

Education Abroad Advising



E-LEARNING COURSE COMPANION WORKBOOK

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NAFSA: Association of International Educators promotes the exchange of students and scholars to and from the United States. The association sets standards of good practice and provides professional education and training that strengthen institutional programs and services related to international education and exchange. NAFSA provides a forum for discussion of issues and a network for sharing information as it seeks to increase awareness of and support for international education in higher education, in government, and in the community.

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For more information about NAFSA's Trainer Corps, please see: www.nafsa.org/trainercorps

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Course Overview

This course is designed for new and aspiring education abroad advisers working for higher education institutions or education abroad program providers. Each module will address specific objectives to help you build your skills so that by the time you reach the end the course you will be able to:

- Adapt your advising strategy to meet the changing needs of your education abroad students through six programmatic stages
- Address advising situations that advisers commonly encounter in their day-to-day work
- Work efficiently, effectively, and collaboratively to support education abroad student needs within your organization and the program destination

Course Final Assessment and Certificate of Completion

Throughout the course there are several opportunities to check your understanding of the content, both embedded within the content, but also at the conclusion of each module. After completing the course, you will be granted access to the final course assessment. This will test your comprehension of concepts covered throughout. The course evaluation is located in your course menu. Revisiting sections of the course or the workbook is permitted when completing the final evaluation. Upon the successful completion of your exam (achieving a grade of 70% or higher), you will receive your certificate of completion.

Module 1: Influences on Education Abroad Advising



Module Overview

This module will introduce you to the Oakdale Education Abroad team to demonstrate the program structure, goals, and roles that exist in an education abroad office. In addition to being introduced to the **six stages of the education abroad process**, you will also learn about the international and federal influences that can impact the advising process, and how to stay knowledgeable about these influences.



Module Objectives

In the box below, rate your level of confidence to perform each of the learning outcomes on a scale from 1 to 3.

1= Not Confident

2= Ready with Support

3= Confident on my own

Objective	Rating
Define six stages of the education abroad process	
Describe the key elements and responsibilities of the adviser's role	
Identify external influences on education abroad advising	



George's Dilemma

As you listen to and read the transcript of Miriam and George's phone call, write down the following details of George's problem. For each detail, also make note of Miriam's response.

Miriam: Oakdale Education Abroad Office. This is Miriam.

George: Hi Miriam? This is George. Finally! I really need to talk to you.

Miriam: Hi George. What's going on?

George: Well, I have a problem with the food situation. They eat at weird times - like really late and stuff. I'm always starving. And then when I do eat, I eat super-fast and I guess it looks gross because they are looking at me like I'm crazy. But, when I bring other food into the house and Senora Rios finds out about it, she feels insulted - at least that's what Manuel said. He's her son. He's 14.

Miriam: So what have you done so far?

George: I mean I stopped bringing food into the house, but I have found ways to sneak in snacks. But I haven't talked to anyone about it since Manuel confronted me. I'm staying in my room a lot trying to distract myself from the hunger. I can't last another four weeks like this! I'll die!

Miriam: Okay, George, take a breath. We did talk about cultural differences during your orientation. Spaniards do eat later. But I see this is really having an impact on your experience. We have a couple of options here. Let's talk about what your next step should be.

- 1) What part of the Spanish culture is George having a hard time with?
- 2) How has he tried to solve this issue?
- 3) Has his solution had a positive result? Why or why not?
- 4) How has this issue affected his experience in his homestay?
- 5) What do you think Miriam might advise George to do in this situation?

Student Participation/Advising Support

Use the word bank below to complete the following statements about Adviser Support.

Changing	Judgment	International Sphere	Critical	Advising
Sessions	Navigate	Effective	Constraints	Empower
Responsibility	Ongoing	National Laws	Orientations	Knowledgeable
Stakeholders				

Adviser Support

- 1) As advisers, we help students _____ the complexities of life in another country and empower them to take _____ for their own lives.
- 2) Our support is _____ through each stage of the process of their goal to study abroad. From _____, program development, outreach, and _____, students' needs are constantly _____, which means the ways we support them also change.
- 3) In order to support our students, we need to be knowledgeable in many _____ areas, such as the dynamics of working within an _____, adhering to _____, working with campus _____, and responding to a growing number of student needs. At these times the answers aren't as clear cut and you have to make _____ calls on how to proceed.
- 4) To be an _____ adviser, balancing these diverse roles within the _____ of your organization and your position is an essential skill.

Student Participation

List some examples of how a student can engage in an education abroad experience.

1)

2)

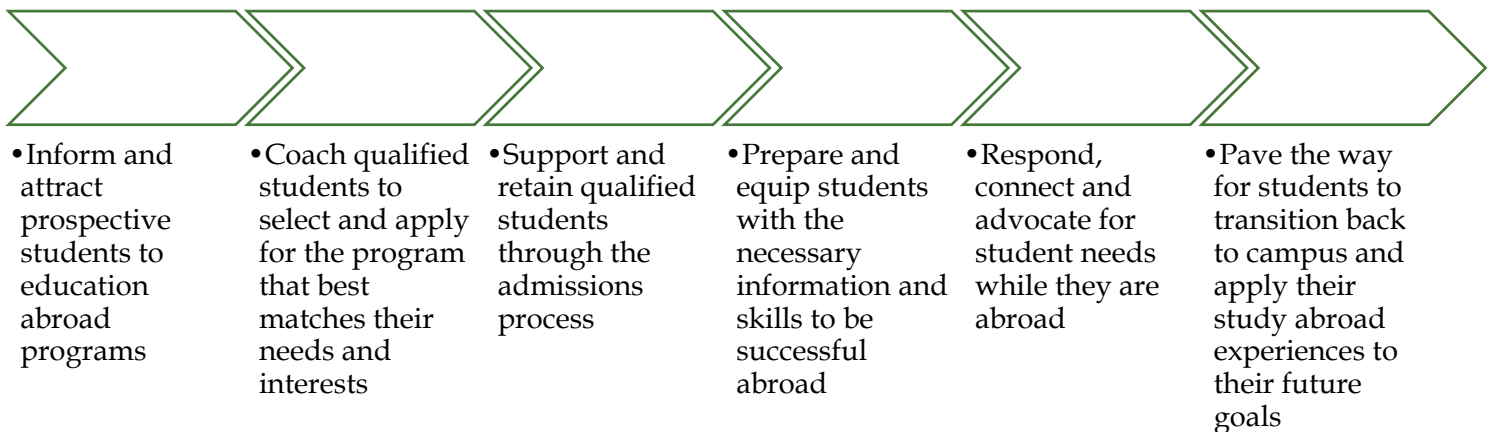
3)

In the paragraph below, **highlight** or underline the long term benefits of a student becoming more globally minded and culturally sensitive.

“...These qualities will help them in the development of their careers and in their lives in general. By actively engaging in our global community, students make the choice to become more independent, more culturally aware and adept at navigating diverse situations. It is important for us to help students to actively engage in their experience.”

Six Stages of Advising

Complete the graphic below with the correct sequence of the advising cycle, as shown in the module.





Oakdale Facts

Oakdale is just outside St. Louis, Missouri and our current enrollment is a little over 25,000 undergraduate and graduate students.

Education abroad is not a compulsory part of the curriculum at Oakdale. However, there is a lot of energy around internationalization in the President's office, so that may change in the future.

Throughout the school year, Oakdale enrolls about 800 undergraduate students in the study abroad programs. Most of the enrolled students are liberal arts majors in their sophomore and junior years. Students primarily study in Western Europe, followed by China, and South America.

In the discussion forum for this module, provide us with demographic information about your institution and your study abroad office. What are some of the similarities or differences that you notice between your institution and Oakdale? Why do you think it is important to understand your own institution's culture, policies, capacity and approach?

Oakdale Education Abroad Data

Use the following space to respond to the prompts from the data points on Oakdale's Education Abroad Participation Chart.

Total Participation

Based on your knowledge of study abroad programs in general, and by using Oakdale's data profile, write down 3 reasons you think could explain a drop in (*overall*) participation.

1)

2)

3)

Liberal Arts and Sciences

Write down 3 reasons you think could explain a drop in participation from *English majors* in study abroad programs.

1)

2)

3)

STEM

Write down 3 reasons you think could explain the lack of participation from *STEM* students in study abroad programs.

1)

2)

3)

Underrepresented Students

Write down 3 reasons you think could explain the lack of participation from *underrepresented* students in study abroad programs.

1)

2)

3)



Oakdale Education Abroad Staff

Here's an overview of Oakdale's Education Abroad staff and their responsibilities.

	Duties		Duties
	<p>Dr. Aubry Stanley, Director</p> <ul style="list-style-type: none"> Responsible for strategic planning, crisis management, internationalization planning 		<p>Miriam Roy, Lead Adviser</p> <ul style="list-style-type: none"> Geographic specialization in Asia and Spain Serves as a liaison to the registrar and career offices Responsible for training new staff, and organizing re-entry programming
	<p>Sean Rossi, Adviser</p> <ul style="list-style-type: none"> Geographic specialization in France, the United Kingdom and Northern Ireland, and Italy Serves as the Risk Management/Legal Office liaison Responsible for pre-departure orientation 		<p>Diane Reed, Adviser</p> <ul style="list-style-type: none"> Geographic specialization in South America Serves as the faculty program liaison Serves as the Approval coordinator
	<p>Chris Castillo, Adviser</p> <ul style="list-style-type: none"> Geographic specialization in non-traditional destinations Responsible for new program development Serves as the Student Affairs liaison and as the Outreach coordinator 		<p>Amber Washington, Admin</p> <ul style="list-style-type: none"> Serves as the front desk coordinator, intern supervisor Responsible for managing the website, communication, application processing, and database management Serves as the campus IT liaison
	<p>Isaiah Colby, Intern</p> <p>Serves as front desk support, responsible for processing requests, scheduling, processing applications, and data entry</p>		



Consider This

These roles are specific to Oakdale, how do the roles on your campus compare to how Oakdale distributes work among its team?

Compare your Institution to Oakdale

You've learned a lot about Oakdale. Now, compare Oakdale to your institution.

