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# Access Abroad: A Design in Equitable Access to Education Abroad

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ACCESS ABROAD: A DESIGN IN EQUITABLE ACCESS TO EDUCATION ABROAD

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PIM 71

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

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Matthew Zielsdorf

3 November, 2013

For all of my teachers and favorite poets—my mother, grandmother, family, and friends.

To everyone who read this paper and provided feedback, Thank You, we found most of the typos.

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### Abstract

Access Abroad is an innovative short-term, faculty-led education abroad design that increases accessible, transformative study abroad programming and enhances academic and intercultural program quality for students enrolled in the Educational Opportunity Fund (EOF) at The College of New Jersey. The unique design of Access Abroad harnesses key institutional and financial resources at the college to allow 12 EOF undergraduate students to study in La Paz, Bolivia for four weeks in May 2015 with a faculty leader from the School of Humanities and Social Sciences. The curriculum will foster student exploration of culture, identity, and community and contribute to the development of self-authorship skills by incorporating learning partnership and experiential learning models with the socially dynamic and multicultural setting of Bolivia. The design acknowledges that education abroad is a vital component of higher education in the twenty-first century and that access to participate is often restricted for students with low socioeconomic status and limited financial support. As more students travel abroad as part of their collegiate experience, the gap between those who can afford education abroad and those who cannot widens. Access Abroad seeks to fulfill a vision of higher education that is equitable, free from discrimination, and accessible to all.

*Keywords:* access, education abroad, study abroad, transformative learning, experiential learning, higher education, The College of New Jersey, Educational Opportunity Fund

## Introduction

This capstone paper proposes an innovative, short-term education abroad design grounded in the core beliefs that an intercultural education is a necessity in the twenty-first century and access to study abroad should be equitable at institutions of higher education. The proposed program, Access Abroad, invokes the paradigm envisioned by the United Nations in the *Universal Declaration of Human Rights* which asserts “higher education shall be equally accessible to all on the basis of merit” (United Nations [UN], 2013, Art. 26, para. 1), irrespective of “race, gender, language, religion, or age or ... any economic or social distinctions or physical disabilities” (United Nations Educational, Scientific, and Cultural Organization [UNESCO], 1998, Art. 3, para. 1). The purpose of Access Abroad is to (a) expand access to study abroad programming for students enrolled in the Educational Opportunity Fund (EOF) at The College of New Jersey (TCNJ); (b) remove institutional and financial barriers that inhibit full participation by EOF students in the academic community; (c) and offer EOF students an academic and transformative experiential learning experience centered on self-authorship, intercultural development, and academic scholarship. The design seeks to address institutional need and bring conformity between the mission and function of higher education outlined by the United Nations Educational, Scientific, and Cultural Organization (UNESCO) and those identified by The College of New Jersey and its Educational Opportunity Fund program.

Students from the Educational Opportunity Fund are underrepresented in study abroad at The College of New Jersey. Of the 410 students who studied abroad during the 2012-2013 academic year, less than 3% were EOF students (J. Stauff, personal communication, April 10, 2013; D. Westbrook, personal communication, April 2, 2013). Although EOF students compose

approximately 7% of the total student body at TCNJ, their representation in education abroad programs is less than half that amount (J. Stauff, personal communication, April 10, 2013; The College of New Jersey [TCNJ], 2013a; D. Westbrook, personal communication, April 2, 2013).

Within its first year of implementation, Access Abroad will double the average number of Educational Opportunity Fund students studying abroad from 12 to 24. It will diversify the students who study abroad and make the number of EOF students who study abroad proportional to their standing within the larger undergraduate student population at the college. To evaluate program effectiveness, Access Abroad will be assessed using performance measures, such as increased graduation rates and improved grade point averages (GPA), achieved learning outcomes, such as increased knowledge of course topics and increased intercultural awareness, and attainment of program and participant goals and objectives (see pp. 28-29). Educational Opportunity Fund staff will analyze these performance measures of Access Abroad participants. The data they collect will be shared with the international education office at TCNJ, the Center for Global Engagement (CGE). The faculty leader of the program will assess learning outcomes using examinations, assignments, journals, and projects. The Center for Global Engagement will examine interest in the program among EOF students, participation rates, and feedback from marketing and recruitment efforts. The Center for Global Engagement will also process feedback from surveys and questionnaires conducted before, during, and after the program. Access Abroad will allow more EOF students greater access to the life-long benefits of an international education.

In May of 2015, 12 undergraduate students from the Educational Opportunity Fund at The College of New Jersey will study in La Paz, Bolivia for 28 days with a faculty member from

the School of Humanities and Social Sciences. The direct cost of participating in the program is minimal for students; they pay for meals (excluding breakfast), independent travel not related to the program, souvenirs, and optional travel insurance. Students' tuition expenses will be paid through existing grants from the EOF, including the Educational Opportunity Fund Grant, the Promise Award, and the EOF Incentive program. Program expenses, including students' international airfare, accommodations, cultural excursions, and the application fee will be paid through a new EOF grant, the Educational Opportunity Fund Global Scholars Grant, specifically designated for participation in the Access Abroad program. Together these grants will help to remove the financial barriers that limit study abroad participation by EOF students.

Access Abroad incorporates program models and student learning theories designed to address academic and developmental needs particular to EOF students. During the sojourn, students will fulfill requirements for a Liberal Learning credit in Civic Responsibility. The course, Global Perspectives in Bolivia, will be cross-listed as an anthropology elective. The curriculum will focus on sociocultural issues specific to Bolivia and the region. Each week, students will explore a different theme, such as Bolivian culture and history, multiculturalism in contemporary Bolivian society, and the politics of social justice (see Appendix A for Sample Course Schedule). Students will be asked to reflect on personal and intercultural experiences that connect to course topics. They will use the experiential learning cycle to increase their knowledge and cultural context. Access Abroad will benefit students by expanding learning beyond the traditional classroom setting and promoting intercultural experiences that deepen their academic scholarship and transform their worldviews.

The need for a program that expands access to international education for students from the Educational Opportunity Fund is urgent. One consequence of an increasingly internationalized world is intense demand in the global market for individuals who possess intercultural communication skills, critical thinking skills, and knowledge of other people and cultures. It is the responsibility of higher education to prepare *all* students with the skills, knowledge, and awareness required to navigate the challenges of the twenty-first century and to achieve success. Access to *every* aspect of higher education, including education abroad, must be equitable and actively facilitated. To do otherwise contradicts the new vision of higher education outlined by UNESCO (1998) that declares discrimination based on economic and social distinctions unacceptable. “Special material help and educational solutions can help overcome the obstacles that [underrepresented and disadvantaged] groups face, both in accessing and in continuing higher education” (UNESCO, 1998, Art. 3, para. 4). Access Abroad is an opportunity for the Educational Opportunity Fund at The College of New Jersey to establish a groundbreaking program that fulfills institutional needs and ushers in a new era for equity within study abroad.

### **Background**

Established in November 1968, the Educational Opportunity Fund (EOF) is unique to The College of New Jersey. The purpose of the EOF is to provide financial and academic assistance to students from “economically and educationally disadvantaged backgrounds” (TCNJ, 2013b). The EOF, like other opportunity programs in the state and region, is a response to the racial riots that happened in Newark in July 1967. During the six days of violent social unrest, more than 20 people were killed and more than 700 were injured (Rutgers

University, n.d.). High unemployment, poverty, and racial discrimination contributed to the turmoil (Rutgers University, n.d.). To address these issues within New Jersey's colleges and universities, the state's chancellor of higher education proposed a statewide initiative to provide special assistance to socioeconomically disadvantaged students, increase college participation rates among underrepresented student groups, and increase diversity within New Jersey's higher education system. To date, more than 1,500 students in the EOF program have graduated from The College of New Jersey (TCNJ, 2013c).

It is the mission of The College of New Jersey EOF program to:

[P]rovide access to The College for highly motivated state residents who exhibit the potential for academic and career success. The EOF Program is designed for those students who are from backgrounds of "historical poverty" and who have lacked access to quality education preparation to attend college. The EOF Program maximizes the participants' chances of success by providing quality academic support, supplemental instruction, and financial assistance. The EOF Program's purpose is to ensure the participants membership in The College community of learners and scholars and to ensure the participants persistence to graduation. The Program strives to keep the participants knowledgeable about factors such as financial aid and academic policies, which impacts upon their success. (TCNJ, 2013d)

To achieve its mission, the EOF program at The College of New Jersey uses "basic skills testing and remediation, systemic retention efforts, peer counseling and peer tutoring, academic support courses, multicultural curricula and human relations programming, student leadership development and outcomes based program evaluation" strategies (TCNJ, 2013b). EOF staff monitor academic performance and graduation rates and intervene if a student begins to drop behind or seeks assistance. EOF advisors work in tandem with academic advisors to support students academically and to help them successfully persist to graduation.

To financially assist students during the transition from high school to college, the Educational Opportunity Fund grants all first and second year EOF students the Promise Award. The award “enables students to attend college at virtually no cost” (D. Westbrook, personal communication, April 2, 2013); therefore, EOF students accrue very little debt their first two years at TCNJ. Third and fourth year EOF students, depending on academic standing, are eligible to receive extensions of the Promise Award as part of the EOF Incentive program. The maximum award is \$5,000 per academic year. Additionally, all students in the program receive the EOF Grant, a maximum award of \$1,400 per academic year. Money from EOF grants and awards may be used to pay for tuition, books, and course material, as well as expenses associated with study abroad, during fall, spring, and summer terms. Presently, there is no fund specifically designated for study abroad, though certain private scholarships, grants, institutional funds, and federal financial aid may be used to pay those expenses.

### **Literature Review**

With the advent of opportunity programs, the state of New Jersey became an assertive national leader in attempting to transform its higher educational system with greater access for all, regardless of race, ethnicity, or socioeconomic status. One result of opportunity programs, like the Educational Opportunity Fund at TCNJ, was increased student diversity within the state’s colleges and universities. In the decades since the establishment of EOF-like programs, higher education has been transformed again by increased participation in study abroad. Over the past two decades alone, U.S. student participation in study abroad has more than tripled; yet participation rates among certain social groups remain stagnant (Chow & Bhandari, 2010). Among the groups often underrepresented in education abroad are racial and ethnic minorities

and economically and socially disadvantaged groups. Recent research from the University System of Georgia (USG) and The University of Texas at Austin indicate that academic performance measures (like GPA) and student graduation rates improve when students study abroad. This research suggests African-American and Latino/a students, as well as students considered at high risk of dropping out of college, benefit from higher overall graduation rates as a direct result of their study abroad experiences (Sutton & Rubin, 2010, pp. 10, 50). These findings are salient for Access Abroad, because more than two-thirds of EOF students at The College of New Jersey are African-American and Latino/a and most are considered high-risk of not persisting to graduation (D. Westbrook, personal communication, April 2, 2013).

The Georgia Learning Outcomes of Students Studying Abroad Research Initiative (GLOSSARI) project is a 10-year longitudinal study that documents the academic impact of study abroad. The GLOSSARI project was conducted in six phases: (a) phase one focused on intercultural and cross-cultural student learning among study abroad participants and a control group of nonparticipants within the USG; (b) phase two centered on USG student learning outcomes before and after the education abroad experience; (c) phase three compared the teaching of the identical course content at home and abroad; (d) phase four measured academic performance among USG students who studied abroad and nonparticipants within the system; (e) phase five examined the effects of various education abroad program designs on USG student graduation rates and grade point averages; (f) phase six analyzed the impact study abroad had on USG participants two to five years after graduation. The results of GLOSSARI revealed that study abroad can improve participants' cross-cultural knowledge and intercultural skills,

increase students' academic performance after the international experience, and increase the probability of graduating within four years (Sutton & Rubin, 2010, p. 10).

Pertinent to Access Abroad are the findings from phases one, four, and five of the GLOSSARI project. Results from the first phase reaffirm the function of education abroad programs to foster experiences that broaden students' intercultural knowledge and awareness. Findings from the fourth phase demonstrate the connection between study abroad experience and increased graduation rates and GPA. The final phase significantly informed several design elements of Access Abroad, as elaborated in the Program Rationale section (pp. 30-35).

