Crisis Management Team will respond to each of the identified risks, threats, or dangers.

Our staff often consult local resources and/or liaise with local experts and authorities (e.g., U.S. Embassy or Consulate personnel, local police, local public health officials, regional or subject matter experts, local government officials, emergency medical personnel, and civilian authorities) in order to identify relevant student health, safety, and security issues in each Center location. In fact, at many IES Abroad Centers, U.S. Embassy staff or local law enforcement officers help IES Abroad staff orient our students on these issues at the start of each term.

Every IES Abroad local crisis management plan also establishes primary and secondary meeting points for students and staff members in a crisis, just in case the IES Abroad Center and/or the communications systems we rely upon are rendered unavailable during a crisis and the primary meeting point is inaccessible due to the crisis. The students at each IES Abroad Center around the world are informed during their on-site orientation of their particular Center’s primary and secondary meeting points in a crisis. That way, if communications systems are not working during a crisis, the students will know in advance of both a primary and secondary location where they can find IES Abroad staff members and one another if that should become necessary.

The IES Abroad Headquarters, as well as each IES Abroad Center, is required to create its own evacuation plan with specific step-by-step protocols for implementation in the unlikely event that an evacuation, or temporary sheltering in place, should become necessary for IES Abroad students, staff members, or their families.

Local crisis management plans should be periodically reviewed and updated as needed, especially if conditions or risks in a particular location should change.

Appendix N

IES ABROAD MAP® for Student Health, Safety & Crisis Management
Crisis Management Standard VII: Communicate Swiftly with Students, Parents, and Study Abroad Coordinators

When a potential crisis looms in a city or region where IES Abroad has a Center, the Crisis Management Team and on-site IES Abroad staff members strive to communicate frequently, swiftly, and proactively with affected students regarding the threats, risks, or dangers posed and how best to avoid or mitigate them. In addition, Crisis Management Team Members often prepare and send timely email messages of reassurance to the affected students’ designated contact persons (often their parents) and to the Study Abroad Coordinators on each affected student’s home campus.

Once approved by the Crisis Management Team Chair and the Executive Vice President for Marketing and Institutional Relations (or their designees), these messages are sent utilizing a special online email campaign and list manager. This system can be used to communicate swiftly with all students at a particular IES Abroad Center, or in a particular country or region, as well as with their designated contact persons (generally their parents) and their home campus Study Abroad Coordinators. Messages of reassurance generally inform the recipients of the crisis and confirm that their students have been located and are safe despite the crisis. Separate detailed protocols exist for those rare instances where one or more students have not been accounted for or are injured during the crisis.

Even in the absence of a full blown crisis, though, when a serious risk, threat, or danger occurs at or near an IES Abroad Center location that could adversely affect our students on-site (whether the IES Abroad Crisis Management Team as a whole has been activated or not), IES Abroad often proactively communicates with affected students, their parents, and/or the Study Abroad Coordinators on their home campuses with informative messages.

In the event of a potential or actual crisis, the CMT Chair (or his other designee) will contact the IES Abroad staff at affected Centers, who in turn will contact their students directly with a message of reassurance, guidance, and/or instructions. IES Abroad staff members also often encourage affected students to contact their loved ones, too, in order to let them know they are safe and well.

In a perfect world, IES Abroad’s initial message of reassurance informs a parent or Study Abroad Coordinator of an incident, and that their student is safe and well, as the first notice they receive that there has even been a problem in the program location. Of course, that’s not always possible. But our Team always strives to communicate with our on-site staff swiftly in the wake of a crisis or developing crisis, and for our on-site staff to locate and account for the safety of all of our affected students as soon as possible. Swiftly and successfully completing these important steps allows us to reassure our students’ parents and their home campuses sooner in a crisis, a perceived crisis, or when a serious risk, threat, or danger arises.