Data Point	Oakdale	Your Institution
Location	St. Louis, Missouri	
Current Enrollment	25,000 undergraduate and graduate students	
Compulsory or not compulsory	Not compulsory	
Study abroad enrollment	800 undergraduate students	
Most popular student majors	Liberal arts	
Most popular student grade levels	Sophomore and junior	
Most popular countries/regions	Western Europe, followed by China, and South America	



National Influences

The Federal Five

HIPAA Privacy Rule

The HIPAA Privacy Rule establishes national standards to protect individuals' medical records and other personal health information and applies to health plans, health care clearinghouses, and those health care providers that conduct certain health care transactions electronically. The Rule requires appropriate safeguards to protect the privacy of personal health information, and sets limits and conditions on the uses and disclosures that may be made of such information without patient authorization. The Rule also gives patients rights over their health information, including rights to examine and obtain a copy of their health records, and to request corrections. Source: (45 CFR Part 160 and Subparts A and E of Part 164.)

www.hhs.gov/ocr/privacy/hipaa/administrative/privacyrule/

FERPA

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond

the high school level. Students to whom the rights have transferred are "eligible students."

<http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

Clery Act

The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (20 USC § 1092(f)) is the landmark federal law that requires colleges and universities across the United States to disclose information about crime on and around their campuses. The law is tied to an institution's participation in federal student financial aid programs and it applies to most institutions of higher education both public and private. The Clery Act is enforced by the United States Department of Education.

The law was amended in 1992 to add a requirement that schools afford the victims of campus sexual assault certain basic rights, and was amended again in 1998 to expand the reporting requirements. The 1998 amendments also formally named the law in memory of Jeanne Clery. Subsequent amendments in 2000 and 2008 added provisions dealing with registered sex offender notification and campus emergency response. The 2008 amendments also added a provision to protect crime victims, "whistleblowers", and others from retaliation.

<http://clerycenter.org/summary-jeanne-clery-act>

Title IX

Title IX of the Education Amendments of 1972 protects people from discrimination based on sex in education programs and activities that receive federal financial assistance.

The Title IX regulation describes the conduct that violates Title IX. Examples of the types of discrimination that are covered under Title IX include sexual harassment, the failure to provide equal opportunity in athletics, and discrimination based on pregnancy. To enforce Title IX, the U.S. Department of Education maintains an Office for Civil Rights, with headquarters in Washington, DC and 12 offices across the United States.

Title IX protects any person from sex-based discrimination, regardless of their real or perceived sex, gender identity, and/or gender expression. Female, male, and gender non-conforming students, faculty, and staff are protected from any sex-based discrimination, harassment or violence. Source: U.S. Department of Education, Office for Civil Rights.

http://www2.ed.gov/about/offices/list/ocr/docs/tix_dis.html

Americans with Disabilities Act (ADA)

The Americans with Disabilities Act (ADA) prohibits discrimination on the basis of disability in employment, State and local government, public accommodations, commercial facilities, transportation, and telecommunications. It also applies to the United States Congress.

<http://www.ada.gov/cguide.htm>

- 104.42 Admissions and recruitment. (a) General. Qualified handicapped persons may not, on the basis of handicap, be denied admission or be subjected to discrimination in admission or recruitment by a recipient to which this subpart applies

104.43 Treatment of students; general. (a) No qualified handicapped student shall, on the basis of handicap, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any academic, research, occupational training, housing,

health insurance, counseling, financial aid, physical education, athletics, recreation, transportation, other extracurricular, or other postsecondary education aid, benefits, or services
<http://www2.ed.gov/policy/rights/reg/ocr/edlite-34cfr104.html#E>

Match the name of each of The Federal Five with the appropriate description.

a) HIPPA	i) Works towards making education abroad accessible to students with mental, physical, and learning disabilities
b) FERPA	ii) Protects student medical information
c) Clery Act	iii) Requires adviser's to keep record of any incident that occurs involving a student and is shared with the Risk Management office
d) Title IX	iv) Protects student privacy regarding academic records
e) ADA	v) Tied to financial aid, deals with sexual discrimination

International Influences

Below is a list of all international influences that can affect a student's success getting to, and living abroad. Write an example or reason why this might affect the student getting to and living abroad.

Visas	•Entry requirements, application process, processing time, problem resolution
Laws	
Currency and Exchange rate	
Cultural/social norms/ intercultural communication	
Political climate/diplomacy	
Geographical and infrastructural considerations	
Educational practices/expectations	
Holidays	

How does Miriam stay up-to-date on these influences to ensure she is making the best decisions for her students? List at least 2 ways that she mentions, and at least one way that is not mentioned that you have used in your experience.



Reflection Questions

1. What new information did you learn in this module?
2. List two key takeaways from this module.
3. What do you want to learn more about?

Module 2: Outreach



Module Overview

Miriam reviews the Oakdale program portfolio and considers how to best expand programming to meet these goals. The team brainstorms outreach strategies and the best ways to target their marketing to key audiences.



Module Objectives

In the box below, rate your level of confidence to perform each of the learning outcomes on a scale from 1 to 3.

1= Not Confident

2= Ready with Support

3= Confident on my own

Objective	Rating
Plan outreach activities to meet institutional expectations and priorities	
Assess program portfolio to ensure programs meet student and institutional priorities	
Develop and deliver a study abroad presentations targeted to prospective study abroad students	
Identify technology to inform and dialogue with prospective students about education abroad opportunities	

Oakdale's Goals

Write your institution's goals in the provided space.

Data Point	Your institution's goals
Oakdale's goals <ul style="list-style-type: none">• Increase our student participation to 4% of the total student population in the next 3 years.• Target increases in STEM areas.• Increase participation among under-represented and high-need students.• Expand programs into India.	

Goals of Outreach

In the space provided, write down the goals of outreach outlined in the module.

Program Cheat Sheet

Shown here is the table from the Program Cheat Sheet.

Program name	
Program country	
Specific characteristics of the host country	
Program type	
Educational and career benefits	
Program features and highlights	
Educational expectations/requirements	
Cost and funding options	

Why is it helpful to have a Program Cheat Sheet when planning student outreach?



Program Pamphlets

Review the four pamphlets for study abroad programs in India.

Type of Program	Description
Program Providers	Program Providers are international education organizations that provide a number of services in addition to course enrollment overseas, like on-site staff, cultural excursions, housing assistance, health/safety management, etc. Program Providers can offer international opportunities ranging from academic study programs to internship, volunteer, teach and work abroad options.
Reciprocal Exchange Programs	<p>Reciprocal Exchange Programs are contractual exchanges between a host institution abroad and home institution in the U.S. Traditionally, these agreements result in a one-for-one exchange—one student abroad, one student from abroad at the home university. Many agreements can reflect this model and many variations, including just sending American students overseas.</p> <p>Typically, students pay just the home university tuition to participate in the program. The host institution's international office oversees student transition and logistics on site</p>
Affiliate Programs	An affiliate program is a program that has been vetted and approved by the study abroad office. Any program type can qualify, depending on the home institution's policies and procedures, including program providers, reciprocal exchange partners or other U.S. university programs. Students can study abroad with an affiliate program for a semester, year or summer term.
Colleges and Universities	<p>Oakdale has several programs that have been developed by our institution and are administered through our offices. Many of these programs are tied to our curriculum and are embedded into the course itself.</p> <p>Often these programs are led by faculty. We also have some programs initiated by the study abroad office.</p> <p>Programs developed and led by our institution can actually increase revenue for the institution—especially if we recruit students from other institutions.</p>

For each type of program, indicate whether or not you would recommend this program for Oakdale, and why you chose this answer.

Colleges and Universities

☐

Recommended

☐

Not Recommended

Explanation:

Affiliate Programs

☐

Recommended

☐

Not Recommended

Explanation:

Reciprocal Exchange Programs

☐

Recommended

☐

Not Recommended

Explanation:

Program Providers

☐

Recommended

☐

Not Recommended

Explanation:

STEM Outreach Planning



Consider This

What other (STEM outreach) activities would you suggest that would help us meet our goals?

STEM Barriers

What do you think are some of the barriers and perceived obstacles for STEM students specifically? List your thoughts in the space provided below and click the *Our List* button to compare them to our list. Write down any differences between the two lists.

My List	Comparisons

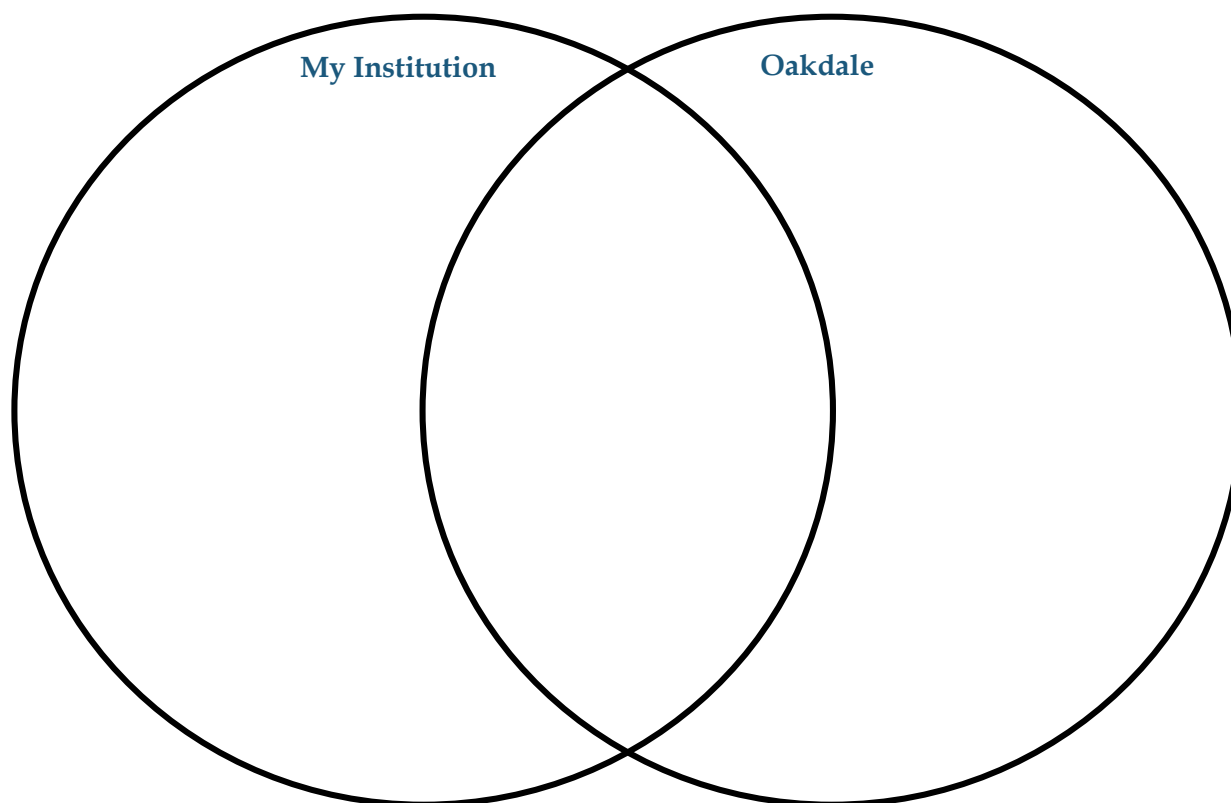
Student Profiles

Why do you think it is beneficial to create student profiles when planning outreach?