The GLOSSARI project itself was designed to be wide in scope. Over a 10-year period, the initiative compared study abroad participants within the University System of Georgia to a control group of USG students without study abroad experience. The project involved approximately 283,000 student records from all 35 institutions of the university system. Researchers used responses from current USG students and two extensive USG databases to collect information. Researchers looked at students' study abroad location, program duration, major, race, age, gender, GPA, and even SAT scores. To maintain the study's integrity and rigor, researchers screened each group of participants for variables that might skew the accuracy of the results. Researchers examined demographic and academic factors between the study abroad group and students from the control group. Researchers surveyed both groups using the same instruments—mainly questionnaires that were emailed to students selected for the study.

The first phase of the GLOSSARI project is significant to Access Abroad, because of its focus on self-reported learning outcomes of students, measured before and after the international experience. Students were asked to respond to a survey of 29 questions that measured

intercultural learning. Study abroad participants displayed “significant” increases in cross-cultural knowledge compared to students in the control group (Sutton & Rubin, 2010, p. 17). Students who studied abroad also demonstrated increased intercultural learning outcomes, such as the ability to compare and contrast cultures, express ideas in different ways using multiple perspectives, and navigate difficult interpersonal situations (Sutton & Rubin, 2010, pp. 15-16). These students also increased their knowledge of cultural context, or the ability to successfully interact and effectively navigate within a different culture. For example, their understanding of the “significance of language and culture differences” grew, as did their comprehension that “cultural settings affect one’s own reactions and interactions to others” (Sutton & Rubin, 2010, p. 24). The results for students in the control group did not indicate noticeable change in these areas, which suggests education abroad experiences positively impact the acquisition of intercultural skills and knowledge.

The fourth phase of GLOSSARI measured academic performance outcomes. Researchers compared the graduation rates and GPA of study abroad participants and students in the control group. Researchers studied more than 19,000 study abroad records and information from USG databases, including students’ demographics, graduation rates, and high school and college GPA by semester. Most relevant to Access Abroad, phase four demonstrated that students who study abroad are more likely to graduate than peers without that experience. The “four-year graduation rate was 49.6 percent for study abroad students, compared to 42.1 percent for students in the control group (and 24 percent for students in the University System of Georgia as a whole)” (Sutton & Rubin, as cited in Redden, 2010, para. 7). The four-year graduation rate was consistent across race, gender, and SAT subgroups for student in the control group and those with

study abroad experience (Sutton & Rubin, 2010, p. 50). Interestingly, the researchers found that for African-Americans who had studied abroad, the four-year graduation rates were 31% higher than their peers in the control group (Sutton & Rubin, 2010, p. 50). For other non-white students who studied abroad, four-year graduation rates were 18% higher than students in the control group who had not studied abroad (Sutton & Rubin, 2010, p. 50). Students with international education experiences also exhibited higher five- and six-year graduation rates (82.6% and 88.7%) than their peers in the control group, 74.7% and 83.4% respectively (Sutton & Rubin, 2010, p. 48).

Additionally, GLOSSARI researchers evaluated mean cumulative grade point averages to measure the academic performance of education abroad students. The results indicate that the GPA of students who studied abroad are uniformly higher than students in the control group (Sutton & Rubin, 2010, pp. 56-58). Prior to going abroad, the GPA of students was 3.24; afterward, it increased to 3.30 (Sutton & Rubin, 2010, p. 56). Students in the control group experienced only a slight increase to their mean cumulative GPA—from 3.03 to 3.06 (Sutton & Rubin, 2010, p. 56). Especially conspicuous is the academic effect on students with the lowest SAT scores. “Among students who entered college with a combined SAT score of 800 (on the verbal and math sections), those who studied abroad ended up with a GPA of 3.21 compared to 3.14 for those students who stayed stateside” (Sutton & Rubin, as cited in Redden, 2010, para. 8). The GPA of students with maximum SAT scores of 1600 experienced no change to their GPA, regardless of study abroad participation (Sutton & Rubin, 2010, p. 57). The results of phase four of the GLOSSARI project indicate that study abroad participation increases not only the GPA of participants, but also improves their chances of graduating within four years.

The findings of a study by The University of Texas at Austin (UT) into the effects of education abroad on degree completion and time-to-degree support several key results of the fourth phase of the GLOSSARI project. Notably, the UT study found that, “Sixty percent (60%) of study abroad participants graduated in four years compared to 45% of non-participants” (Hamir, 2011, p. 1). According to the results, “Graduation rates among participants were 20% higher than among non-participants at five and six years after admission” (Hamir, 2011, p. 1). Important for the EOF and Access Abroad is the discovery that, “The retention effect of study abroad was strongest among academically [high-risk] students” (Hamir, 2011, p. 1). When considered with the USG study, these results confirm the assertion that study abroad positively affects academic performance; or, as Redden (2010) puts it, “studying abroad helps, rather than hinders, academic performance” (para. 1).

The fifth and final phase of the GLOSSARI project is relevant to Access Abroad because it analyzed the effects various education abroad program designs have on USG student graduation rates and GPA. Researchers compared locations and lengths of different study abroad programs used by the schools within the University System of Georgia. The researchers found that graduation rates were higher for students whose education abroad programs lasted between four and 12 weeks (Sutton & Rubin, 2010, p. 68). The GLOSSARI results revealed that the region where a student studies affects his or her cumulative GPA in the graduation semester. Relative to the control group, education abroad students who studied in South America increased their final semester GPA by .045 points (Sutton & Rubin, 2010, p. 70). The next highest GPA was attained by students who studied in Mexico (.039 points); sojourners to Europe and Australia garnered an additional .031 points (Sutton & Rubin, 2010, p. 70). In addition to examining

program length and location, researchers from USG analyzed the effect of financial aid on study abroad participation. They found that “for each \$1,000 of unmet need, a student is 4% less likely to study abroad” (Sutton & Rubin, 2010, p. 72). The results of phase five of the GLOSSARI project significantly influenced the design of Access Abroad. The length and location of Access Abroad were devised to maximize the potential benefits of study abroad for EOF students at The College of New Jersey. Likewise, the decision to minimize financial barriers to study abroad participation by EOF students was informed by this phase of the GLOSSARI project.

### **Theoretical Context**

#### **Self-Authorship**

Self-authorship is the ability of a person to determine his or her own beliefs, sense of identity, and social relationships independent from external, or outside, influences. The concept stems from Kegan’s (1994) theory of the development of the human consciousness. His theory identifies six stages, or orders, of consciousness that humans develop during their lifetimes.

According to Kegan (1994) the six orders are:

1. Order 0: Most common in newborns and infants, ages 0- to 18-months-old. In this order of consciousness, everything that an infant experiences through his or her senses is considered by the infant to be an extension of itself; there is no distinction between the infant’s identity and the external world or others.
2. Order 1: Usually children between the ages of 2- and 6-years-old. There is a nebulous separation between the child’s imagination and reality. In this stage, children do not distinguish themselves socially from others and their cognition, or process of acquiring knowledge and understanding, is based on perceptions of things around them.

3. Order 2: Typically children in elementary school, between the ages of 6- and 10-years-old. At this stage, children are able to distinguish between themselves and others, but their perceptions of the world through cognition are still very concrete. Children at this stage accept external authority to make meaning of their experiences; children can repeat facts, but lack critical thinking skills.
4. Order 3: Usually from adolescence or teenage years to early adulthood. At this age, young adults begin to make distinctions between genders; they begin to see themselves in a role in society, but society itself is not obvious to them; they become self-conscious. Here cognitive thinking transforms from concrete to abstract.
5. Order 4: Traditionally considered middle-age adulthood. In this order, adults realize that our society is just one of many societies and that each is different. Individuals achieve self-authorship as they construct their own meaning from experiences. Here individuals begin to understand abstract systems and relationships between people and institutions.
6. Order 5: Typically late-adulthood. In this order, people see the interconnectedness between individuals, as well as between individuals and society and institutions. At this stage of development, individuals realize the interconnectedness of all relationships and recognize that reality is shaped by these relationships.

Most relevant to Access Abroad are the third and fourth orders because they correspond with the age and learning development of college students. Third order meaning making relies on external authorities to co-construct knowledge; it is learning dominated by the perspectives of others. In contrast, fourth order consciousness is governed by internal authority; it is characterized by self-authorship, or the ability of students to “generate their beliefs, values, identities, and relational

roles on the basis of internal standards they have created for themselves” (King & Baxter Magolda, 2011, p. 210). The transitional process by which students evolve from third to fourth order consciousness, toward self-authorship, is described by King and Baxter Magolda (2011) as the “crossroads” period (p. 210). During this phase, students become increasingly independent from external authorities and develop self-authorship skills that move the students’ internal authority to the foreground of decision making and cognition. The program design of Access Abroad and its curriculum seek to meet students at the crossroads and provide them transformational intercultural learning experiences that promote development towards self-authorship.

Given the large proportion of Latino/a students in the EOF program at The College of New Jersey, it was important for Access Abroad to consider the developmental needs of college students with ethnic minority status. Contemporary research into self-authorship among Latino/a students by Torres (2003) and Torres and Hernandez (2007) explored the relationship between ethnic identity and student development. The studies showed that “the dynamics of recognizing their cultural realities, incorporating an informed Latino/a identity into their daily lives, and renegotiating their relationships with others based on their Latino/a identity were central to their development” (King & Baxter Magolda, 2011, p. 212). This means that it is important for Latino/a students to acknowledge their cultural identity as distinct and to integrate their identity into their interpersonal relationships in order to sustain developmental progress towards self-authorship. These student development theories are included into the design of Access Abroad in order to better serve EOF students.

### **Transformative Learning**

Transformative learning, or the cognitive process of constructing new perspectives and frames of reference through experiences, forms the foundation of the design of Access Abroad. The curriculum (pp. 39-42) is grounded in the notion that transformative learning promotes developing students' attitudes, awareness, and worldviews to be "more inclusive, discriminating, open, emotionally capable of change, and reflective" (Mezirow, 2000, pp. 7-8 as cited in King & Baxter Magolda, 2011, p. 209). Experiences that combine transformative learning opportunities with ongoing self-reflection can improve students' critical thinking and decision making skills, increase self-awareness, and encourage feelings of societal interconnectedness and social responsibility (King & Baxter Magolda, 2011, pp. 208-209). Therefore, transformative learning cultivates student reliance on internal authority to order and make meaning from their own personal experiences rather than receiving instructions or cues from external authorities. This process is fundamental for students to develop towards self-authorship. The incorporation of transformative learning models into the curriculum of Access Abroad will provide EOF students from TCNJ a learning experience designed to contribute to globally and socially aware citizen scholars.

### **Learning Partnerships Model**

To encourage transformational learning, the delivery of the Access Abroad curriculum will employ the learning partnerships model developed by Baxter Magolda and King (Appendix B, *Figure 1*). The model describes the relationship between learner (EOF student) and educator (faculty leader) as mutual in the learning process. In this model, students are not empty vessels into which the educator pours knowledge, nor are educators established as experts; rather each

are treated as collaborators in the creation of knowledge. This model will help the faculty leader validate the thoughts and feelings of Access Abroad participants and promote learning centered around their experiences, thereby giving credence to the notion that learners themselves share authority and expertise in the learning process. For Access Abroad participants, this will further help to develop their progression towards self-authorship.

### **Experiential Learning Theory, Learning Styles, and the Experiential Learning Cycle**

Experiential learning theory is “the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping and transforming experience” (Kolb, 1984, p. 41). Central to the design of Access Abroad is the theory’s assertion that learning is subjective and based in learners’ experiences rather than cognition. Experiential learning theory postulates four distinct steps, or cycles, through which a learner progresses and gains understanding and knowledge. The four stages of the experiential learning cycle are: (a) concrete experience, (b) reflective observation, (c) abstract conceptualization, and (d) active experimentation (see Appendix B, *Figure 2*). According to Kolb, Boyatzis, and Mainemelis (2000):

immediate or concrete experiences are the basis for observations and reflections. These reflections are assimilated and distilled into abstract concepts from which new implications for action can be drawn. These implications can be actively tested and serve as guides in creating new experiences. (p.3)

This model is significant for the design of Access Abroad because it emphasizes the important role experiences play in the acquisition and development of student learning.

Every learner receives, processes, interprets, and applies information differently depending on his or her preference for receiving and processing information. Kolb noticed that

consistent patterns emerged depending on “our hereditary equipment, our particular past life experiences, and the demands of our present environment” that influence our preferred method of receiving information (Kolb, Boyatzis, & Mainemelis, 2000, p. 4). He termed these patterns of response “learning styles”.

The four learning styles identified by Kolb are (a) diverging, (b) assimilating, (c) converging, and (d) accommodating (Kolb, Boyatzis, & Mainemelis, 2000, p. 4). Each style constitutes two elements drawn from the experiential learning cycle. The diverging learning style is associated with concrete experience and reflective observation. This learning style “is labeled ‘Diverging’ because a person with it performs better in situations that call for generation of ideas, such as a ‘brainstorming’ session. People with a Diverging learning style have broad cultural interests and like to gather information” (Kolb, Boyatzis, & Mainemelis, 2000, p. 5). The assimilating style is associated with reflective observation and abstract conceptualization. Assimilators “are best at understanding a wide range of information and putting [it] into concise, logical form. Individuals with an Assimilating style are less focused on people and more interested in ideas and abstract concepts” (Kolb, Boyatzis, & Mainemelis, 2000, p. 5). Convergents prefer abstract conceptualization and active experimentation. This learning style excels at “finding practical uses for ideas and theories” because these learners “have the ability to solve problems and make decisions based on finding solutions to questions or problems” (Kolb, Boyatzis, & Mainemelis, 2000, p. 6). The accommodating learning style prefers active experimentation and concrete experiences. “People with this learning style have the ability to learn from primarily ‘hand-on’ experiences. They enjoy carrying out plans and involving themselves in new and challenging experiences” (Kolb, Boyatzis, & Mainemelis,

2000, p. 6). The design of Access Abroad acknowledges the diversity of students' learning styles. To support students with different learning styles, the delivery of the program's curriculum includes activities and assignments designed to appeal to each learner's preference (see the Curriculum Delivery section, pp. 40-41).

### **Needs Assessment**

There is demonstrable need for a program that promotes institutional support for EOF students at The College of New Jersey that not only reaffirms their full membership within the TCNJ community of learners (as referenced in the mission statement of the EOF), but also guarantees them equitable access to all aspects of higher education, including study abroad, through financial assistance based on individual need and merit. This sentiment echoes the declaration of higher education for the twenty-first century as stated by UNESCO (1998). The College of New Jersey asserts its commitment to provide every student with a comprehensive education that will prepare him or her with the skills and knowledge to excel in a highly competitive world; yet institutional gaps prevent EOF students from fully realizing this goal. The disproportionate number of EOF students who do not study abroad is evidence that full membership in the college community is deficient, insofar as the ability of EOF students to participate in education abroad.

Through observations and in the course of my duties as program coordinator for short-term and faculty-led programs in the Center for Global Engagement (CGE), I noticed that very few EOF students from TCNJ were applying to programs I coordinated, or indeed to any study abroad program sanctioned by the Center for Global Engagement. I knew that these students had reliable sources of financial aid—in the forms of the Promise Award and the EOF Grant—yet

their low rate of participation in study abroad programming was perplexing. I wanted to know why EOF students at TCNJ did not participate more often in education abroad opportunities. I also wanted to know if there were any institutional gaps in support that may be preventing larger numbers of EOF students from going abroad to study.

In September 2012, I met with the director of the Center for Global Engagement and an advisor from the Educational Opportunity Fund. Among other things, we discussed ways to increase EOF student participation in study abroad. Ideas that focused on increased recruitment of EOF students through improved outreach were shared. One idea, which was implemented shortly after this meeting, was to organize an information session with EOF students and present different funding options to afford studying abroad. Information about various scholarships, including the Benjamin A. Gilman International Scholarship, were presented. While attendance at the session was mandatory, only about 20 of roughly 400 EOF students showed up. The low turn-out probably reflects the ad hoc nature of the event and its hasty scheduling, rather than a lack of interest by EOF students to learn how to fund an international education. During conversations with attendees, it became evident that many of them indeed aspired to study abroad, though perceived financial obstacles concerned them. Most worried that they would not be able to afford to study abroad. In fact, financial reasons were most often cited by EOF students—and reaffirmed through conversations I had with EOF personnel—as factors that inhibit their participation in study abroad. This dearth of participation by EOF students in education abroad programming highlights two important issues of institutional need: (a) EOF students need additional financial assistance to study abroad, (b) the inability of EOF students to participate in study abroad programs creates institutional inequality which runs counter to both

the mission of the Educational Opportunity Fund at TCNJ and the core beliefs of The College of New Jersey.

The purpose of the EOF program at The College of New Jersey is to “ensure the participants membership in The College community of learners and scholars” (TCNJ, 2013e). From personal observations, I witnessed that having access to the halls and classrooms of higher education does not mean that EOF students have full and equal membership in the TCNJ community. The ratio of EOF student participation in education abroad programming to non-EOF student participation at TCNJ is nearly 1:40 (J. Stauff, personal communication, April 10, 2013; D. Westbrook, personal communication, April 2, 2013). This is significant because for every non-EOF TCNJ student who studies abroad, approximately 10 EOF students are left at home. Full membership in the college community should equate to full participation in education abroad, or at least equal opportunity to do so. Nevertheless, EOF students represent less than 3% of study abroad participants, while they compose approximately 7% of the total student body. The disparity between participation rates among EOF and non-EOF students, as well as the considerable underrepresentation of EOF students in education abroad, suggest an institutional need to reaffirm the mission of the Educational Opportunity Fund, to bring the principles of the statement into practice, and to ensure that EOF students have equal access to the same learning opportunities as non-EOF students.

Similarly, an assessment of the college’s mission statement and core beliefs teased out another unmet institutional need—mainly that EOF students are systemically underserved by TCNJ. While the College of New Jersey affirms 10 core beliefs as fundamental to its mission,

gaps appeared when I examined each belief and its practical application to the academic lives of EOF students at the college. The 10 core beliefs are:

1. The College comprises a caring, friendly, and respectful community where the contributions of students, faculty, staff and alumni are valued and recognized.
  2. The College provides a seamless, engaging educational environment characterized by academic freedom, creative expressions, critical thinking, intellectual inquiry, and service learning.
  3. The College's faculty and staff take pride in offering a personal educational experience to every undergraduate and graduate student.
  4. The College's cultural, social, and intellectual life are enriched and enlivened by diversity.
  5. The College provides facilities, programs, services, and amenities that enhance opportunities for formal and informal interaction in a living-learning environment.
  6. The College promotes wellness and fosters the development of the whole person.
  7. The College embraces its heritage and is committed to reevaluating its mission in response to the changing needs of society.
  8. The College prepares its students to be successful, ethical, and visionary leaders in a multicultural, highly technological, and increasingly global world.
  9. The College believes that an educated individual possesses an understanding of his or her own culture, an appreciation of other cultures, and the capacity to facilitate genuine cross-cultural interaction.
  10. The College regards education in the service of human welfare as its chief end.
- (TCNJ, 2013f)

Relevant to Access Abroad are notions that all students enjoy academic freedom, that diversity enriches intellectual life, that students are prepared to be leaders in a highly multicultural and globalized world, and that an individual's education is not complete until he or she "possesses an understanding of his or her own culture, an appreciation of other cultures, and the capacity to facilitate genuine cross-cultural interactions" (TCNJ, 2013f). Access Abroad shares these beliefs, which are incorporated into the program's goals and objectives. Much like the EOF mission, adherence to these core beliefs has been inconsistently practiced at the college and the results are observable, both in large scale examples and in small, daily activities. For example, students in the EOF program are considered high-risk by all indicators (D. Westbrook, personal

communication, April 2, 2013). The term high-risk references the frequency at which first-generation college students of low socioeconomic status withdraw early from college and fail academically. Presently, 25% fewer EOF students graduate in six years than the aggregate student rate; the numbers are similar for four-year graduation rates (D. Westbrook, personal communication, April 2, 2013). If the results of the GLOSSARI project are accurate, then the program design offered by Access Abroad may rectify the discord between institutional objectives at The College of New Jersey and the gaps that currently exist for students enrolled in its Educational Opportunity Fund.

In order for TCNJ to achieve its mission and fulfill institutional needs, a program like Access Abroad is necessary. Access Abroad is an important step towards ensuring that all students have equitable access to participate in study abroad and to achieve their full learning potential as equal members of the TCNJ community of scholars.

### **Goals and Objectives**

From the needs assessment, the following goals and objectives were generated for both the program and the participants.

#### **Program Goals**

The goal of Access Abroad is to contribute to academically successful, interculturally competent, as well as globally and socially aware citizen scholars.

#### **Program Objectives**

The Access Abroad Program for the College of New Jersey establishes an innovative program that will:

- Increase accessible, experiential education abroad programming for 10 percent of Educational Opportunity Fund students irrespective of socioeconomic status in its first year of operation
- Enhance academic and intercultural program quality for 12 undergraduate sojourners from the EOF program in 2015
- Increase institutional and financial support for 12 EOF students through the EOF Global Scholars Grant in 2015
- Articulate a prototype model for future use by other opportunity programs within the state of New Jersey and in the region

### **Participant Goal**

The goal is to foster student self-knowledge, positive self-image, and fluent self-expression as engaged global citizens.

### **Participant Objectives**

Upon completion of the Access Abroad program, participants will be able to demonstrate:

- Increased cognitive and culture-specific knowledge of Bolivian cultural and ethnicity issues
- Increased awareness of regional politics and social justice issues specific to Bolivia
- Increased positive intercultural behaviors and perspectives
- Increased self-knowledge, self-reflection, self-image, and self-confidence
- Increased ability and flexibility to define and accept challenges to one's views
- Advanced understanding of social identities in individual, national, international, and multicultural contexts

- Increased positive attitude towards other cultures and appreciation of diversity and human differences

### **Program Rationale**

Access Abroad is centered around three main purposes: (a) expand access to education abroad programming for students enrolled in the Educational Opportunity Fund at The College of New Jersey; (b) remove institutional and financial barriers that inhibit full participation by EOF students in the academic community; (c) and offer EOF students an academic and transformative experiential learning experience grounded in self-authorship, intercultural development, and academic scholarship. To realize these aims, the design of Access Abroad needed to include elements which would increase access to education abroad for EOF students at TCNJ, while providing them with an intercultural learning experience that advances their academic scholarship as well as their personal development. Additionally, the program had to detach the value of the experience from the financial restraints which prevent many EOF students from participating in study abroad opportunities. This design not only achieves these purposes, it also supports the missions of The College of New Jersey and its Educational Opportunity Fund, which seek to create globally-minded, interculturally competent citizen scholars who persist to graduation and excel academically.

The initial motivation for this program was to increase access to study abroad opportunities for EOF students at The College of New Jersey. One idea involved developing a system of financial assistance through a scholarship fund to help EOF students afford the costs associated with studying abroad. Research into student development theories and the academic impacts of education abroad on minority and high-risk students, as well as conversations with

personnel from the Educational Opportunity Fund and the Center for Global Engagement at TCNJ, guided the evolution of this design towards the creation of a study abroad program specifically for EOF students. This decision was made in light of data from the GLOSSARI project and research from The University of Texas at Austin that suggests students of minority status and those at high risk of dropping out of college benefit from participating in education abroad programs through increased graduation rates and improved cumulative grade point averages.

The expansion of this design from a scholarship program into a full-fledged study abroad program was prompted by need—neither the college nor the EOF are entirely meeting important obligations to EOF students, nor are EOF students fully immersed in the academic community of TCNJ. This is evidenced by the abysmal rate of participation by EOF students in study abroad programs compared to much higher rates of participation by non-EOF students at TCNJ. The design considered the fact that most EOF students receive reliable funding from the EOF to complete their studies at the college, through the Promise Award, the EOF Grant, and the EOF Incentive program. While these funds may be used to finance an education abroad, they are typically not enough to cover important expenses like international air travel and program fees. Generally, EOF students use the Promise Award, EOF Grant, and funds from the Incentive program to pay for tuition, room and board, and educational expenses, like books and supplies. This clear gap in funding inhibits most EOF students from participating in study abroad.