Consider This

Do the characteristics mentioned in the module seem consistent with your STEM students? Can you think of others? Using the characteristics mentioned in the module, fill in the blank Venn diagram below to map out any similarities or differences between the STEM students at your institution and those at Oakdale.



Characteristics of STEM Students at Oakdale

Logical thinkers

Face scheduling challenges

May have fewer available credits for study abroad

Are highly engaged with stem honor society organizations

Difficulty ensuring course content equivalence



Programs for STEM Students

Read each of the program descriptions and determine which of the programs would be a good recommendation. Write your reasons in your workbook then click good fit or bad to read our responses.

Program Option	Good fit? Why?	Bad fit? Why?
Applied Engineering in Nanjing, China, program partner Blend coursework and applied learning in the community as students grapple with real engineering challenges in Nanjing, China. In this experiential fall program, students will spend time in introductory engineering classes studying existing engineering challenges throughout Nanjing. Then they will shadow a Chinese engineer working on that particular challenge. Students are required to have conversational Mandarin in order to best work with their engineer mentors.		
Exchange partner in Dublin, Ireland Ireland is home to some of our oldest structures, some of which have withstood the test of time. Students will enroll directly with our partner institution in Dublin and will select a summer course load from an approved list of courses. Over the 8-week summer term, students are invited to take part in weekly excursions emphasizing engineering challenges in Dublin and surrounding areas.		
Sharjah, UAE Oakdale, faculty-led program UAE is the home to engineering marvels that are changing how we view potential and possibilities. Imagine being at the heart of new developments while your professor leads you through key engineering challenges. Students will visit sites, hear from expert speakers, and develop their own solution to one of the challenges presented in the course. This fall course and all activities will be taught in or translated into English and qualifies for engineering accreditation. The engineering course is taught in English alongside a beginner's Arabic course.		

Marketing and Outreach

List the benefits of Targeted Marketing.

1)

2)



Marketing and Promoting Programs

Write down the benefits for each marketing category. Once you have reviewed all of the categories, add your ideas to the lists below.

In-Person Marketing	Connective Technology Marketing	Social Media and Online Marketing	Digital and Print Media
Our List			
<ul style="list-style-type: none"> Classroom presentations Study Abroad Fairs Campus events Sessions with returned students 	<ul style="list-style-type: none"> Online meet ups Virtual ads about programs Virtual advising sessions Frequently asked questions videos 	<ul style="list-style-type: none"> Social Media sites (Facebook, Twitter, LinkedIn; tumblr) Photo sharing sites (Instagram, Flickr, Snapchat) Online video (YouTube, podcasts) Other social media outlets, including study abroad websites like: GoAbroad.com, StudyAbroad.com, Abroad101.com 	<ul style="list-style-type: none"> Website Email Campus sources, like campus newspaper and digital media ‘ Blog posts Flyers Brochures Degree-specific handouts
Your List			

Social Media Policies

Write down what you know about your institutions social media policy.

Suggestions on reaching out to STEM Students

Write down three suggestions of how we can reach out to STEM students.

1)

2)

3)

Targeted Outreach to Underrepresented Groups

Can you think of any other underrepresented student groups that exist on your campus?

Do you use any campus partners to help facilitate outreach to these student groups? Which ones?

Write down a few opportunities to reach out to underrepresented groups that we may have overlooked.



Consider This

AAEP Debrief

The Association of African American Engineering Professionals (AAEP) is a 501(c)(3) nonprofit organization that is owned and managed by its members. We have more than 40,000 members in the United States and in other parts of the world. Our mission is "to support African American men and women in their pursuit for academic and professional excellence in engineering throughout their pre-professional and professional careers."

Oakdale's chapter has 297 students, the third largest in the U.S., and is a very active chapter. Small subgroups meet every month and the entire group meets every quarter. Their quarterly

meeting usually has about a 75% attendance rate. About 5% of the current membership have engaged in study abroad programs.

The current treasurer, Joshua, is a returned study abroad student from the UK. He is a big advocate of overseas study and has been Miriam's contact she prepares to speak at their upcoming meeting. Joshua and Miriam agreed that the current membership is very career-focused and will want information about how studying abroad will help their career prospects.

Do you have a strong network of institutional colleagues to seek advice and guidance from?

Which student organizations do you have relationships with? Who would you like to build relationships with?

Outreach Presentation Goals

Now that you've seen Oakdale's goals for their outreach presentation to their STEM student population, can you think of any other goals that may be good to keep in mind when planning their presentation?

Successful Outreach Presentations

Match the type of slide with its significance in the presentation.

Title	a. Provide direction on how students can begin finding and applying to programs that best fit their needs
Timeline	b. Outlines the factors that are considered for admission, provides tips on how to enhance student applications
"Did you Know..."	c. Adds a personal touch to the presentation by sharing first-hand student experiences from abroad
Finances	d. First opportunity to capture the attention of your audience.
Testimonials	e. Explains the long term benefits study abroad can have on a student's future
Application Review Process	f. Counter myths of study abroad with facts
Career Information	g. Provides information on program costs and financing options
What questions do you have?	h. Address general and program specific student concerns
Next Steps	i. Customized to outline program deadlines, and provide students with insight on how they can incorporate study abroad into their academic plan



Reflection Questions

1. What new information did you learn in this module?
2. List two key takeaways from this module.
3. What do you want to learn more about?

Module 3: Applicant



Module Overview

As students consider applying to study abroad, the Oakdale team meets with students to help guide them toward programs that best suit their goals.



Module Objectives

In the box below, rate your level of confidence to perform each of the learning outcomes on a scale from 1 to 3.

1= Not Confident

2= Ready with Support

3= Confident on my own

Objective	Rating
Discuss in detail program options and identify the best program for each student based on academics, location, and personal interests	
Coach students on financial issues, including budgeting for their programs abroad and sources of funding for study abroad including financial aid, scholarships, and alternative funding sources	
Guide students through the application process	
Demonstrate confidentiality on visa, medical, and financial matters	

Goals and Roles of the Applicant Stage

Fill in the blank with the appropriate information about the roles the student and adviser's play in during this stage.

- 1) During the applicant stages, the adviser's role is to guide students to their own success by _____ and _____.
- 2) The role of the prospective study abroad student is to play a _____ role in identifying their goals. Whether they are _____, experiential, personal, or _____.
- 3) Students are encouraged to _____ about where they go and what they study. They are also held _____ for the outcomes of those decisions.
- 4) Although the students make the final decisions, it is the adviser's responsibility to help _____ program options that best serve the _____ of the prospective study abroad student.



Student Profiles and Initial Conversations

Terrence:



Student Profile Sheet

Identification		
	Name	Terrence O'Connell
	Major	Computer Science (Game design minor)
	Year	Junior
	GPA	3.5
Academics <ul style="list-style-type: none"> Needs 5 courses: <ul style="list-style-type: none"> 2 Upper division comp sci courses Game design One language – Japanese Japanese culture Needs academic support – needs to take testing alone and needs more time to complete test From Missouri Wants to graduate in four years 		
Financial <ul style="list-style-type: none"> Presidential Scholarship requires 3.2 GPA Mother to pay remaining balance 		
Personal <ul style="list-style-type: none"> Anime fixation Award-winning rock star gamer – passionate about gaming Has an engaging and endearing personality On the spectrum – socially awkward, trouble with eye contact, has mostly structured friendships (from clubs, online gaming, etc.) Has allergies and requires daily medication and an inhaler Learned about the program via an outreach presentation Refers to his mother during discussion a lot – “Ask my mom” “My mom said” Contacted counselor in September the year before program begins 		
Notes		

Miriam's Initial Conversation with Terrence

Miriam: Would you be interested in pursuing courses in either game design or computer sciences?

Terrence: Yes, I think I have to.

Miriam: Well, your records indicate you are almost finished with your required courses. You could take some elective courses do you have other interests you might want to pursue.

Terrence: I play video games and read manga. But you'd have to ask my mom.

Miriam: Good. So your mom is supportive of your desire to go study abroad.

Terrence: No.

Miriam: No your mom is not supportive? Or she doesn't know?

Terrence: She doesn't know. But she will pay for it.

Miriam: Well I would definitely advise you to tell her about your plans – especially if you expect her to be willing to pay. You may find her to be really supportive.

Terrence: No she won't. She's too overprotective.

Miriam: Many parents are, but you may find...

Terrence: Not like my mom. It's because I'm on the spectrum.

Miriam: The Autism spectrum?

Terrence: I prefer Asperger's.

Miriam: Oh, sorry. But your mother should know that many students on the spectrum do really well abroad. Perhaps with a little extra support...

Terrence: Not likely. She'll be worried about whether I take my medication.

Miriam: I see. That's certainly important. Of course, we would have to work with medical services to be sure your medications are permitted in the country you study in. But do you think you can manage your medications on your own?

Terrence: Probably.

Miriam: Well, I still recommend you talk to your mom about this. I want to understand about your destination choice. Have you traveled abroad before?

Terrence: Not abroad. My mom always travels with me.

Miriam: Would you consider other countries besides Japan if the program offers the best opportunities for you?

Terrence: I really like Japan.

Miriam: Okay that's good to know.

Terrence: Are we done now? I am ready to go.


Miriam: Sure, why don't you look at our program options online and we can set up another meeting to discuss program options?

Terrence: Okay. Bye.

Miriam: Bye Terrence it was nice to meet you. [Terrence has already left.]

Minerva: Student Profile Sheet



Identification		
	Name	Minerva Grey
	Major	Undeclared (planning to declare music education in the fall)
	Year	Freshman (rising Sophomore)
	GPA	2.8
Academics <ul style="list-style-type: none"> Still has electives to take 		
Financial <ul style="list-style-type: none"> Must study on campus Has a string of part-time jobs Funds education with jobs, scholarships, and loans 		
Personal <ul style="list-style-type: none"> Lives with her aunt in Missouri Performs in blue grass bands - Immersed in the music scene Yoga and Bollywood fan - romanticized image of India, but only a surface knowledge of India Very interested in traditional Indian dance Says she wants to be "submerged in the native culture" Lived in Germany as a child (military child) and understands German Close circle of friends Is a vegetarian Is in a homestay program 		
Notes		

Miriam's Initial Conversation with Minerva

Miriam: Hello Minerva...hey wait, you look familiar. Am I wrong, or did I see you singing on stage at the Bluegrass festival this summer?