To address this need and to increase access for EOF students to participate in education abroad programming, Access Abroad incorporates a new source of funding for EOF students, the Educational Opportunity Fund Global Scholars Grant. This grant will fill the gap in institutional

support and remove a critical financial barrier that prevents full participation of EOF students within the TCNJ community and increases access to study abroad. Research into the academic and developmental benefits of study abroad are well documented. Students who receive an international education develop intercultural skills and knowledge vital to career and academic success in the twenty-first century. While studying abroad would greatly benefit EOF students, a lack of financial support limits their access to such opportunities. For example, the application fee, \$150 for TCNJ faculty-led programs, is usually the first significant hurdle EOF students encounter during the application process (D. Westbrook, personal communication, April 2, 2013). The next important obstacle is program cost. Consider that the least expensive faculty-led program at The College of New Jersey costs approximately \$3,300. This fee does not include airfare, most meals, or personal expenses during the two-week program. Although socioeconomically disadvantaged students at TCNJ encounter similar financial obstacles, no group that is institutionally recognized, as EOF students are, is as burdened by financial scarcity. Therefore it is necessary for Access Abroad to include a comprehensive financial assistance component into the framework of the design.

Access Abroad is a short-term, faculty-led program. This model was selected for three main reasons: (a) cost, (b) quality, and (c) the anticipated benefits for students. Short-term programs are significantly cheaper than semester or year-long options. For example, a semester-long study abroad program to Bolivia through SIT Study Abroad, which is available to TCNJ students, costs more than \$15,000 per student. The cost per student for Access Abroad is approximately \$1,674. The quality of the experience is important for the overall success of the program. To ensure that EOF students receive an educational experience equivalent to the

standard they would receive on campus, a TCNJ faculty member will teach the course. Credit for the course will transfer to TCNJ, because the curriculum and syllabus will be approved by the institution prior to the implementation of the program. The final reason for choosing a short-term model, four-weeks in duration, stems from findings from the fifth phase of the GLOSSARI project. Researchers from the University System of Georgia found that programs between four and 12 weeks are associated with higher graduation rates. This element complements the mission of the EOF at TCNJ, to ensure that EOF students persist to graduation. Access Abroad has the potential to increase EOF student graduation rates while providing EOF students an exceptional educational and transformative experience, at minimal cost.

Results from the GLOSSARI project further influenced the decision to locate the program in Bolivia. Project researchers discovered that the region where a student studies affects their cumulative GPA. In this study, researchers found that students who went to South America, relative to students in the control group who did not go abroad, increased their final semester GPA by 0.45 points (Sutton & Rubin, 2010). This increase is more than 10 points higher than students who studied in any other location. Researchers did not provide reasons to explain this anomaly.

The location of Bolivia is important for the curriculum of the program, because of its multicultural and ethnically diverse society. Bolivia is one of the most culturally diverse countries in Latin America. More than 30 different ethnic groups reside within the country's national borders. In 1994, the constitution was redrafted to recognize and affirm the cultural, economic, and social rights of all Bolivians, explicitly the rights of indigenous peoples. In this setting, EOF students will explore different perspectives of identity using critical thinking skills

to study the impact culture, society, and ethnicity have on their lives. They will compare societal values expressed in Bolivian culture and politics to those in the United States. Furthermore, the setting of Bolivia will allow program participants to move beyond their comfort zones and create the potential for self-authorship, a central component of the curricular design. Research demonstrates that students who match the profile of EOF students—that is, students of minority status and at high risk for academic failure—tend to benefit from transformative experiences that dislodge them from their comfort zones (Pizzolato, 2003). The discomfort that Access Abroad will provide will increase the capacity of students to “engage in critical reflection and reevaluate the assumptions they have made about themselves and their world” (Baumgartner, 2001, p. 17). This notion is particularly salient for Educational Opportunity Fund students whose cognitive development, self-image, and worldviews can be impacted positively when they reconstruct their knowledge of social and ethnic identities (Torres & Baxter Magolda, 2004).

Logistics and the costs associated with travel, accommodations, and educational space affected the decision to base the program in La Paz. The cost of living is very low in Bolivia because of historic poverty in the region. As a result, the program is able to provide comfortable accommodations and stimulating cultural excursions for EOF student participants. Program costs, such as student airfare, accommodations, excursions, and classroom space, will be paid for through the Educational Opportunity Fund Global Scholars Grant. These costs are usually paid for by student fees; however, to increase equitable participation in education abroad for EOF students and to remove financial restraints, it is necessary for the institution to cover these expenses.

The relatively low operation fees of the program allows it to employ staff from Bolivia. The faculty leader will be assisted during the program by a field guide and translator, as well as guest lecturers from the host country that are experts in topic areas central to the curriculum of Access Abroad. The position of field guide and translator will ensure that excursions and day to day activities and personal interactions transpire without unduly burdening the faculty leader or student participants.

The number of program participants is based on two factors. First, Access Abroad seeks to double the number of EOF students participating in study abroad activities at TCNJ. In 2012, approximately 12 students from the EOF program studied abroad. Thus, the target size of the program is 12. Second, the size of the cohort is small to make managing group activities easier for the faculty leader, especially during the inaugural year of the program. Access Abroad has the capacity to expand over time to accommodate more student sojourners from the Educational Opportunity Fund.

The design of Access Abroad is molded to meet the academic and developmental needs of EOF students, as well as the institutional needs of The College of New Jersey and the Educational Opportunity Fund. The design applies groundbreaking research into student development and the academic impact of study abroad to identify foundational components of the program. Access Abroad will foster transformative and interculturally-relevant experiences for students enrolled in the EOF program at The College of New Jersey through direct cultural immersion in La Paz, Bolivia. This experience, coupled with a curriculum centered around the development of self-authorship, will encourage EOF students to evolve as scholars and global citizens. The design of Access Abroad seeks to bring congruency between the vision of higher

education articulated in the *World Declaration on Higher Education for the Twenty-First Century* (UNESCO, 1998) and the missions of The College of New Jersey and its Educational Opportunity Fund.

### **Program Description**

Access Abroad is a short-term, faculty-led study abroad program to La Paz, Bolivia. It is designed for 12 undergraduate students from the Educational Opportunity Fund at The College of New Jersey to earn four credits, or one unit, during an extended Maymester (May 10 through June 6). The course, *Global Perspectives in Bolivia*, will fulfill one Liberal Learning requirement for Civic Responsibility in the topic area Global and Community Studies. To accommodate students with varied academic requirements, the course will be cross-listed as an anthropology elective. The course will be designated INT 347 (Liberal Learning) and ANT 347 (anthropology).

Access Abroad is designed around the holistic framework outlined by Kegan's theories of the evolution of adult consciousness. His work, advanced by Baxter Magolda's research into self-authorship, established the "interconnectivity between cognitive, intrapersonal, and interpersonal" identity development central to the curriculum of Access Abroad (Torres & Hernandez, 2007, p. 558). The curriculum and location of the program are designed to maximize student development towards self-authorship using the dynamic learning environment of Bolivia as the classroom. For four weeks, students will be immersed in the multicultural setting of La Paz and the surrounding region. Opportunities for self-reflection and intercultural engagement frame the curricular design.

Learning will focus on three topic areas: culture and history of Bolivia (week one), multiculturalism and community (week two), and the politics of social justice (week three). During the fourth week, students will reflect on social and cultural aspects of identity. Students will read historical and contemporary literature about Bolivian society and the development of the country's multiethnic social systems. Students will hear lectures from community leaders, intellectuals, cultural historians, and social activists. Students will engage in intercultural fieldwork and excursions to places of historical and cultural importance. In comparative exercises, students will examine concepts of privilege, oppression, and social change.

The inaugural faculty director will be Dr. Miriam Shakow, assistant professor of anthropology and history at The College of New Jersey. Professor Shakow is a sociocultural anthropologist who is an expert on the history and anthropology of Latin America. Her research examines the effects of social inequality within Bolivian society. Her book, *States of Discontent: Political Dilemmas of New Middle Classes in Bolivia*, explores the everyday lives of middle-class Bolivians and their experiences with political and economic transformations. Dr. Shakow was selected to lead the program in its first year, because her experiences and qualifications align with the requirements of the position (see Appendix B.1 for full position description).

The program will be coordinated and administered by the Center for Global Engagement (CGE) at The College of New Jersey. The center's program coordinator will work in conjunction with the faculty leader and EOF advisors to identify and recruit eligible students who meet minimum GPA requirements (GPA of 2.0 or better), are in good disciplinary standing, and are interested in themes of the program. A selection committee, composed of the CGE program

coordinator and an advisor from the Educational Opportunity Fund, will review applications and determine which students will participate.

The program will be funded through three grants from the Educational Opportunity Fund at TCNJ. Tuition and costs related to course materials for first and second year EOF students will be paid through a combination of the Promise Award and the EOF Grant. Tuition fees and educational materials for third year EOF student participants will be paid for using funds from the EOF Incentive program, which extends Promise Award funding to juniors and seniors in good academic standing. The EOF Grant, which is available to all EOF students, will also be used to defer these expenses. The third source of funding is the Educational Opportunity Fund Global Scholars Grant. Funds for this grant will be allocated by the director of the Educational Opportunity Fund at The College of New Jersey. This fund will pay for faculty travel expenses, instructional costs and overhead, program expenses, including students' airfare and accommodations, and the application fee. The Global Scholars Grant, with support from the Promise Award, EOF Grant, and EOF Incentive program will allow for EOF students to participate in Access Abroad at very little personal financial cost. Students may opt to receive additional financial aid to cover personal expenses, such as meals, personal travel not directly related to the program, souvenirs, and optional travel insurance, but essential study abroad costs will be paid for by EOF funding and the Global Scholars Grant.

Prior to the program, in April 2015, EOF students will participate in two on-campus pre-departure orientations, led by the CGE program coordinator and the faculty leader. These orientations will prepare students for the cultural differences they will encounter in Bolivia and help them to adjust to their host community. The orientations will include comprehensive health

and safety training. Students will learn how to protect themselves and safeguard against external threats. They will receive information about how to seek medical treatment and how to use their medical insurance. The orientation will also review the code of conduct and expected behavior while on the program.

Monitoring and evaluation of the program and participants by the Center for Global Engagement will begin early and be ongoing. Before participants go abroad, they will be given a survey to complete. The survey results will be shared with the faculty leader and used to track students' personal and intercultural development. Participants will complete two additional surveys to track progress, once during the midpoint of the program and again in August, following the completion of the program. Student learning will be monitored through course assignments, such as reflective essays, journals, and projects, and through personal contact by the faculty leader. The course will be evaluated for effectiveness by the Center for Global Engagement twice, once at mid-program and then at the end. Mid-program feedback will be used to make adjustments in the field. Post-program, the feedback will be used to adjust any aspect of the design that needs to be improved for the next year. Staff from the Educational Opportunity Fund will track student participants' GPA and rates of graduation. This information will be shared with the CGE program coordinator and director. This data will be analyzed against program objectives to determine the academic impact of Access Abroad on EOF student graduation rates and GPA.

## Curriculum

### Purpose

The curriculum of Access Abroad is based on the belief that a college education is more than the attainment of a degree; or as stated by King and Baxter Magolda (2011):

[I]t also includes developing a frame of mind that allows students to put their knowledge in perspective; to understand the sources of their beliefs and values; and to establish a sense of self that enables them to participate effectively in a variety of personal, occupational, and community contexts. (p. 207)

To accomplish this, the curriculum will connect learning with student personal development.

Theories of student learning and self-authorship, intercultural development, ethnic identity development, and transformative learning are imbued within the curriculum design. The program will use the learning partnerships model and experiential learning theory to deliver the curriculum.

### Setting

The multicultural setting of Bolivia is essential to the design and delivery of the curriculum. The setting transcends the limitations of traditional learning environments and structures. By situating learning opportunities outside the classroom, the curriculum allows students to experience the cultural, social, and political contexts of the course material first-hand. Furthermore, the merging of community and classroom reinforces learning as a cognitive and academic process. Education abroad offers an ideal setting for students to develop their knowledge and potential. The integrated learning environment of classroom-community will help students to enhance their perspectives and global awareness.

## **Delivery**

The curriculum incorporates two educational models, experiential learning model and the learning partnerships model, to delivery the course. Experiential learning frames the content and sequence of course assignments. As the course progresses, assignments will move students through the cycle of experiential learning. For example, one activity during the first week will help orient students in La Paz and generate concrete intercultural experiences through interactions with residents and observations of course-related phenomena; afterward, students will reconvene and reflect on their experiences. As a group, they will process their experiences and share reactions and observations. Through instructor-led facilitation, students will discuss patterns, explore similarities and differences, and interpret significance. Debriefing activities will connect experiences to themes of the course. A final project will focus on the application of student knowledge acquired throughout the program. The integration of classroom instruction, intercultural interactions, critical reflection, and field observations will appeal to the four learning styles identified by Kolb (1984).

The learning partnerships model outlines the curriculum delivery from the position of the faculty leader. During the course, the professor will support students by “respecting their thoughts and feelings”, “situating learning in [their] experiences”, and “defining learning as a mutual process” (King & Baxter Magolda, 2011, p. 217). Students will be challenged to understand knowledge “as complex and socially constructed” and themselves as “central to knowledge construction” (King & Baxter Magolda, 2011, p. 217). This model positions students and instructor as collaborative partners in learning.

## **Content and Sequence**

Culture, society, and identity form the thematic content of the curriculum. Students will explore how social inequalities create political conflict and perpetuate poverty. The role of social justice will permeate discussions and activities. Through intensive study and experiential learning, students will advance their understanding of social and ethnic identities, including their own. They will be able to recognize the influence of social identities on individuals, communities, and nations.

The sequence design of the course draws from the notion that, “learning is the process whereby knowledge is created through the transformation of experience” (Kolb, 1984, p. 38). To foster learning, students will analyze course themes to expose internal assumptions and contradictions. For example, students will consider their knowledge and experiences with community. They will then go into the field to observe and record indicators of social stratification. As a group, the students will process their experiences using the experiential learning cycle. Students will distill knowledge and create awareness of multiple and evolving perspectives, identities, and interpersonal relationships.

The design of Access Abroad recognizes the knowledge and experiences EOF students have acquired over their lifetimes. The curriculum seeks to draw these out and help students connect their knowledge and experiences with the academic content of the course. This holistic approach will validate their learning and foster self-authorship skills. As students understand the complex relationships between individuals and larger systems and institutions, their worldviews will evolve. The opportunity to develop self-knowledge and global awareness that Access Abroad provides is enhanced by the international and multicultural setting of La Paz, Bolivia.

## **Staffing Plan**

### **The Center for Global Engagement Program Coordinator**

The Center for Global Engagement at The College of New Jersey is staffed by three full-time positions (director, study abroad advisor, and program coordinator), one part-time graduate assistant, and several student workers. The center's program coordinator will be responsible for administering the program. The coordinator will work closely with Education Opportunity Fund counselors to identify, recruit, and select 30 candidates. The program coordinator will chair the selection committee for admission into Access Abroad. In addition to advising these students, the CGE coordinator will maintain the program's online and social media presence. The coordinator will oversee marketing and outreach campaigns, as well as conduct information sessions, pre-departure and reentry orientations, and organize intercultural events. The program coordinator will liaise with and support the faculty leader throughout the duration of the program. The program will be further supported by the CGE staff as necessary. The director of the CGE and the program coordinator will administer and respond to program evaluations and feedback.

### **Faculty Leader**

The faculty leader will design the specific academic content of the course. The position will be staffed by a full-time professor from the School of Humanities and Social Sciences at The College of New Jersey. The faculty leader will be required to have extensive knowledge of Latin American cultures, history, and politics, preferably specific to Bolivia. The faculty leader will participate in outreach activities, including study abroad fairs, information sessions, and intercultural events. The faculty leader will co-facilitate intercultural programming for pre-

departure orientations and work with the director of the CGE and the program coordinator to adapt course delivery and respond to course evaluations. The faculty leader will also be part of the program's admission selection committee (see Appendix C.1 for detailed job description).

### **Guest Lecturer**

The program will employ four guest lecturers from the host country. Lecturers will be experts in specific subject matter that relate to curricular topics, such as Bolivian history and multiculturalism, political systems, and social activism. Lecturers will provide students with in-depth and culturally-relevant information that complements course material. They will also co-lead cultural excursions with the faculty leader. English language proficiency is preferred, but not required (see Appendix C.2 for detailed job description).

### **Field Guide and Translator**

To help facilitate intercultural communication and lead excursions into the field, the program will employ one field guide and translator. The guide will work with the faculty leader to arrange excursions and act as liaison between program participants and host country personnel, guest lecturers, institutions, and residents, when appropriate. Proficiency in English and Spanish is required; additional proficiency in Quechua or Aymara, languages indigenous to Bolivia, is preferred (see Appendix C.3 for detailed job description).

### **Program Marketing and Recruitment**

Promotional materials will target first, second, and third year students in the Educational Opportunity Fund at The College of New Jersey, as well as their families. The characteristics of first generation college students are distinct. According to the National Survey for Student Engagement, first generation college students are “far less likely than their peers whose parents

went to college to participate in study abroad” (Taylor, Harrison, & Tolar, 2013, p. 3). Reasons for low participation rates among this group include hesitancy to take out loans, personal feelings of guilt or abandonment for going abroad, and insufficient academic guidance and knowledge of the process (Taylor, Harrison, & Tolar, 2013).

The marketing and recruitment campaign will seek to engage students and their families in dialog that addresses these challenges and other concerns. Materials will promote the message that Access Abroad is a unique education abroad program at The College of New Jersey that, through the Global Scholars Fund and financial support from the EOF, will allow students to study abroad at minimal cost. Materials will publicize the practical benefits of studying abroad, including improved academic success, professional development, and intercultural growth vital to functioning in today’s global job market. The marketing plan will highlight the prestigious nature of the opportunity.

Materials will be created by the Center for Global Engagement and the Office of Admissions with input from the EOF. The marketing plan will raise awareness of Access Abroad through a variety of communication outlets, such as printed materials, websites, social media, advertising, informational presentations, and specialized publications for parents. The marketing campaign will address perceived barriers to studying abroad, including costs, transfer of academic credit, and health and safety concerns. The campaign will acknowledge the important role students’ families play in the decision-making process. To be inclusive and encourage diversity, materials will be printed in English and Spanish.

The CGE program coordinator will collaborate with the assistant director of admissions for multicultural recruitment and the director of the EOF to develop marketing

materials and coordinate recruitment activities. The recruitment campaign will involve advising and application support; it will assume a start-to-finish approach to build rapport with students and their families. This approach entails information sessions to advertise the Global Scholars Fund, financial aid, and the merits of studying abroad. Prior to the program, students will participate in pre-departure orientations; after the program, students will be invited to reentry and resume-building workshops.

Recruitment will begin once students arrive on campus for the EOF summer program in July of 2014. The CGE program coordinator will work closely with EOF counselors to identify 30 potential student participants among incoming and first year students and second and third year students. These students constitute the target group, because of the academic and financial planning involved with studying abroad. These students will be able to maximize their grants through the EOF to cover the costs of the program and tuition with few out-of-pocket expenses. The CGE program coordinator will present Access Abroad to the students during the first week of the summer program. The program coordinator will conduct three information sessions for students and their families through the fall semester. Additionally, the coordinator will host two passport workshops and provide information at the fall study abroad fair. The CGE coordinator will support the faculty leader during the Bolivian cultural event in November (see Appendix D for detailed Timetable for Delivery).

### **Admissions**

Admission into Access Abroad will be based on requirements for other faculty-led programs. The minimum GPA requirement is 2.0; however, students with cumulative GPAs of 2.5 or higher will be considered more competitive applicants. All students must be in good

academic and disciplinary standing and provide two academic references. Students will complete the general CGE application for faculty-led programs. Additionally, applicants to the program will be asked to submit short answers to questions generated by the selection committee. The committee will include the CGE program coordinator, EOF staff, and the faculty leader. To be considered, applications must be received by the deadline of February 6, 2015. Applicants must agree to abide by the college's code of conduct.

In February, the selection committee will choose 12 applicants to participate in the program and five alternate students. Students selected to participate will be notified on February 13, 2015; they will have until February 20 to accept the offer. If a student chooses not to participate, alternates will be contacted beginning February 23. Alternates will have until March 2 to make their determinations.

### **Logistics**

#### **Travel**

The College of New Jersey will provide complimentary domestic shuttle service for travel to the international departure airport in Philadelphia, Pennsylvania. The program coordinator in the Center for Global Engagement will arrange for college vans to drive students and the faculty leader to the airport. Similar arrangements will be made for the group's return travel home. Students may choose to travel to the airport independently, at their own expense. Regional trains provide service between West Trenton station, approximately three miles from the college, and the Philadelphia International Airport.

The Center for Global Engagement will arrange all international travel. The group will be required to be at the airport for check-in three hours prior to departure. Students participating in

the shuttle service will meet at the college. The international flight from Philadelphia to La Paz will depart the evening of May 10, 2015. The flight will have a brief layover in Miami, Florida. The group will arrive at El Alto Airport in La Paz early in the morning on Monday, May 11, 2015. A chartered minibus will transport students and the faculty leader from the airport to the hotel. Ground transportation related to official program activities within Bolivia will be arranged by the Center for Global Engagement.

Return travel to the United States will function similarly. Students will depart as a group from the airport in La Paz during the afternoon of June 5. Once students arrive in Philadelphia, they will be escorted to TCNJ vans for transportation back to campus.

### **Travel Documents and Entry Requirements**

To enter Bolivia, students are required to obtain a student visa. This visa is valid for 30 days. The Center for Global Engagement will instruct students to apply for visas after their acceptance into the program, but no later than March 1, 2015. Typically, student visas require two to three weeks for processing. Visa applications will be sent by certified mail to the Consulate General of Bolivia in Washington, DC. The application packet will include: (a) application form; (b) fee (\$43 money order); (c) passport; (d) one passport-sized photograph; (e) certificate of good conduct; (f) International Certificate of Vaccination of Prophylaxis; (g) official college transcript; (h) copy of itinerary; (i) certification of financial standing or proof of economic solvency, for example a credit card or current bank statement; (j) letter from The College of New Jersey stating purpose of visit; (k) and prepaid envelope with return address.

The faculty leader will be required to obtain a specific purpose visa for teaching. This visa is valid for 30 days and should be obtained prior to departure. The timeline for processing

visas applications is two to three weeks. The application packet must include: (a) application; (b) visa fee (\$85 money order); (c) passport; (d) one passport-sized photograph; (e) letter of introduction, which states the specific purpose of the travel, dates of travel, and the expenses that will be furnished by The College of New Jersey; (f) prepaid envelope with return address. The application will be sent by certified mail to the Bolivian consulate general in Washington, DC.

According to U.S. State Department (2013), “While proof of yellow fever vaccination is no longer required for Bolivia’s entry visa applications you may be asked to provide it if you’ve been to regions where the disease is prevalent prior to your arrival in Bolivia.” Yellow fever is prevalent in most of South America, except Argentina, Chile, western Bolivia and Peru, and the extreme eastern tip of Brazil (World Health Organization, 2012). Students who have travelled to these destinations may be required to obtain appropriate vaccinations and be able to provide necessary documentation during the visa application process or prior to entry into the country.

### **Accommodations and Meals**

Students and faculty will be housed at Arthy’s Guesthouse. The guesthouse is “recommended” by Lonely Planet for its security, cleanliness, value, staff, and location (Lonely Planet, 2013). The facilities include seven rooms, wireless internet, and complimentary breakfast. The guesthouse can comfortably accommodate 12 students in double-occupancy rooms; the faculty leader will stay in a private room. Arthy’s Guesthouse is located near the center of downtown La Paz, within walking distance to the *Universidad Mayor de San Andrés*, where classes will convene. Students will be responsible for lunches and most dinners; breakfast will be provided by the hotel. Also included in the program costs are two group dinners.

### **Classrooms and Excursions**

Lectures and classroom activities will be conducted in classroom space at the *Universidad Mayor de San Andrés* downtown campus. The Center for Global Engagement will rent one small classroom at the university for the duration of the program. Students will convene for in-class lectures in the morning; students will typically spend each afternoon in the community conducting intercultural fieldwork or participating in cultural excursions. Travel for excursions will be arranged by the program coordinators.