Minerva: Ha ha! Yes, that was me. I play fiddle and banjo and do a little singing with a local group. I didn't realize you were a fan.

Miriam: I'm becoming one, it was a great festival and your band was really great! But of course, you are probably here to talk about study abroad, right?

Minerva: Yes! I love the idea of living in another culture and seeing the world. I literally have been nowhere since I lived in Germany as a kid. What I love about study abroad is that I can earn credits toward my degree and see the world. I can't believe this is even allowed.

Miriam: It is wonderful, isn't it? So Minerva...

Minerva: You can call me Mini. Here's the thing. I am studying music and dance and though I love bluegrass, I am hoping to come up with a really unique style. I have been really getting into Bollywood and Indian music. I am thinking about learning to play the sitar and seeing how that I can work that into my music. I get a whole vibe from Indian dance and music and it literally calls to me.

Miriam: That sounds great, Mini. As a freshman, you aren't required to declare a major, but...

Minerva: It's music and dance. I know, know there are way better schools for music and dance than Oakdale. In fact, I did get into Julliard, which felt good, but the tuition and moving to New York...well, it was literally impossible. We just don't have the money for me to go anywhere else. Right now I am able to live at my aunt's house rent free if I help with her kids and some of the housework. I've got a couple of part-time jobs too, and there's my music. I do a little busking to get a little extra cash. It kills me how expensive school is.

Miriam: I see you have a scholarship...

Minerva: Oh yeah. It pays for some of my tuition, but not all of it. I think I can use it for study abroad

too. But the cheaper the program the better as far as I am concerned. I really want to travel to India. And I am pretty sure things are cheaper there than they are here.

Miriam: We'll try to find affordable options for you and we'll check in to see whether your scholarship and financial aid can be applied. Financial aid usually applies to longer-term semester-long programs. Can you do something like that?

Minerva: Oh yeah. I really want to be submerged in the culture. I'm a vegetarian and I love Indian food, so I could probably live there forever.

Miriam: Well your enthusiasm is definitely something we like to see and I think there are some programs that may work for you. Your grade point average is a little low to qualify you for some scholarships and may impact your ability to get into some programs. Have you spoken to your academic adviser? Maybe waiting until next year...

Minerva: No I don't want to wait. This is the time. I literally know I am going to India this year. No I didn't talk to my academic adviser. I mean, what's he going to tell me?

Miriam: Ideally, study abroad should be a part of your overall educational plan. Your academic adviser can help you map out your courses so that study abroad helps you achieve your larger educational goals. You still have a lot of core courses to take and we don't want a program to disrupt your course toward graduation.


Minerva: Oh yeah... I guess that makes sense — as long as he doesn't talk me out of going. I know this is what I am meant to do.

Miriam: I doubt he will do that. Go speak to him, and then we can see whether you should consider a summer program or one that works into your overall program goals. It would help to know about your scholarship. Can you contact them to see what is permissible under the scholarship?

Minerva: Will do! When can we meet again?

Eli:

Student Profile Sheet

Identification		
	Name	Eli Martin
	Major	English Major (Business minor)
	Year	Senior
	GPA	4.0
Academics <ul style="list-style-type: none"> Completed most classes wants the experience Doesn't want to graduate late so wants to make sure the dates work There's potential for an internship abroad 		
Financial <ul style="list-style-type: none"> GI bill (tuition) Constraints on what the GI bill will pay for - GI bill doesn't cover SA so close to completion 		
Personal <ul style="list-style-type: none"> Divorced, dad of 2 (ages 8, 6) Former military (served in Afghanistan) Conversational Arabic Has the travel bug, has been state-side for several years now Wants Australia, China, Brazil, seeking adventure Struggles with PTSD and rebuilding his post-military life Doesn't want to spend a long time away from his kids 		
Notes		

Miriam's Initial Conversation with Eli

Eli: Hello, Miriam, right? [He shakes her hand with a strong grasp.] Hey, thanks for meeting with me. I have been seeing your ads all around campus and I am wondering if this study abroad thing is right for me.

Miriam: Hello Eli, I am glad you came in to talk about it. Please have a seat. [Eli never sits.] So, let's see...I have a little information on your profile

sheet, but maybe you can tell me a little more about your interests and we can see if there is a program that can serve your goals.

Eli: Sounds good. So I need to tell you, Miriam, I am grateful for the education I have received here, but being confined here for these four years is making me crazy. I figure maybe this study abroad thing can help me get overseas again.

Miriam: Yes, I see you are a veteran...

Eli: Two tours that took me all over the world. You name a country and I was probably in a jeep there at some point. When I finished my second tour, I decided it was time to get my degree. You know the army has provided an education that I would put up against the one I got here at Oakdale, but it just doesn't get the same respect as a college degree, am I right?

Miriam: Yep, sorry to say...

Eli: But you see, now that I am almost finished, I am grateful for the education I got here. I couldn't have done it without my service.

Miriam: You receive GI Bill funding?

Eli: Sure do. And I saw that I can use that funding for study abroad, am I right?

Miriam: Well, it may be complicated since you are in your final year, but we can check into that. There may be other options.

Eli: Like what?

Miriam: Well Eli, your prior work experience in the military and your stellar grades make you an excellent candidate for an international internship. Now I must warn you, not all of them are paid, but we may be able to find some that will provide some financial assistance or a stipend and that may help with the finances. You may also be eligible for a scholarship or grant.

Eli: That sounds good. But I am really looking for adventure—like maybe China or Brazil. But I only know a few phrases in Chinese or Portuguese. I speak Arabic pretty well, but I have spent too much

time in the Arab world, I'd like to see some different places. I have been writing a series of short stories since my early days in the military, most of them about my international adventures. But Missouri is lacking in some of that exotic adventure, am I right?

Miriam: [Laughing.] There are internships available in both of those countries, but there are huge differences between them and what they have to offer. It is possible to find an internship where English is spoken, but one that takes advantage of your skills may be in a different country. But from what you share, it sounds like you would be open to other places as well. Is this true?

Eli: Sure. I like this internship idea, but hey...I don't want to be away for very long. I got two kids here in Missouri. It's the reason why I didn't do a third tour really. See their mom and I got a divorce toward the end of my second tour and well...I didn't want to be one of those dads that disappears. I wanted to know them and have them know me. So I hung up my boots and rifle and moved here to Missouri. I have the kids Tuesday through Saturday. My ex has them the other days. She'd be able to take them on full time for a short while, but I don't want them to forget their dad, right?

Miriam: I understand. We do have some short-term programs both internships and study abroad programs that are between two weeks and a few months. I have a few programs in mind, but let me see what other options might be available for you.


Eli: Hey that sounds good. We'll see you later, Miriam, right?

Miriam: You bet.

Selena:



Student Profile Sheet

Identification		
	Name	Selena Rodriguez
	Major	Biomedical engineering (Spanish minor)
	Year	Sophomore
	GPA	2.6
Academics <ul style="list-style-type: none">Needs upper level bio		
Financial <ul style="list-style-type: none">Pell grantCompletely on financial need\$3500 semester scholarship		
Personal <ul style="list-style-type: none">First generation AmericaFirst generation college studentFamily comes from ColumbiaSpeaks SpanishHas a sense of urgency (comes in close to the deadline)Has a friend in Spain she'd like to visit		
Notes		

Why does Miriam make student profile sheets for all of her students? Where does she get this information from?

Applicant Process

Complete the graphic below to outline Oakdale's Applicant Process.



Consider This: Application Process

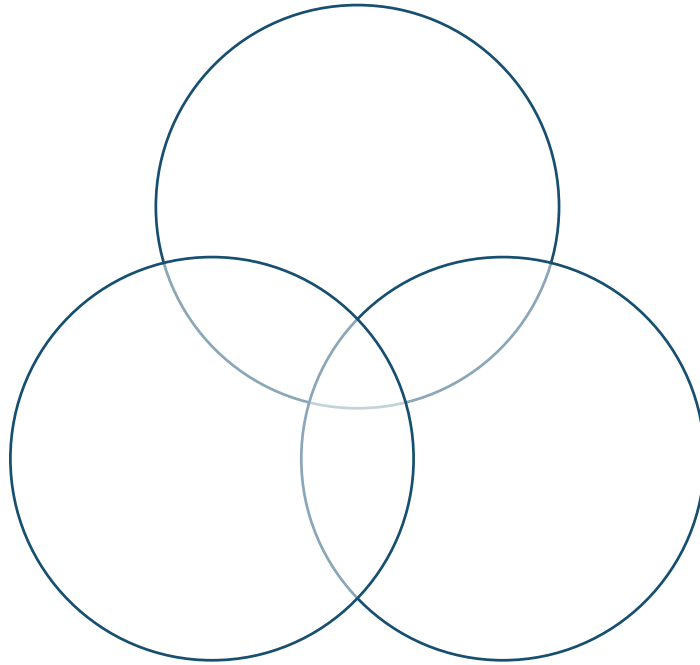
Is your process documented? If so, where is that information kept?

How do you prepare new advisers to find great fits for students?

How does your process differ from Oakdale's?

Defining the Best Program

What're the three factors that adviser's need to consider when determining the best program for a student? **Complete the diagram below, then write some of the sample questions provided in the module.**



Questions to consider for each factor:

_____:	_____:	_____:
1)	1)	1)
2)	2)	2)
3)	3)	3)

!A Word of Warning!

Do not assume you know any one student's given background or situation – always ask if you think the information will contribute to the process of selecting the right program. Remember to treat that information as confidential, in order to avoid federal law infractions.

Financial Considerations

Click on Minerva and Eli to hear their questions about their financial options. After listening to the question, write down the response you would give to one of your students, then listen to Miriam's response.

Minerva: "When I asked the financial aid office about using my federal financial aid for study abroad, they said that it could only be used for programs on campus. Is that true?"