### **Health and Safety Plan**

Access Abroad seeks to ensure the highest level of health and safety for every program participant. The faculty leader will be on-call throughout the length of the program and will maintain weekly communication with the Center for Global Engagement program coordinator. The faculty leader will be provided a first-aid kit, emergency contact information for each student, important student medical information, a detailed list of on-campus emergency contacts, and a cell phone. The CGE program coordinator will monitor health and safety developments in Bolivia prior to and during the program. The faculty leader and students participants will be provided pertinent information regarding political, environmental, or travel-related issues with any potential to put their health or safety at risk.

The first step to ensuring student participant safety begins with the admissions and selection process. To participate on the program, students will be required to give permission to access their academic and disciplinary records as part of the application. Because the threat of disciplinary problems increase while abroad, CGE staff and appropriate personnel will screen

students for past behaviors that demonstrate a resistance to following rules. The program will require students be in good academic and disciplinary standing in order to participate.

Furthermore, students will be required to agree to a code of conduct which will outline rules that students must adhere to while on the program. Students who violate the contract may be dismissed from the program. To ensure adequate medical coverage during the program, students will be required to have program-approved health insurance—this cost is included in the program expenses. Students will be encouraged to purchase adequate, optional travel and property insurance to cover valuables, such as laptops, cameras, and cell phones.

Additionally, students will receive comprehensive health and safety training during pre-departure orientation. The training will include important information concerning personal safety and security issues, travel safety, health and medical information, especially regarding medical insurance, as well as intercultural communication and adjustment to host communities. The training will review program expectations about student conduct.

### **Student Code of Conduct**

The Center for Global Engagement acknowledges that students participating in the program may experience substantial levels of independence with which they may be unfamiliar. The challenge of living and studying abroad necessitates that students act responsibly while on the program and during program-related travel. Students and their families will be informed in writing of personal responsibility requirements prior to beginning the program. Students must sign and date the program's code of conduct to certify they read, understood, and agree to the requirements. The document will include statements and sanctions regarding general expectations, such as behavior involving illegal drug use and alcohol abuse, as well as academic

responsibility. The agreement will provide appropriate program staff the ability to dismiss students if they violate the terms of conduct or if their behavior endangers themselves or other participants, including students and field staff. Additionally, students will be dismissed if their behavior poses a threat to the program's health and safety plan, jeopardizes the individual's or group's commitment to academic success, or if their conduct harms the program's or college's image or reputation.

### **Health Insurance**

Students will be enrolled in a college-approved health insurance that provides minimum coverage for medical expenses, medical evacuation, repatriation costs, and travel indemnities. The policy will cover students during program-related travel, including air and ground travel. The coverage will apply to program-related activities, such as cultural excursions and field trips. The Center for Global Engagement will work with program partners and TCNJ legal counsel to identify and vet on-site medical care providers. The office will maintain and provide program staff and participants with a list of local doctors, clinics, and hospitals that will accept program health insurance.

### **Orientation and Training**

In addition to providing students with cultural adjustment information, the pre-departure orientation will address student safety, security, health, and medical issues. Students will receive pertinent travel information and the list of medical providers in the host country. Orientation facilitators will also review student conduct stipulations regarding academic and safety expectations. The pre-departure orientation will cover contingency and evacuation plans, proper lines of communication, local laws, and a review of program policies and procedures.

Students will be supplied with a packet containing detailed health and safety information specific to Bolivia. Included in this packet will be an emergency contact list (phone tree) and important list of websites to check prior to departure. This packet will be available to parents as well; it will be printed in both English and Spanish.

### **Incident Reports**

Each incident, accident, or injury will be recorded and investigated by the faculty leader. The leader will submit an official incident report to the Center for Global Engagement. Along with verifying that proper steps and procedures were followed, the investigation will look at necessary changes and improvements needed in the response plan in order to further improve the health, safety, and security conditions for the remainder of the program.

### **Health and Safety Considerations**

While travelers to Bolivia are not required to obtain vaccinations to enter the country, program participants will be encouraged to receive vaccinations for yellow fever, dengue fever, and rabies. Several health clinics throughout the state of New Jersey provide vaccination services.

According to the U.S. Department of State (2013), travelers to Bolivia often experience “headaches, difficulty sleeping, lack of appetite, minor gastric and intestinal upsets, and mood changes” due to the high altitude of the region. Persons with sickle cell anemia, heart disease, lung disease, and pregnancy face increased risk of high altitude sickness (U.S. Department of State, 2013). Less severe health issues include hypoxia, increased respiration, and heart rate (U.S. Department of State, 2013). The State Department (2013) recommends limited physical activity for the two days after arrival.

## **Crisis Management**

The Center for Global Engagement takes the safety of participants and faculty extremely seriously. The emergency response plan will consider possible types of emergencies that may happen to students and faculty while abroad. The plan will identify specific emergencies, perceived and actual, as well as appropriate responses to minimize disruption to the students' learning and program objectives. It will include names and contact information for the emergency response team at The College of New Jersey, members and participants in the field, and other important stakeholders and partners.

### **Emergency Response Plan**

The purpose of the emergency response plan is to remove or minimize harm to students, their families, program faculty and staff, TCNJ, and the program. It is the foundation for emergency preparedness for study abroad protocol. It will contain contact information for decision-makers, guidance to distinguish between actual and perceived emergencies, networks of communication for on-campus offices, participants in the field, parents, and partners that can provide legal, logistical, and physical support.

**Emergency Response Team.** The emergency response team will consist of staff and administrators from the CGE, academic affairs, the provost, student affairs, and business office, as well as the external relations department and the counseling and psychological services center. The emergency response team leader will be the director of the Center for Global Engagement. The leader will serve as the point person and will work closely with the faculty leader to determine the level of emergency, coordinate efforts, and streamline communication in order to effectively manage the emergency. The leader will work with the program coordinator to monitor

situations as they evolve. The emergency response team will receive guidance from the Office of General Counsel and an insurance specialist when appropriate.

**Emergency Reporting.** The CGE program coordinator, in the role of monitor, will be responsible for recording actions and directives that pertain to the emergency response plan. The monitor will verify all steps of the emergency response plan are implemented and notify the team of future courses of action.

**Emergency Contact List (Phone Tree).** The emergency contact list will include information for all members of the emergency response team, as well as contact information for on-campus offices, participants in the field, parents, and support partners, such as U.S. embassies and consulates and local legal counsel.

### **Suspending or Canceling Program**

Included in the emergency response plan is a list of events or actions that could potentially suspend or cancel the program, including a list of information sources to guide the final decision-making process. Final decisions to cancel or suspend the program will be made by senior TCNJ administrators. They will use input from CGE staff and the faculty leader. Their decision may be influenced by information provided by U.S. embassy or consulate officials in Bolivia.

### **Evaluation Plan**

Evaluation of the program by the Center for Global Engagement will be ongoing, at both the participant and program levels. Prior to traveling abroad, participants will complete a survey to gauge their knowledge and familiarity of course material. The survey will begin to measure

student learning and intercultural development. Participants will complete two additional surveys to track their progress.

Student learning will be monitored through course assignments. Each week, students will write a reflective essay, record thoughts and ideas in journals, and work in teams to complete a final project based on course subject matter. Students will share thoughts and knowledge during in-class discussions. The faculty leader will take an active role in facilitating group discourse and reflection.

Furthermore, the course will be evaluated by students after the first week of the program and at the program's conclusion. Mid-program feedback will be used by the instructor to make adjustments in the field. Post-program feedback will be used to adjust aspects of the program design for the following year. The faculty leader will be asked to submit an end-of-course report that details general perceptions of student satisfaction, logistical issues, issues regarding access to resources for teaching, and issues arising from cross-cultural communication. The Center for Global Engagement will review the budget and make changes to ensure the best use of college resources. Results from evaluations and feedback will be used to determine how well the program fulfilled its goal and objectives. Suggestions for enhancing the experience for future participants will be analyzed and discussed.

## **Budget**

See Appendix E for detailed Budget.

## **Budget Notes**

### **Expenses**

The total program cost, which includes faculty leader travel (\$2,535), instruction (in kind), and program expenses (\$17,055), is \$19,590. The total cost per participant (\$1,674) was calculated by adding total fixed program cost per student (\$374) and total variable program cost per student (\$1,300). The program cost will be funded through the Educational Opportunity Fund Global Scholars Grant. Travel costs for the faculty leader are estimated at \$2,535. Travel costs include international airfare, accommodations in La Paz, Bolivia, all meals, ground transportation within the host country, cell phone, international medical insurance, and incidentals. The faculty leader will be provided a stipend of \$5,984, the standard rate for teaching a course during the Maymester session at TCNJ. Fringe benefits for the faculty leader are eight percent of the stipend (\$479). The stipend and fringe benefits will be charged to the faculty leader's department, since teaching the course will be considered part of the leader's normal teaching load, and are considered in kind contributions in this budget. Instructional overhead is \$1,230, three percent of the total revenue.

### **Revenue**

The total program revenue is \$40,994. Program revenue represents revenue generated through total program fees (\$20,090), total application fees (\$1,800), and total undergraduate tuition fees (\$19,104). Program fees and application fees will be funded through the EOF Global Scholars Grant. Tuition fees will be funded through the EOF Grant, Promise Award, and

Incentive programs. The total net revenue of Access Abroad is \$11,176. Total net revenue represents program revenue (program fees, application fees, and tuition fees) minus program expenses (program costs, instruction costs, fringe benefits, and instructional overhead).

### **Conclusion**

Access Abroad is founded in the belief that education abroad is a core component of higher education and that access to education abroad should be equitably accessible to all students, regardless of socioeconomic status. Access Abroad cites the vision of higher education as asserted by the United Nations' *Universal Declaration of Human Rights*. Merit, not social or economic distinctions, should be the cornerstone of participation in education abroad.

Access Abroad is designed to accomplish three overarching goals: (a) increase access to education abroad programming for students enrolled in the Educational Opportunity Fund at The College of New Jersey, (b) eliminate institutional and financial obstacles that prevent EOF students from fully participating in the academic community of TCNJ, and (c) provide EOF students a transformative learning experience based in academic scholarship and intercultural immersion. Access Abroad achieves these goals through an innovative program design that combines groundbreaking research into student development and the academic impact of study abroad with best practice models. The program fills in institutional gaps that limit EOF student participation in education abroad by realigning several mission-based tasks of The College of New Jersey and the Educational Opportunity Fund to better serve EOF students. Furthermore, the establishment of the Global Scholars Grant and critical financial support from the Educational Opportunity Fund at The College of New Jersey will ensure that financial barriers do not inhibit participation in education abroad by EOF students.

Access Abroad is driven by need. Evidence for the need of a program like Access Abroad is demonstrated in the disparity between study abroad participation rates among student in the EOF program and non-EOF students. The disproportionate number of EOF students who do not participate in study abroad programming highlights gaps in institutional support. Access Abroad will bring congruency between the missions of The College of New Jersey and its Educational Opportunity Fund and their applications. Students who receive an international education develop essential intercultural skills and knowledge vital to academic and career success in the twenty-first century. The potential benefits of study abroad for EOF students are manifold. Research suggests that students who study abroad, and match the profile of EOF students, improve their GPA and increase their capacity to graduate from college.

The design of the Access Abroad is centered around holistic student learning and intercultural development. The design and curriculum are grounded in theories that promote experiential learning to help students develop self-authorship, global awareness, expanded worldviews, and a sense of social responsibility. The program model was selected to maximize the academic effects of study abroad. The design carefully considered the location of the program and its length. The classroom-community of La Paz, Bolivia will provide EOF students with a multicultural and dynamic learning environment that will foster transformative experiential learning experiences.

Access Abroad is an innovative design that will increase accessible, experiential education abroad programming and enhance academic and intercultural program quality for students from the Educational Opportunity Fund at The College of New Jersey. Access Abroad realizes a vision of higher education that is free from discrimination and accessible to all.