My response

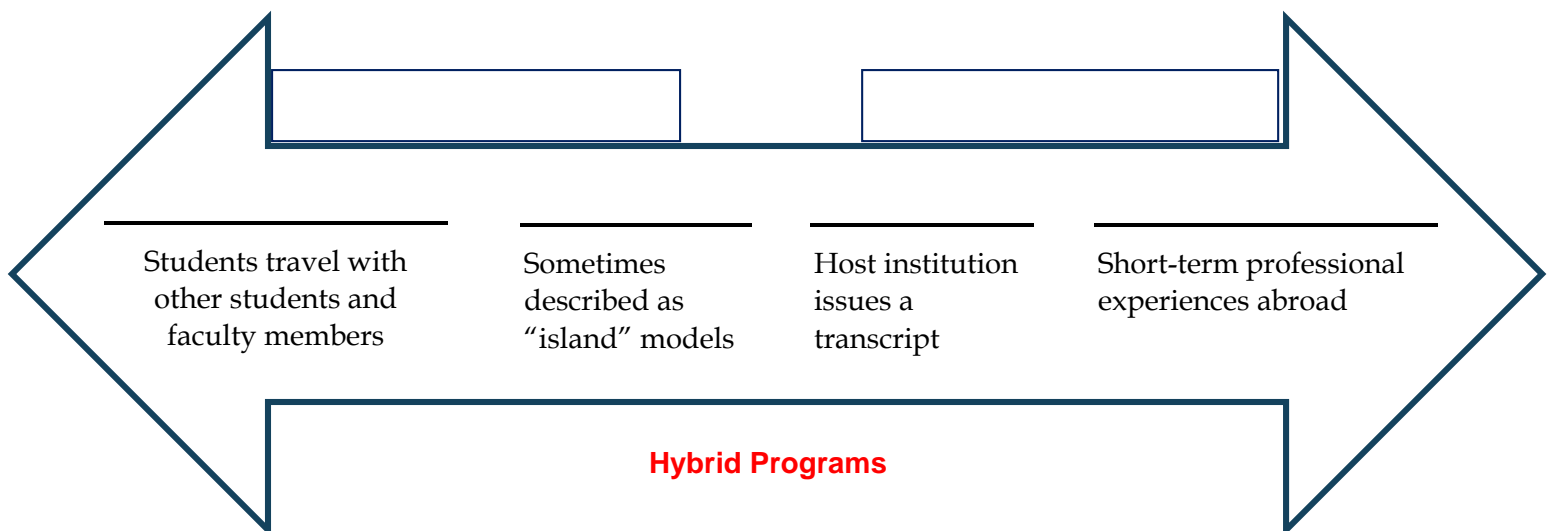
Eli: "I am looking at these programs and they are all so expensive. I have financial aid and the GI bill scholarship which I think can be used...but I also have two kids I am supporting. What are my options here?"

My response

Program Type and Student Support

How is student support affected by an organization's program type?

Identify the type of program described below. Indicate the level of support provided at each end of the figure.





Conversation with Selena

In the table below, you can read the transcript from Selena's conversation with Miriam. You can also take notes in the space provided.

Conversation	Your Notes
<p>Miriam: So, let's talk about what your goals are for study abroad, Selena. I have a lot of your information here, but I want to hear from you. What do you want from this experience?</p> <p>Selena: I just want to see the world, you know? I want to help people - not just work in the lab in some ivory tower. I want to get down there - well, get close to the people, you know?</p> <p>Miriam: Okay. There are programs in Europe where...</p> <p>Selena: Spain? I need to go to Spain.</p> <p>Miriam: Why?</p> <p>Selena: No reason. I'm Colombian - well, I speak Spanish. I've never been to Colombia, or anywhere outside America. So I figure it may be easier for me to go to a Spanish speaking country. Anna says it might be better if I don't have to focus on language issues and classes. My GPA is already an issue.</p> <p>Miriam: Who's Anna?</p> <p>Selena: Well, I can't - don't write this down, but she's my friend...my girlfriend, you know? She's over there studying Spanish history.</p> <p>Miriam: I appreciate how specific, and honest, you're being, but your criteria is pretty narrow. It may be difficult to find the perfect match, but we'll try and get close. What classes are you interested in taking there?</p> <p>Selena: Well I'm a biochem major. Don't I have to take those classes? I don't have many electives left, though. I mean, I love science, but the biochemistry thing wasn't 100% my idea, you know? It'd be fun to take other kinds of classes.</p>	



Selena's Choices

The table below describes the three options Miriam recommended to Selena.

	Biochemistry at Abierto University in Madrid	Spain Study Abroad Program Provider (SSAPP) in Seville	Oakdale University Study Center in Seville for STEM students
What is the program?	The program is designed especially for STEM students. The courses are taught in English or Spanish. Selena would be taking 4 courses that would last one semester.	Affiliate program SSAPP offers a hybrid program in Seville where students are required to take one course taught by Oakdale faculty and then one direct-enrollment course at the Agricola University Seville. This is a summer program (Selena works during the summer so timing may be an issue.)	Faculty-led Island program specifically for women and underrepresented students studying STEM topics. It is one-semester long.
Where the program falls on the support spectrum ?	This is a direct enroll program. This may be an issue because being successful in direct enroll programs requires more independence on behalf of the student. Selena mentioned that her family doesn't support her decision to study abroad, which may be an indicator that she hasn't been on her own much.	In this program, Selena would still have on-site support from both SSAPP and Oakdale staff, but would also spend time at the local university – outside of the “American bubble.” This may be a good opportunity for her to test her wings, but still be close to the nest.	This is an Oakdale program led by Dr. McCray, a professor in our engineering department. He is very experienced in running study abroad programs and ensures that students get lots of support, something that could be beneficial to Selena.

	Biochemistry at Abierto University in Madrid	Spain Study Abroad Program Provider (SSAPP) in Seville	Oakdale University Study Center in Seville for STEM students
How does this program address Selena's academic needs?	<p>The program has a focus on biochemistry – not just chemistry or engineering. The courses she'd be taking are a match with courses at Oakdale so getting credit shouldn't be a problem.</p> <p>Selena's GPA is 2.8, which is going to be an obstacle for her in any study abroad program. The minimum GPA for this program is 3.0, but they've made quite a few exceptions in the past.</p> <p>She'll have the option of taking courses in Spanish or English, which addresses one of her initial language concerns.</p>	<p>Both courses qualify to be part of Selena's program: one as a required course and one as an elective.</p> <p>The minimum GPA is 2.6, but it's a popular program so being at the lower end of the GPA spectrum will be an obstacle for her.</p>	<p>Not many courses that Selena wants to take are eligible for credit as a required course. Also, many of the courses are upper level engineering courses that, as a sophomore, she can't enroll in.</p> <p>There are other options here. An Oakdale English professor does run a writing workshop at the study center. She could get credit for that if she's interested in going to Seville.</p> <p>The minimum GPA is 2.5 so she is covered there.</p>
How does this program address Selena's financial requirements/concerns?	<p>She needs her financial aid to transfer and that can happen with this program.</p>	<p>A percentage of applicants qualify for a full STEM scholarship that provides a full ride. Interested scholarship candidates must write an essay and submit two letters of recommendation.</p> <p>Selena is a strong writer who had won writing contests in the past, so, if she can get past the GPA hurdle, she may be able to win the scholarship.</p>	<p>The program has a large application fee and close payment deadlines that Selena may not have the resources to pay immediately.</p> <p>She would have to pay for her own airfare upfront prior to aid disbursement. Again, she may see that as a hindrance.</p>

	Biochemistry at Abierto University in Madrid	Spain Study Abroad Program Provider (SSAPP) in Seville	Oakdale University Study Center in Seville for STEM students
How does this program address Selena's personal needs?	<p>She'll be able to speak the language in Madrid.</p> <p>The university is small. While she complained about living in small towns, I think going to a large university will be too much of a shock for her – this is her first time overseas.</p> <p>Her girlfriend lives in Madrid so regardless of whether living with Anna as a roommate works out, Selena has a greater chance of an easy transition.</p>	<p>Seville and Madrid are nearly five hours apart. She would not be able to room with Anna, who is currently in Madrid. But she could take trips to visit and if she gets the scholarship, she'll have more resources to devote to travel, if she so chooses.</p>	<p>Seville and Madrid are nearly five hours apart. She would not be able to room with Anna, who is currently in Madrid. But she could take trips to visit (but that would cost money).</p>



Terrence's Choices

1. Review [Terrence's profile sheet](#) and the transcript from my [conversation](#) with him and my notes (below) on why I recommended those three programs
2. While reading, make notes regarding which option you think is the best fit
3. Once you've finished reading, click the Ranking button

	Direct Exchange game design program at the University of Tokyo	Faulty-led summer program in Dublin focused on game design	Kyoto Japanese Culture and Language Program with Educational Discovery Abroad (EDA) program provider
What is the program?	This direct exchange program was developed in collaboration with Oakdale's computer science department. Terrence would take 4 courses, taught in English, during this semester-long program. This program's popularity has high entrance requirements; students must submit design and coding examples along with their applications.	This game design program is a faculty-led study center program. Students will take part in a four-week summer course where they will study game design theory, programming, and user testing. The course includes faculty guest lectures from the Dublin Institute of Technology and user testing in collaboration with Pulse College.	Our affiliate program with EDA provides a semester of intensive immersion into Japanese culture and language. Pairing the old with the new, each day students take part in intensive Japanese language courses that integrate the cultural experience of the day. The afternoon takes students to traditional and non-traditional sites, both historic and modern to apply their learning and language.
Where the program falls on the support spectrum ?	This is a direct exchange program with lots of involvement from Oakdale. There won't be any Oakdale faculty on site; but there is a strong likelihood that Terrence will know someone in the program. This program is popular among his cohort and he may have met some of the Japanese students have also studied at Oakdale.	Dr. O'Shea is a well-respected Oakdale faculty member and game designer who relates with the students. His own Irish heritage will be useful in helping students navigate the cultural differences. Terrence has taken courses with Dr. O'Shea and they both speak respectfully of the other.	This program has a very supportive on-site staff and the program provider is renowned for being responsive in cases of emergency. The intensity of the program may be a concern – the number of hours in class and on group trips offer few opportunities for Terrence to take a break and regroup.