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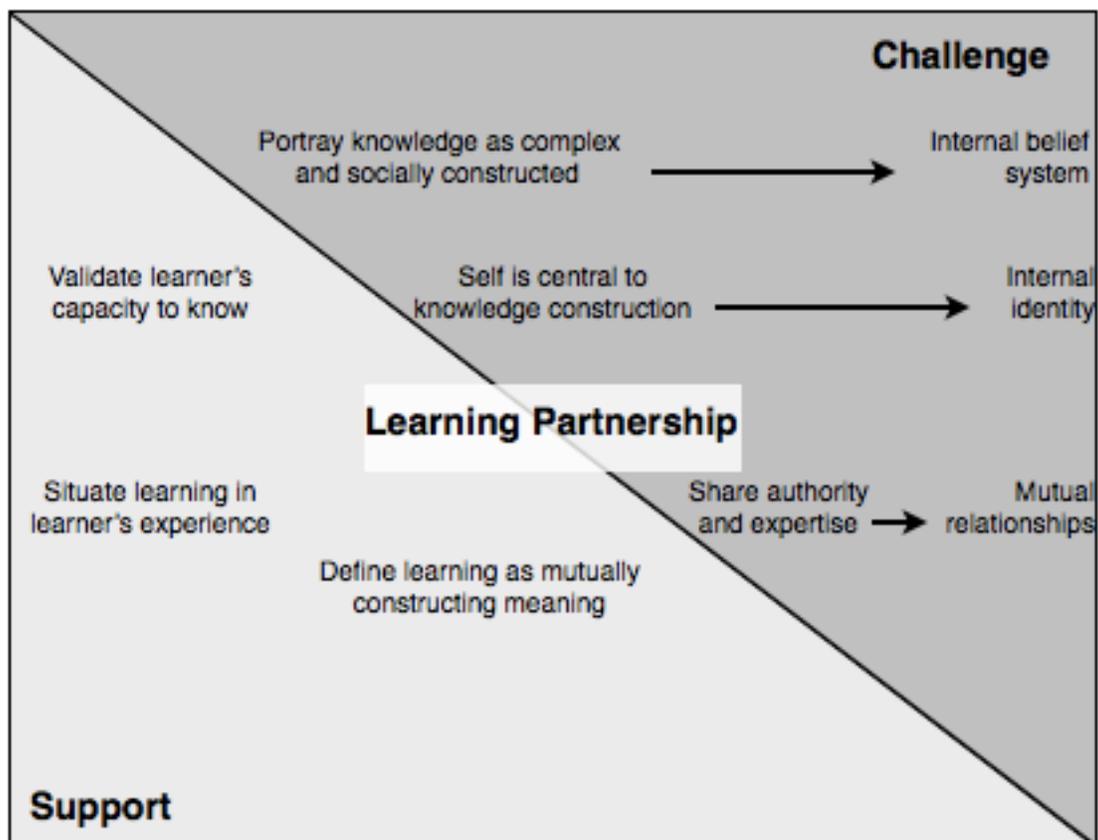
## **Appendices**

### **Appendix A: Sample Course Schedule**

See spreadsheet on next page (p. 61).

Appendix A:		Sample Course Schedule													
May-June 2015		Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday							
	No class	10	11	12	13	14	15	16							
	12:00	Group meets at TCNJ	7:00	Arrive LPB											
	13:00	Vans to West Trenton train station.	9:00	Minibus to hostel	8:00-9:00	Breakfast	8:00-9:00	Breakfast	8:00-9:00	Breakfast	8:00-9:00	Breakfast	8:00-9:00	Breakfast	
Culture & History	14:45	Arrival at PHL	10:30-12:00	Group meeting, on-site orientation	9:00-10:30	Lecture	9:00-10:00	Lecture	9:00-10:30	Lecture	9:00-10:30	Lecture		Italaque. Virgen del Carmen	
	15:00	Group check-in	12:00-13:00	Lunch	10:30-11:00	Break	10:00-10:30	Break	10:30-11:00	Break	10:30-11:00	Break	10:00-17:00	Cultural excursion: Tiwanaku	
	17:57	Depart PHL	13:00-15:00	Walking tour of central La Paz	11:00-12:00	Activity	10:30-12:00	Guest speaker	11:00-12:00	Activity	11:00-12:00	Activity			
					12:00-13:00	Lunch	12:00-13:00	Lunch	12:00-13:00	Lunch	12:00-13:00	Lunch			
					13:00-15:30	Intercultural fieldwork	13:00-16:00	Cultural excursion: Museum of San Francisco, Nacional Museo de Etnografía y Folklore, National Art Museum	13:00-15:30	Intercultural fieldwork	13:00-15:30	Intercultural fieldwork			
			20:00-22:30	Group dinner	15:30-17:00	Debrief	16:00-17:00	Debrief	15:30-17:00	Debrief	15:30-17:00	Debrief			
	No class	17	18	19	20	21	22	23							
Multiculturalism & Community	8:00-9:00	Breakfast	8:00-9:00	Breakfast	8:00-9:00	Breakfast	8:00-9:00	Breakfast	8:00-9:00	Breakfast	8:00-9:00	Breakfast	8:00-9:00	Breakfast	
			9:00-10:30	Lecture	9:00-10:30	Lecture	9:00-10:00	Lecture		Inti Raymi. Tiwanaku. Arrival of the Aymara New Year (Winter Equinox).	9:00-10:30	Lecture	9:00-21:00	Cultural excursion: ???	
			10:30-11:00	Break	10:30-11:00	Break	10:00-10:30	Break			10:30-11:00	Break			
			11:00-12:00	Activity	11:00-12:00	Activity	10:30-12:00	Guest speaker			11:00-12:00	Activity			
			12:00-13:00	Lunch	12:00-13:00	Lunch	12:00-13:00	Lunch			12:00-13:00	Lunch			
			13:00-15:30	Intercultural fieldwork	13:00-15:30	Intercultural fieldwork	13:00-16:00	Cultural excursion: Calle Jaen			13:00-15:30	Intercultural fieldwork			
			15:30-17:00	Debrief	15:30-17:00	Debrief	16:00-17:00	Debrief		15:30-17:00	Debrief				
	No class	24	25	26	27	28	29	30							
Politics of Social Justice	8:00-9:00	Breakfast	8:00-9:00	Breakfast	8:00-9:00	Breakfast	8:00-9:00	Breakfast	8:00-9:00	Breakfast	8:00-9:00	Breakfast		No class	
			9:00-10:30	Lecture	9:00-10:30	Lecture	9:00-10:00	Lecture	9:00-10:30	Lecture	9:00-10:30	Lecture			
			10:30-11:00	Break	10:30-11:00	Break	10:00-10:30	Break	10:30-11:00	Break	10:30-11:00	Break			
			11:00-12:00	Activity	11:00-12:00	Activity	10:30-12:00	Guest speaker	11:00-12:00	Activity	11:00-12:00	Activity			
			12:00-13:00	Lunch	12:00-13:00	Lunch	12:00-13:00	Lunch	12:00-13:00	Lunch	12:00-13:00	Lunch			
			13:00-15:30	Intercultural fieldwork	13:00-15:30	Intercultural fieldwork	13:00-16:00	Cultural excursion	13:00-16:00	Attend Gran Poder celebration.	13:00-15:30	Intercultural fieldwork			
			15:30-17:00	Debrief	15:30-17:00	Debrief	16:00-17:00	Debrief	16:00-17:00	Debrief	16:00-17:00	Debrief			
	No class	31	1	2	3	4	5	6							
Reflection & Reentry	8:00-9:00	Breakfast	8:00-9:00	Breakfast	8:00-9:00	Breakfast	8:00-9:00	Breakfast	8:00-9:00	Breakfast	8:00-9:00	Breakfast	20:00	Arrive PHL	
			9:00-10:30	Lecture	9:00-10:30	Lecture	9:00-10:00	Lecture	9:00-10:30	Group presentations	9:00-10:30	Reentry session			
			10:30-11:00	Break	10:30-11:00	Break	10:00-10:30	Break	10:30-11:00	Break	10:30-11:00	Break			
			11:00-12:00	Activity	11:00-12:00	Activity	10:30-12:00	Guest speaker	11:00-12:00	Activity	11:00-12:00	Reentry session			
			12:00-13:00	Lunch	12:00-13:00	Lunch	12:00-13:00	Lunch	12:00-13:00	Lunch	12:00-13:00	Lunch			
			13:00-15:30	Intercultural fieldwork	13:00-15:30	Intercultural fieldwork	13:00-16:00	Cultural excursion	13:00-16:00	Cultural excursion	13:00-14:30	Reentry session			
			15:30-17:00	Debrief	15:30-17:00	Debrief	16:00-17:00	Debrief	16:00-17:00	Debrief	15:30	Minibus to			
									17:00-19:00	Group Dinner	18:00	Depart LPB			

## Appendix B: Theoretical Models (Learning Partnerships Model and Experiential Learning Model)



*Figure 1.* Learning partnerships model developed by Marcia B. Baxter Magolda and Patricia M. King (2004).

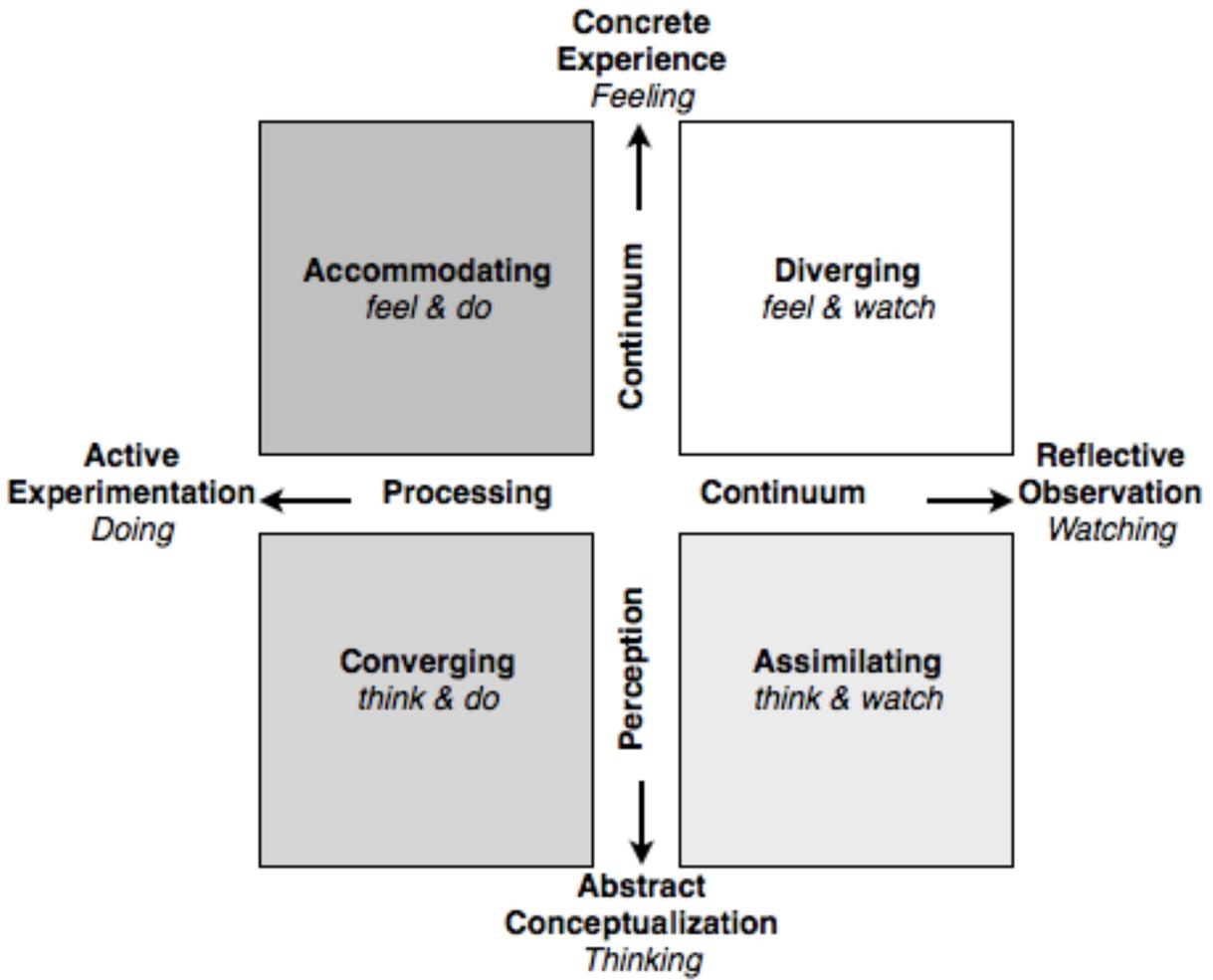


Figure 2: The experiential learning model designed by David A. Kolb (1984).