	Direct Exchange game design program at the University of Tokyo	Faulty-led summer program in Dublin focused on game design	Kyoto Japanese Culture and Language Program with Educational Discovery Abroad (EDA) program provider
How does this program address Terrence's academic needs?	<p>The program provides coursework that will apply directly to his major and minor degree requirements and all credits will transfer.</p> <p>Admission requirements are high, but Terrence's 3.5 GPA fits within the requirements.</p> <p>Though Terrence speaks some Japanese, the fact that course are delivered in English is a benefit. Since Japanese is not among his educational goals this does not seem to detract from the educational value.</p>	<p>The program focuses on game design which applies to his minor and credits will transfer. His prior experience with Dr. O'Shea indicates that he will be successful in the class and we know that O'Shea has some rigorous educational experiences planned. However, this program offers credit for only one course.</p> <p>Courses are all taught in English, so language should not be an issue. Nor will the program inhibit his ability to meet degree requirements and graduate on time.</p> <p>Terrence meets the minimum 3.0 GPA requirement and it appears that O'Shea would grant faculty approval for his attendance.</p>	<p>The program provides coursework in Japanese language and culture – neither of which address his remaining degree requirements. The timing and duration of this semester of this semester-long course may also impact his ability to meet his remaining upper division computer science requirements and may impact his ability to graduate on time.</p> <p>However, Terrence does have remaining elective credits and these courses can apply to that credit. Terrence will also get to improve his Japanese language skills.</p> <p>The minimum GPA and basic language requirements for the program are met.</p>

	Direct Exchange game design program at the University of Tokyo	Faulty-led summer program in Dublin focused on game design	Kyoto Japanese Culture and Language Program with Educational Discovery Abroad (EDA) program provider
How does this program address Terrence's financial requirements/concerns?	<p>Because this program is a direct exchange the home tuition of \$13,000 per semester is the same. His scholarship also applies to this program.</p> <p>Terrence may apply for the President's Grant to use toward non-tuition program and travel costs. Airfare to Japan is high, but students have the option to share a room, offering a more affordable option.</p> <p>The yen is stronger than the dollar so we will need to account for that exchange when budgeting program costs.</p>	<p>This program is expensive at \$6000 for a 4-week program – not including airfare. It also doesn't qualify for federal financial aid nor can Terrence's financial aid qualify for the program.</p> <p>This program and Terrence's qualifications do make the President's grant an option.</p> <p>The dollar is slightly stronger than the euro which can bring the day to day costs down a bit, but</p>	<p>The program is more than Oakdale's tuition at \$17,000. Airfare is not included, but program fees and housing are included in this total.</p> <p>This program will qualify for financial aid, but Terrence's scholarship is restricted to courses applying to his degree and will not carry over. This program does not qualify for the President's Grant.</p> <p>The yen is stronger than the dollar so we will need to account for that exchange when budgeting program costs.</p>

	Direct Exchange game design program at the University of Tokyo	Faulty-led summer program in Dublin focused on game design	Kyoto Japanese Culture and Language Program with Educational Discovery Abroad (EDA) program provider
How does this program address Terrence's personal needs?	<p>This program aligns with Terrence's preference for Japanese culture and gaming.</p> <p>The close living quarters may be a concern, but he did mention a roommate, so that may not be a concern. Furthermore, the University of Tokyo is much larger than what Terrence may be used to at Oakdale.</p> <p>Terrence mentioned medications. We will need to ensure that his medications can be used in Japan. Some anti-psychotic medications are banned in Japan.</p>	<p>Terrence's interest in gaming falls within the scope of this course and aligns with his expectations. He is almost guaranteed with the social support he will need both in Dr. O'Shea and the other Oakdale students who will attend. The ability to have his own room may be a welcome balance to the together time.</p> <p>There is a concern about the destination. Terrence made no mention of Ireland in our interview and was pretty emphatic about Japan as his primary choice.</p>	<p>This program aligns with Terrence's interest in Japanese culture and trips include visits to movie studios, anime studios, and museums.</p> <p>There is concern about the abundance of group activities and the lack of a direct tie into the programming interests he mentioned.</p> <p>Terrence mentioned medications. We will need to ensure that his medications can be used in Japan. Some anti-psychotic medications are banned in Japan.</p>



Reflection Questions

1. What new information did you learn in this module?
2. List two key takeaways from this module.
3. What do you want to learn more about?

Module 4: Approval



Module Summary

Several students have applied to education abroad programs, but not every application goes exactly as planned. Miriam and the team intervene to help students resolve their application issues. After careful review, the students are notified whether they were approved to participate – or not.



Module Objectives

In the box below, rate your level of confidence to perform each of the learning outcomes on a scale from 1 to 3.

1= Not Confident

2= Ready with Support

3= Confident on my own

Objective	Rating
Collect and disseminate students' information pertaining to their programs	
Identify issues that arise from the information collected and communicate with stakeholders to address the issues	
Review student applications while complying with institutional policies and review processes	
Inform students on visa regulations	

Oakdale's Approval Process

Click on each step to learn more about the process. Write down important elements for each step in the space provided.



•Review Application

•Enter the student applicant data into the database

•Work with registrar's office and academic departments to help ensure course approval

•Work with student affairs office to check on disciplinary infractions

•Work with faculty committees to review applications and petitions



Consider This: Approval Process

- 1) How does your process differ from Oakdale's?
- 2) Who's involved in the process?



Consider This: Vetting Applicants

- 1) What are your requirements?
- 2) How do they differ from Oakdale's?

Purposes of the Application

- _____
- _____
- _____

How can you help prepare students for the process?



Case File Notes

Write your case file notes in the space provided below.

The Case of the Missed Prerequisites	The Case of the Hung Jury



Application Review

Review Terrence's application below.



Oakdale University

Education Abroad Application Instructions

Application Deadline:

- At least two weeks prior to your chosen to your chosen program's application deadline, OR:
- October 15 for spring semester programs or March 15 for fall and academic year programs, whichever is earlier.

Off-campus Study & Exchanges is not responsible for students filing applications after the program provider deadline. Make sure you know program provider's application deadline. You may be denied acceptance to a program if your application is late. It is highly recommended that students apply to their programs early.

PLEASE TYPE OR PRINT IN INK ALL INFORMATION

Program Applying to: University of Tokyo Semester(s) applying for: ☒ Fall ☐ Spring 20YY
 Program Provider: n/a Location (city, country): Tokyo

PERSONAL INFORMATION:

Name: Terrence O'Connell Nickname: Terry

Email address: oconnellt3@ou.edu Alternate email: octerry94@gmail.com

Campus Including P.O. Box #/Missouri Address:
Hamilton Hall, 156 Any Lane East, Oakdale University

Campus Phone: 314-555-5555 Cell Phone: 314-555-1234

Permanent Address: 150 Uppercrest Drive, Glendale, MO 63122

Permanent Address Phone: 314-512-1234

ACADEMIC INFORMATION:

Oakdale Academic Adviser(s): Helena McAfee

Major: Computer science Second Major: _____

Minor: Game design GPA: 3.5 College ID#: 635245

Current Class Level: ☐ Fr ☐ So ☒ Jr ☐ Sr Anticipated graduation date Month/Year: June

DEMOGRAPHIC INFORMATION

Date of Birth (MM/DD/YYYY): 06/30/YY Gender: Male

Country of Citizenship: ☒ United States ☐ Canada ☐ Other _____

☐ Non-resident alien – If non-resident alien, visa type _____ ☐ Lawful permanent resident

Passport Number: 529463257 Expiration Date: 10/22/YY

☐ I am currently applying for a passport

PARENT/LEGAL GUARDIAN INFORMATION:

Please provide contact information for the parent(s) or legal guardian(s) with whom we should communicate regarding your participation in the program. This (These) person(s) will serve as our contact for financial issues as well as in cases of emergency.

1) Name: Deirdre O'Connell Relationship to you: Mother

Address: 150 Uppercrest Drive, Glendale, MO 63122

Home Phone: 314-512-1234 Work/Cell Phone: 212-555-5656

Email Address: doconnell@oconnellinc.com

2) Name: Terrence O'Connell Sr. Relationship to you: Father

Address: 150 Uppercrest Drive, Glendale, MO 63122

Home Phone: 314-512-1234 Work/Cell Phone: 312-552-5528

Email Address: toconnell@oconnellinc.com

DISCLOSURE

Do you have any active disciplinary sanctions against you? ☐ Yes ☒ No

If yes, explain:

N/A

Dear Student:

By signing your name below, you permit Oakdale University's Off-Campus Study & Exchanges to release information to the contacts you have listed above. This information will include, but is not limited to, pre-departure information regarding the program, academic progress, billing statements and other financial information, and information regarding your whereabouts while you are abroad. If you choose not to sign below, we will NOT be allowed to release any type of information to your guardian/parent while you are abroad, except in the case of an emergency.

I, Terrence O'Connell permit Oakdale University's Off-Campus Study & Exchanges to release information to the contacts I have indicated above.

Student's Signature _____ Date _____

SPECIAL NEEDS OR CIRCUMSTANCES

If you have a physical condition for which accessible, on-campus housing or classroom accommodation might be needed; a documented disability which may require academic accommodation (e.g., note takers, taped texts); a medical condition which might require immediate attention while abroad; or a condition which might affect emotional or mental well-being while abroad, you are encouraged to identify your needs by attaching a separate page indicating the nature and extent of your circumstances and arrangements which are currently being made for you on this campus. Also indicate whether or not we may contact your requested program provider at this time. OCSE does not discriminate on the basis of special needs. Rather, your disclosure at this stage of the application process is invited in order to assist you in identifying a program site that can provide reasonable accommodation of your needs. Following acceptance by your host program, it is your responsibility to consult with your program provider to determine the deadlines by which you must submit written, current, and professionally documented information as required by your program provider.



Breaking the News

In your workbook, write three tips for informing students that they were rejected by their programs.

1)

2)

3)

Post-Approval Process

6	
7	
8	
9	

What are the four steps in the Post-Approval Process?



Consider This: Approval Process

1) How does your process differ from Oakdale's?

2) Who's involved in the process?

Mrs. O'Connell's Call

Miriam: Oakdale University Study Abroad Office. This is Miriam. How can I...

Mrs. O'Connell: This is Mrs. O'Connell. I need to talk to someone about my son, Terrence O'Connell. He's been approved to go off to Japan.

Miriam: Yes, you can talk to me.

Mrs. O'Connell: I agreed to let him go to Canada. That's it. He has learning challenges. Did you not know that?

Miriam: I'm sorry, Mrs. O'Connell, but I can't discuss his personal...

Mrs. O'Connell: Personal? PERSONAL! He's a kid. He's got no personal. His father and I are very upset. My son has never travelled alone before and he has difficulty making social connections. He can't travel alone. He knows that. He's just a baby.

Miriam: Mrs. O'Connell. I know you're concerned, but...

Mrs. O'Connell: Of course I am! I'm just...

Miriam: Let's just backtrack a little. I'm hearing that you're concerned that Terrence wants to go overseas. You're worried that his learning and social challenges may hinder his ability to take care of himself. Is that correct?