## **Appendix C: Job Descriptions**

### **Appendix C.1: Faculty Leader Job Description**

**Job Title:** Faculty Leader

**Position Type:** Extended Maymester (May 10-June 6, 2015) - Contract

**Job Description:** The Center for Global Engagement (CGE) at The College of New Jersey is seeking a Faculty Leader from the School of Humanities and Social Sciences to work in collaboration with CGE staff in the preparation and delivery of a short-term, faculty-led study abroad program. The program, Access Abroad, will take 12 student sojourners from the Educational Opportunity Fund at The College of New Jersey to La Paz, Bolivia for four weeks to explore Bolivia culture, history, and political and social systems.

**Duties:**

- Plan and delivery the course, Global Perspectives in Bolivia (INT 347 and ANT 347)
- Coordinate and lead cultural excursions within the city of La Paz and in the surrounding communities
- Liaise with host country institutions, partners, and local enterprises with respect to logistical concerns
- Coordinate program activities and logistics in Bolivia
- Act as an advisor to students in both an academic and personal capacity
- Encourage personal development for program participants and provide counseling and support to 12 undergraduate students from the Educational Opportunity Fund
- Assist with both pre-departure and reentry orientations and recruitment efforts

**Skills and Qualifications:**

- PhD in Anthropology or a related field, with an interest and knowledge of Bolivia
- Comprehensive knowledge of Bolivian culture and history
- Ability to design lessons that explore Bolivian society and culture through engagement with local communities
- Willingness to collaborate with the Center for Global Engagement and the Educational Opportunity Fund to deliver a transformative experiential learning experience
- Advising experience preferred
- Knowledge and experience of education abroad, with preference given to candidates with experience living and working in Bolivia
- Excellent communication and interpersonal skills
- Cultural sensitivity for diverse students from the Educational Opportunity Fund
- Ability to use initiative and operate under pressure to solve problems

**Remuneration:** Faculty leader will remain on TCNJ payroll, with all transportation, accommodations, meals, and excursion expenses covered during the program.

**Interested candidates should submit a resume and cover letter to:** Dr. Jon Stauff, Director, Center for Global Engagement, 111 Green Hall ( or email: [jstauff@tcnj.edu](mailto:jstauff@tcnj.edu))

## **Appendix C.2: Guest Lecturer Job Description**

**Job Title:** Guest Lecturer

**Position Type:** Maymester (May 10-June 6, 2015) - Contract

**Job Description:** The Center for Global Engagement (CGE) at The College of New Jersey (TCNJ) is seeking a Guest Lecturer to work in collaboration with a faculty member from TCNJ in the preparation and delivery of lectures pertaining to: Bolivian history, multiculturalism, political systems, and social activism. The program, Access Abroad, will take 12 student sojourners from the Educational Opportunity Fund at The College of New Jersey to La Paz, Bolivia for four weeks to explore Bolivia culture, history, and political and social systems.

**Duties:**

- Provide students with in-depth and relevant information about one of the following topic areas: Bolivian history, multiculturalism, political systems, and social activism through weekly lectures that supplement discourse by the faculty leader

**Skills and Qualifications:**

- Expert in the topics areas of the course
- Superior level mastery of English language preferred
- Experience in teaching (student teaching, teaching assistant, tutoring)
- Ability to work with faculty leader to design lectures that explore course topics
- Knowledge and experience working with students from the United States
- Excellent communication and interpersonal skills
- Cultural sensitivity and intercultural communication skills
- Ability to use initiative and operate under pressure to solve problems

**Remuneration:** Guest Lecturers will be paid \$100 (USD) per lecture. The program will pay for any travel expenses related to cultural excursions.

**Interested candidates should submit a resume, cover letter, and three professional references to:** Dr. Jon Stauff, Director, Center for Global Engagement, 111 Green Hall ( or email: [jstauff@tcnj.edu](mailto:jstauff@tcnj.edu))

### **Appendix C.3: Field Guide and Translator Job Description**

**Job Title:** Field Guide and Translator

**Position Type:** Maymester (May 10-June 6, 2015) - Contract

**Job Description:** The Center for Global Engagement (CGE) at The College of New Jersey (TCNJ) is seeking a Field Guide and Translator to work in collaboration with a faculty member from TCNJ in the delivery of cultural excursions. The program, Access Abroad, will take 12 student sojourners from the Educational Opportunity Fund at The College of New Jersey to La Paz, Bolivia for four weeks to explore Bolivia culture, history, and political and social systems.

**Duties:**

- Provide linguistic and cultural assistance to the TCNJ faculty leader in the delivery and execution of several cultural excursions in and around La Paz, Bolivia
- Work with the faculty leader to arrange and coordinate field trips
- Liaise between program participants and host country personnel, guest lecturers, institutions, and local residents

**Skills and Qualifications:**

- Superior level mastery of English language required
- Ability to accurately and effectively translate between English and Spanish languages
- Proficiency in Quechua or Aymara languages preferred
- Experience in teaching (student teaching, teaching assistant, tutoring)
- Ability to work with faculty leader to arrange and coordinate cultural excursions
- Knowledge and experience working with students from the United States
- Excellent communication and interpersonal skills

- Cultural sensitivity and intercultural communication skills
- Ability to use initiative and operate under pressure to solve problems

**Remuneration:** Field Guide and Translator will be paid \$200 (USD). The program will pay for any travel expenses related to cultural excursions.

**Interested candidates should submit a resume, cover letter, and three professional**

**references to:** Dr. Jon Stauff, Director, Center for Global Engagement, 111 Green Hall ( or email: [jstauff@tcnj.edu](mailto:jstauff@tcnj.edu))

**Appendix D: Timetable for Delivery****Timetable for Delivery**

2013

November: Submit Access Abroad proposal and design to The College of New Jersey and the Educational Opportunity Fund

2014

April: Webpage and program application available online

June 23-27: Mail marketing postcards to EOF families

July 7-August 8: EOF summer program for incoming first year students; work with EOF counselors to identify 30 students with interest in education abroad

July 11: Presentation by CGE of Access Abroad program to students (during EOF summer program)

July 14-18: Reserve space for information sessions, events, and pre-departure orientation

August 4-15: Design marketing materials (posters, table tents, etc.)

August 18-19: Get materials approved by Student Activities Office

August 20: Distribute materials around campus

August 26: First day of Fall classes

August 29: Access Abroad information session (1) for EOF students and families with faculty director and CGE program coordinator

September 3: Access Abroad information session (2) for EOF students and families

September 10: Study Abroad Fair - Promote program; faculty director will host table

September 11: Access Abroad information session (3) for EOF students and families

November 12: Bolivian culture and food event hosted by faculty director

November 26-28: Thanksgiving break

December 1: Passport workshop (1)

December 5: Last day of Fall classes

December: Final marketing of program, recruitment of student candidates, application materials  
made available online

2015

January 20: First day of Spring term

February 6: Application deadline

February 9-11: Selection committee meets to choose finalists and alternates

February 13: Offers are made to 12 students to participate in program

February 20: Deadline to accept offer

February 23: Alternates notified

March 2: Deadline for alternates to accept

March 5: Passport workshop (2)

March 6: Orientation readings disseminated

March 9-13: Spring break

April 6-10: Midterm examinations

April 15: Pre-departure orientation session I

April 22: Pre-departure orientation session II

May 4-8: Final examinations

May 8: Last day of Spring classes

May 10: Depart for Bolivia

June 4-5: Reentry session I in Bolivia

June 6: Return to U.S.

July 6-August 7: EOF summer program

July 6-7: Reentry session II; resume-building workshop I

August 25: First day of class

August: Resume-building workshop II

## **Appendix E: Budget**

### **Budget**

See spreadsheet on next page (p. 74).

Summary	Fixed	Variable	In Kind	TOTAL						
<b>Faculty Travel Expenses</b>					<b>Students</b>	<b>12</b>				
Airfare	1,300			1,300	<b>Faculty</b>	<b>1</b>				
Accommodations	180			180	<b>Days</b>	<b>28</b>				
Meals	500			500	<b>Nights</b>	<b>27</b>				
Land transportation	30			30						
Mobile phone	125			125						
Insurance	100			100						
Incidentals	300			300						
<b>Total Faculty Expenses</b>	<b>2,535</b>	<b>0</b>	<b>0</b>	<b>2,535</b>						
<b>Faculty Instruction</b>										
Teaching stipend		5,984	5,984	0						
Fringe benefits		479	479	0						
<b>Total Faculty Instruction</b>	<b>0</b>	<b>6,463</b>	<b>6,463</b>	<b>0</b>						
<b>Instructional Overhead</b>				<b>1,230</b>						
<b>Program Expenses</b>										
Marketing		250	250	0						
Pre-departure orientation		250	250	0						
Student airfare		12,000		12,000						
Student accommodations		2,160		2,160						
Cultural excursions		275		275						
Airport transportation		65		65						
Classroom	375			375						
Guest speakers	400			400						
Field guide/translator	200			200						
Course pack		600		600						
Insurance	480			480						
Group dinners	500			500						
<b>Total Program Expenses</b>	<b>1,955</b>	<b>15,600</b>	<b>500</b>	<b>17,055</b>						
<b>TOTAL PROGRAM COST</b>	<b>4,490</b>	<b>15,600</b>	<b>6,963</b>	<b>19,590</b>						
<b>Total Cost Per Student</b>	<b>374</b>	<b>1,300</b>	<b>580</b>	<b>1,674</b>						
<b>Program Fees &amp; Tuition</b>										
Application fee	1,800			1,800						
Program fee		20,090		20,090						
Undergraduate tuition		19,104		19,104						
<b>Total Undergraduate Student Expenses</b>	<b>1,800</b>	<b>39,194</b>	<b>0</b>	<b>40,994</b>						
<b>Total Undergraduate Expenses Per Student</b>	<b>150</b>	<b>3,266</b>	<b>0</b>	<b>3,416</b>						
<b>Estimated Additional Student Expenses</b>										
Meals (excluding breakfast)		5,040		5,040						
Independent activities/travel		360		360						
Souvenirs		300		300						
Travel insurance	1,320			1,320						
<b>Total Estimated Additional Student Expenses</b>	<b>1,320</b>	<b>5,700</b>	<b>0</b>	<b>7,020</b>						
<b>Total Estimated Additional Expenses Per Student</b>	<b>110</b>	<b>475</b>	<b>0</b>	<b>585</b>						
<b>TOTAL ESTIMATED STUDENT EXPENSE</b>				<b>5,675</b>						
<b>Total Expenses for EOF Global Scholars Grant</b>				<b>22,620</b>						
<b>Total Expenses for EOF Global Scholars Grant Per Student</b>				<b>1,885</b>						
<b>Total Expenses for EOF Grant and Promise Award</b>				<b>39,194</b>						
<b>Total Expenses for EOF Grant and Promise Award Per Student</b>				<b>3,266</b>						
<b>Revenues</b>										
Tuition		19,104		19,104						
Administrative fee	1,800			1,800						
<b>Total Tuition &amp; Administrative Fees</b>				<b>20,904</b>						
<b>Total Program Fees</b>				<b>20,090</b>						
<b>TOTAL Revenues</b>				<b>40,994</b>						

Budget Notes				
Account	Account Name	Amount	Description of Costs	
<b>Program Revenues</b>				
40430	Program Revenue (Program Fees)	\$20,090	The EOF Global Scholars Grant will pay \$1,674 per EOF student. This fee includes airfare, accommodations, land transportation, entrances, insurance, and other instructional expenses related to the program. This budget has been built for 12 students.	
40430	Application Fee	\$1,800	The EOF Global Scholars Grant will pay \$150 for each participating EOF student.	
41011	Tuition Revenue	\$19,104	Students will enroll in INT 347/ANT 347 at \$1,592. The EOF Grant, Promise Award, and Incentive program will pay for this cost.	
<b>Program Expenses</b>				
54120	Program Costs	\$19,590	The College of New Jersey will pay hostel and various transit companies for student accommodations and group transportation.	
51253	Instruction	\$5,984	Stipend for faculty leader.	
52100	Fringe Benefits	\$479	Eight percent of stipend.	
54100	Faculty Travel	\$2,535	Airfare, accommodations, meals, mobile phone, insurance, et cetera.	
59997	Instructional Overhead	\$1,230	Three percent of total revenue.	
	Total Net Revenue	\$11,176		