Mrs. O'Connell: Yes. Well - look, I just actually don't want him to go.

Miriam: Have you spoken with him about this?

Mrs. O'Connell: We did talk. That's when I rolled over on Canada.. I said o.k. to Canada., but he comes back with Tokyo! Tokyo, for goodness sakes. Half way across the world.

Miriam: Here's my advice for you, Mrs. O'Connell...

What kind of information can advisers provide in this kind of situation?



Consider This: Parent Phone Calls

How are the people at your institution prepared to handle calls like this?

Do advisers get training or resources on how to deliver great customer service?



Reflection Questions

1. What new information did you learn in this module?
2. List two key takeaways from this module.
3. What do you want to learn more about?

Module 5: Pre-departure



Module Overview

Minerva, Terrence, and the other accepted students have lots to do in order to prepare for their education abroad programs. Miriam shares the presentations, tools, and guidance Oakdale provides to promote students' readiness for their study abroad experiences.



Module Objectives

In the box below, rate your level of confidence to perform each of the learning outcomes on a scale from 1 to 3.

1= Not Confident

2= Ready with Support

3= Confident on my own

Objective	Rating
Coordinate with campus partners to inform students of necessary preparation	
Communicate applicable program-specific options that impact departure.	
Develop an orientation that covers: health and safety, cultural awareness, travel logistics, alumni perspectives, identifying resources, etc.	
Create more engaging preparation for students	

Goals of the Pre-Departure Process

Answer the following questions regarding the adviser's role during the pre-departure stage of the advising cycle.

- 1) What is a PDO?
- 2) How can an adviser determine the content and delivery of the presentation?
- 3) To whom should you reach out to get feedback and why would this feedback be useful?



Delivering a PDO

In the space below, answer the following questions with information about how your institution delivers PDOs.

Questions on PDO Delivery	My Institution
What is the best way to ensure your students take part in orientation?	
Do you require attendance at the pre-departure orientation?	
How much time is required to ensure students are adequately prepared?	
How do you use available technologies to support pre-departure orientation?	



Study Abroad Checklist

Review Oakdale's checklist and compare it to your own checklist in the space below.

Our checklist
<ul style="list-style-type: none"> • Academic Planning <ul style="list-style-type: none"> ○ Have the courses pre-approved ○ Understand credit conversion • Financial Aid Planning <ul style="list-style-type: none"> ○ Talk with financial aid advisers to ensure financial aid will cover study abroad costs • Program/Host Institution-specific Information <ul style="list-style-type: none"> ○ Confirm the program to ensure all required paperwork has been submitted successfully ○ Verify deadlines
Your additions



Case File Notes

Write your case file notes in the space provided below.

The Case of the Roman Orientation



Orientation Formats

In your workbook, complete the table by listing the strengths and weaknesses of each format and content type in the space provided. When you're finished, list the different pre-departure orientations that you've tried.

Orientation Type	Strengths	Weaknesses
One-on-One Sessions In one-on-one sessions, the adviser will discuss all information personally with each student during a student appointment or a series of appointments.		
Group orientations Group orientations require students to attend an in-person session with other study abroad students. Often, key constituents, like academic advisers or program representatives, will attend and share useful information with the group.		
Online orientations We have also made use of technology by putting some of our orientation materials online so students may refer to it whenever they need between the time of their PDO and their departure.		



Group Orientations

Here's a sample information gathering grid to use to collect data for pre-departure presentations.

Topic	Source location (person, office, etc.)	Remaining questions
Travel logistics – Guidance for students who've never booked their own travel		
Visas – Information on the visa process		
Course registration – How to register for courses in the student's program		
Budgeting – Advice on maintaining a budget overseas		
Travel wellness planning – Guidance on taking care of medical concerns overseas		
Opportunity to speak to alumni		
Career planning – Connecting their experiences to career opportunities (i.e. What to put on a resume?)		
Cultural – Learning about the destination's culture and how to manage problematic cultural (or interpersonal) conflicts		
Legal – How to handle legal issues overseas		
Safety – How to stay safe overseas		
Academic -- What is expected abroad, course change process, maintaining fulltime enrollment		
Travel logistics – Guidance for students who've never booked their own travel		

Topic	Source location (person, office, etc.)	Remaining questions
Visas – Information on the visa process		
Course registration – How to register for courses in the student's program		
Budgeting – Advice on maintaining a budget overseas		
Travel wellness planning – Guidance on taking care of medical concerns overseas		
Opportunity to speak to alumni		



Case File Notes

Write your case file notes in the space provided below.

The Case of the Name Change	The Case of the Overlooked Errors

Blending Online Modules

Why is it helpful to incorporate a blended orientation method?



Reflection Questions

1. What new information did you learn in this module?
2. List two key takeaways from this module.
3. What do you want to learn more about?

Module 6: Abroad



Module Overview

Minerva and Terrence are abroad and dealing with the challenges of studying in another country. Miriam works to help Minerva work through her culture shock and then needs to enact the campus injury protocol when Terrence has an accident while in Japan.



Module Objectives

In the box below, rate your level of confidence to perform each of the learning outcomes on a scale from 1 to 3.

1= Not Confident




2= Ready with Support


3= Confident on my own

Objective	Rating
Navigate and respond to student in crises abroad.	
Engage meaningfully with students, institutions, partners, and personal communities from a distance.	
Connect students to home institutional processes while abroad	
Represent students' interests on campus while they are abroad	



Connecting Available Resources

 Maintaining contact	Why is it important to maintain contact with students while they are abroad? How can you make yourself more accessible?	
 Facilitate learning abroad	How can you help students reflect on their experience? Why is it important to facilitate learning experiences outside of the classroom?	
 Liaise with campus partners	How does liaising with campus partners affect the student experience? Why would it be necessary to keep the students up-to-date with campus activities?	

 Plan for their return	What are some of the things a student needs to plan for upon their return? Why is a wellness visit necessary for returning students?	
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Supporting Abroad Students Issues

Complete the table below by filling in the missing information. Then list the strategies you use to support students through personal and mental health problems that may be impacting the success of their stay.

Oakdale's Strategy	Key points of Strategy	Similar strategies you use
	<ul style="list-style-type: none"> • Don't try to handle it on your own • Reach out to others and share your experiences • Seek additional support from the local institution for help with integration 	
"What you're feeling is real"	<ul style="list-style-type: none"> • Don't minimize your concerns • Expect to feel strong emotions about the differences • It takes time to tolerate the differences 	
"Let it out"	<ul style="list-style-type: none"> • • • 	
	<ul style="list-style-type: none"> • Look for reasons behind host culture practices • Avoid negativity • Form friendships with host nationals • Treat your host country with respect and be open to trying things their way 	
	<ul style="list-style-type: none"> • Get enough rest, exercise, and eat well 	
"Seek the support of a mental health professional"	<ul style="list-style-type: none"> • • 	



Injury Protocol

Review Oakdale's Injury Protocol as listed below

- 1) **Determine the status of the student:** Communicate with program provider, hosting institution, or on-site director to determine status of participating student
 - Obtain on-site information about the nature of the situation.
 - Obtain information about provider's response protocol and contact to local authorities, including their recommended action.
 - Gather information provided by professional responders on site.
 - Work with on-site staff to establish a communication protocol between the site and Oakdale in order to facilitate ongoing monitoring of Terrence's health situation.
- 2) **Respond to care needs by communicating with medical personnel, on-site staff, program providers, insurance providers, as needed**
 - Solicit advice from the doctor learn what medical procedures are being followed. Ask for a determination of how long the illness is expected to last. Ensure that both you and the student will be provided guidance on any post-release care.
 - Initiate and/or facilitate the insurance claims process.
 - Work with the on-site program provider so that the student can be permitted to make up work, etc., depending upon the length of stay or duration of illness.
- 3) **Notify Oakdale essential staff:** Notify necessary Oakdale staff of the situation. Depending on the situation, we may notify any of the following: :

• President	• Director, Counseling and Psychological Services
• Provost	• Other students participating in the program
• VP Student Enrollment	• Students abroad
• Director study abroad	• Crisis Management Team
• Dean of the College (if we have to proctor the exam, late grade]	• Director, Campus Security
• Director, University Relations	• Assistant Provost/Director, Center for Student Academic
- 4) **Communicate with affected student**
 - Determine single person to communicate with the student, likely a study abroad staff member
 - I'll stay in touch with Terrence either via email or a phone call
- 5) **Communicate with parents, while adhering to FERPA guidelines**
 - Contact with Terrence's parents
 - Determine single person to communicate with the family
- 6) **Document the incident and all communication**
 - Study abroad staff will determine when the situation is closed
 - Staff will debrief and prepare recommendations for future situations
 - Staff will document the incident, including correspondence with students, program providers, and other parties



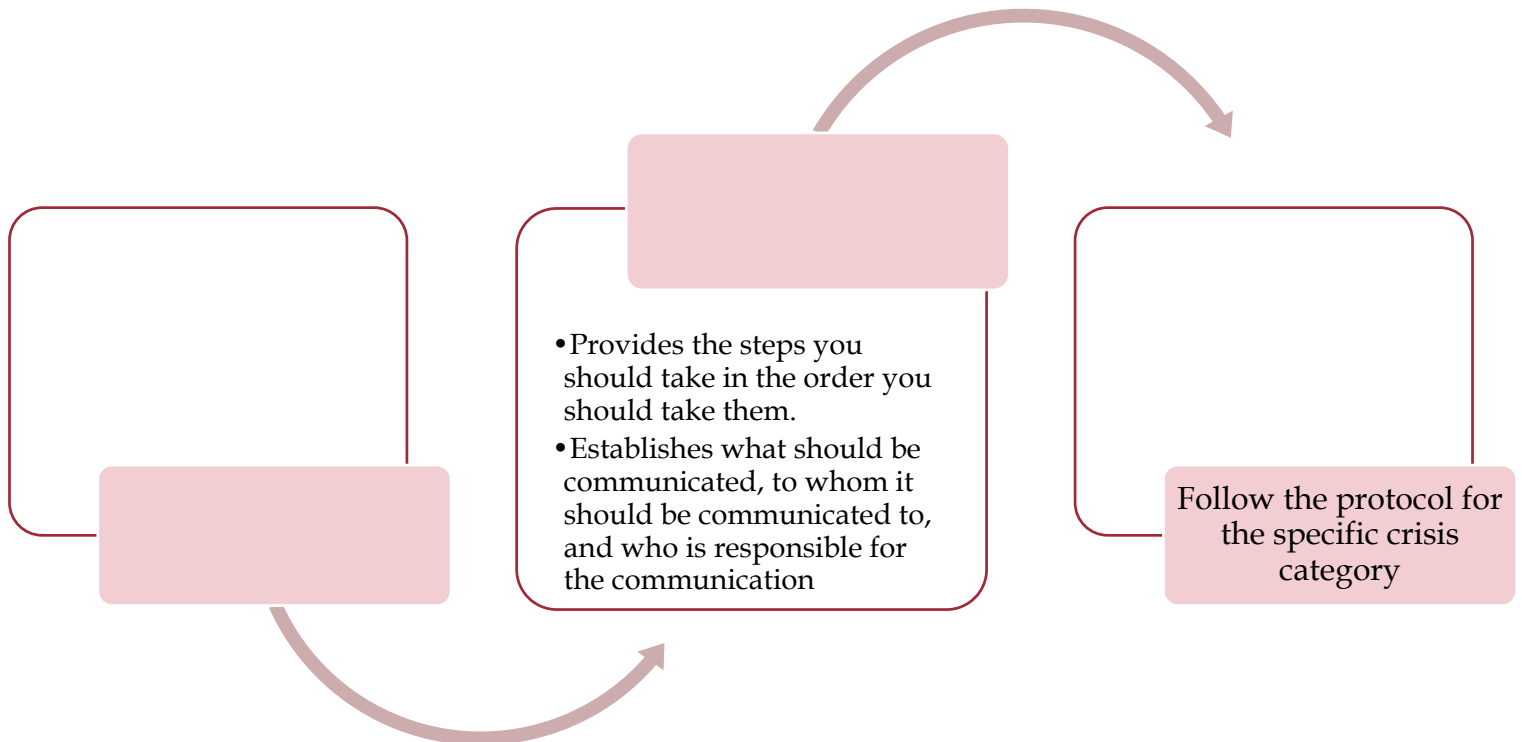
Consider This: Injury Protocol

For more information and training on injury protocols and travel alerts, consider the NAFSA Health, Safety, and Risk Management Core Education Program Workshop.

How does your program's injury protocol compare to Oakdale's?

Crisis Management

Using the information from Oakdale's Crisis Management Protocol booklet, fill in the graphic below outlining the process.



Does your institution have a protocol guide like Oakdale? Who would you need to talk to in your office to learn more about this?



Case File Notes

Write your case file notes in the space provided below.

The Case of the Travel Alert

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Response Protocol Templates

After reviewing Oakdale's protocol templates, answer the questions about protocol at your institution.

Dear students abroad,

Greetings from X University! I hope that you are having an exciting study abroad experience. It is likely that you are following local news and are aware of the geopolitical and economic issues that create uncertainty for Americans living abroad.

The US Department of State issued a Travel Alert on DATE for Europe, due to a "potential for terrorist attacks in Europe." Travel alerts for many countries worldwide are relatively common and are issued by the State Department to "disseminate information about short-term conditions, either transnational or within a particular country, that pose significant risks to the security of U.S. citizens. Natural disasters, terrorist attacks, coups, anniversaries of terrorist events, election-related demonstrations or violence," etc., "are examples of conditions that might generate a Travel Alert." The current Alert does not provide specific information; mostly, it echoes what we all know – that prominent locations in Europe may be targets for militant groups and that travelers should be vigilant and aware of their surroundings.

There is no indication that a threat is imminent and we are monitoring the situation. With these recent events, I wanted to remind you of some safety procedures.

We specifically recommend that you:

- Maintain a low profile and do not join in any demonstrations or mass gatherings while you are abroad.
- Stay in communication with your host institution or provider, especially when traveling outside of your local city. Be sure to communicate your travel plans with your study abroad program provider, host family, or hosting institution. Many of your programs likely have in place plans to provide relevant and timely information to you.
- Continue to monitor local news sources: Information changes quickly, and the local news sources can be best information about issues related to safety, security, and even travel disruptions. Pay attention to local newspapers, websites, and television broadcast for developments that may impact your time abroad.
- If you have not done so already, be sure to register with the US State Department in order to receive alerts with information for Americans living abroad.
(<https://step.state.gov/step/>)
- Make sure the STUDY ABROAD OFFICE has your current local contact information and a current local cell number.
- Stay in touch with your family and the STUDY ABROAD OFFICE during your time abroad.

We are continuing to monitor the situation and will update you as necessary. Please do not hesitate to contact our office X # if you or your parents have any questions or concerns.

Sample email to crisis team/campus stakeholders:

Dear colleagues,

As you know, the US Department of State issued a Travel Alert on DATE for Europe, due to a “potential for terrorist attacks in Europe.” Travel alerts for many countries worldwide are relatively common and are issued by the State Department to “disseminate information about short-term conditions, either transnational or within a particular country, that pose significant risks to the security of U.S. citizens. Natural disasters, terrorist attacks, coups, anniversaries of terrorist events, election-related demonstrations or violence,” etc., “are examples of conditions that might generate a Travel Alert.”

While Oakdale’s policy is to cancel programs in areas with US Department of State Travel Warnings, this is only a Travel Alert. The current Alert does not provide specific information; mostly, it echoes what we all know – that prominent locations in Europe may be targets for militant groups and that travelers should be vigilant and aware of their surroundings. There is no indication that a threat is imminent.

The staff in the STUDY ABROAD OFFICE have been closely monitoring information being circulated within the international education community, especially that provided by NAFSA, to determine our response to this alert. We have taken or are in the process of taking the following steps:

1. We have reviewed and confirmed the current in-country contact information that we have on file for students currently abroad, especially those studying in Europe. There are currently X # OF undergraduate students studying abroad in Europe.
2. We emailed all students abroad with a general reminder about the steps we advise for Americans traveling abroad, and emailed the students studying in Europe a notice about the State Department Travel Alert. In both emails, we asked students to keep their in-country contact information on file with the STUDY ABROAD OFFICE current, to register with the US State Department in order to receive announcements for Americans in their host country, to provide information about their travel plans to their study abroad program provider or in-country host, and to follow news and media for information about developments affecting their travel abroad. We also directed students to a State Department site with safety for Americans abroad.
3. We posted an announcement regarding the Travel Alert with information for current and prospective study abroad students and their families to the STUDY ABROAD OFFICE website: XXXXX
4. We are reviewing our communication plan with our partners abroad to ensure that we receive consistent and coordinated information.

Our staff continues to monitor developments in Europe closely, and will share new information as it emerges.



Consider This: Injury Protocol

1. Does your institution have templates for these events?
2. How are they similar? Different?
3. When would you use them? Who would you send them to?



Reflection Questions

1. What new information did you learn in this module?
2. List two key takeaways from this module.
3. What do you want to learn more about?

Module 7: Re-entry



Module Overview

Minerva and Terrence have returned from their study abroad programs. Miriam must fulfill tasks to wrap up programs from the administrative side including supporting credit transfer, collecting data, and reviewing program evaluations. But before Miriam can move on, she must engage her advising skills once again in response to some program feedback.



Module Objectives

In the box below, rate your level of confidence to perform each of the learning outcomes on a scale from 1 to 3.

1= Not Confident

2= Ready with Support

3= Confident on my own

Objective	Rating
Follow up and address needs to ensure successful completion of the program	
Support student return to campus via continued engagement with study abroad experience; making connections between EA, campus, and beyond	

Acclimating Back to Campus Life

1. What factors may create confusion or difficulty in a student's re-acclimation to campus life?
2. List some examples of partners or groups that can be involved to help make this process easier for the student.



Priorities

Fill in the missing bullet points with information from the module.

	Administrative	Reintegration
Student	<ul style="list-style-type: none">• Evaluate Program• • • Address financial issues	<ul style="list-style-type: none">• Settle back into campus life• Renew connections with faculty and friends•
Adviser	<ul style="list-style-type: none">• • 	<ul style="list-style-type: none">• Help students process their study abroad experience

	<ul style="list-style-type: none"> • Administer and process program evaluations 	•
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Reintegration Responsibilities

Use the word bank below to complete the responsibilities of the reintegration process as outlined by the course.

Reflection	Support	Re-Adjustment	Struggling	Attend
Mentor	Returned	Administration	Re-Integration	
Connected				

1. Focus on both the _____ and the _____ needs of the re-entry process.
2. Encourage students to _____ re-entry programs.
3. Identify and support students who are _____ with the _____.
4. Stay _____ with students as they return and note _____ difficulties.
5. Reach out to _____ and recruit them to help, as these opportunities also provide opportunities for _____ and to serve as a _____.

Managing Credits

The following statements are incorrect. Highlight the incorrect information and explain why it is incorrect.

- The transcript can be turned in by the student as a copy
- The transcript only needs to have the student's cumulative grade from the semester
- There is no need for the transcript to be received by your institution in a timely manner.
As long as the student turns the transcript in before he or she graduates, the credits will transfer

Have you experienced any of these problems firsthand? How did you manage or solve this problem and how did it help you prepare for future returning students?

Issue	My approach	Planning for the future
Transcript is not original copy and not directly from host program		
Transcript does not reflect official grade for each course from host institution		
Transcript is delayed		
Students cannot register due to delayed transcript		

Re-entry Programming Goals

Do you have similar goals in your re-entry programming? Is there any one goal that is more important to accomplish? Rate Oakdale's re-entry programming goals from 1-3 (1 being your primary goal, 2 being secondary goal, 3 being tertiary goal) based on your students' needs.

- ☐ Encourage deeper engagement and understanding of the study abroad experience
- ☐ Provide students with useful vocabulary to articulate the content of their study abroad experiences
- ☐ Discuss how students can apply their newfound understanding to different facets of their lives

Examples of Re-entry Programming

What kinds of re-entry programming does Oakdale offer? Write down some of the key aspects of each program type and its benefits and compare your own available re-entry programming.

Program Type	Key aspects	Benefits	Comparison

Program Evaluation

Describe how you evaluate programs and the student experience at your organization.

How do you use the data from the evaluations when preparing for future programs and office procedures?

Dealing with Negative Experiences: Investigation Questions for Terrence

Write down which questions you would ask him to investigate this matter.

Capturing Lessons from Abroad

Oakdale partners with other campuses to host a re-entry conference for returned study abroad students. Is this something you think your institution could organize? Brainstorm the benefits of this type of programming and potential partner campuses you could reach out to.



Reflection Questions

1. What new information did you learn in this module?
2. List two key takeaways from this module.
3. What do you want to learn more about?