

2012 CAA Global Education Conference Session Schedule

Thursday, June 28

Session A

2:00 – 3:15 p.m.

Developing International Projects through Study Abroad

Kaelin Falandays – Student, University of Delaware

Brian Davis – Student, University of Delaware

How can a successful study abroad service project be developed into a long-term project? A case study will be presented including the process of writing for grants and raising money to develop a student-led service program following a study abroad experience in India, and returning to do research and service and produce a documentary while completing an independent research project.

Findings and Effects of Alcohol Consumption Abroad

Laura Devenney – Study Abroad Coordinator, Institute for Global Studies, University of Delaware

The Institute for Global Studies (IGS) at the University of Delaware has piloted a survey gauging levels of alcohol consumption among participants of short term study abroad programs. The aim of this presentation is to share preliminary findings of their behaviors and perceptions of alcohol consumption while abroad. The implications of how those behaviors (whether positive or negative) impact the effectiveness of international education programs as well as how the behaviors may impact risk factors associated with international travel will also be discussed.

Learning Within a Global Context

Laurence Peters – President, Edusolutions123

This presentation will focus on the challenge of personalizing and making relevant the experience of learning within a global context. Evidence of successful exchange programs that have supported the student's international experience beyond the overseas visit will be introduced with student work and testimonials that support continued electronic exchanges.

Show Me the Money to Show and Tell: How to Use Scholarship Service as a Technique for Promotion

Sarah O'Donnell – Study Abroad Advisor, Study Abroad Office, Towson University

Scholarship recipients are an excellent population for a Study Abroad office or campus community to engage in service and promotion. This session will explore communicating expectations, successful student projects, and techniques for tracking student service.

Session B

2:00 – 3:15 p.m.

An Overview of a Model for Integrating Conditionally Admitted Students into Campus Life

Scott Stevens – Director, English Language Institute, University of Delaware

Integrating conditionally admitted students into campus life is essential to long-term academic success and can be achieved while students are completing their English language requirements. Research indicates that relationships with faculty and peers improve engagement, retention, and persistence. This presentation will describe the CAP Cohort Program at the University of Delaware - designed to engage students by building relationships with others on campus and in the community as well as achieving personal responsibility and effective communication through

small group cohorts. The experience begins with a leadership and teambuilding retreat away from campus followed by weekly on campus meetings. Integral aspects of the program are peer mentoring utilizing English speaking undergraduate students, and a service learning component in which students are involved in community projects. Presenters will share benefits and lessons learned; helpful for peer institutions which also offer conditional acceptance programs and may be considering additional programming.

Cultural Sensitivity: A Two-Way Street

Andrea Todd – Associate Director, Language and Culture Institute, Virginia Polytechnic Institute and State University

It is the exception rather than the rule for an Intensive English Program (IEP) and a master's degree program to work collaboratively to enhance each other's needs and mission. Virginia Tech's National Capital Region IEP and the Counselor Education Program (CEP), both located in the Northern Virginia Center, have begun a partnership that enhances the educational experiences of international students in the IEP and graduate students enrolled in the CEP. Over the past two years, the Director of the CEP has provided VTLCI international students with a presentation on acculturation. In turn, VTLCI international student volunteers agreed to be interviewed by graduate students enrolled in CEP's course on multiculturalism to provide first-hand experience on the impact of culture on the counseling process through a continuum termed "broaching behavior". These interactions serve to enhance students' classroom education through authentic, participative learning experiences.

Serving Students who Seek Help and Students Who Need Help

Kristen Shrewsbury - English Language Learner Services Coordinator, JMU Learning Centers, James Madison University

Focused on academic support of fully matriculated English language learners, this presentation addresses the distinction between students who seek help and students who need help. Academic support services provide both a place for students to hone their skills and an opportunity to belong to the academic community. This presentation highlights efforts to meet a current goal in support services to bring these two groups together by facilitating peer-to-peer support via academic skills development.

Session C

2:00 – 3:15 p.m.

American Cultural Connections at Drexel University ELC

Travis Harman - Instructor / ESP Specialist and Gateway Coordinator, English Language Center, Drexel University

Bethany Shaw-Fallon - ESL Instructor, English Language Center, Drexel University

American Cultural Connections (ACC) is a program designed to encourage and facilitate interaction between Drexel International Gateway (Gateway) and matriculated Drexel University students through a wide range of activities. The main purposes of ACC are to provide Gateway students with ample opportunity to utilize their language skills in informal situations and to enjoy and learn from authentic cultural experiences. The main components of ACC are 1) Trips and Activities, 2) Service Learning, 3) Peer-Guided Course Visitations, 4) Family Guest Activities, 5) Conversation Network, 6) International Guest Receptions, 7) Academic Course Linkages, and 8) Drexel University Facilities. After an explanation of the program, the presenters will discuss the successes enjoyed in the first three years, challenges encountered, and possible future modifications. The two presenters for this presentation are: Travis E Harman, instructor, ESP Specialist, Gateway Coordinator and Bethany Fallon, Instructor, Activities Coordinator

Immigration Options after Graduation for International Students

Arthur Serratelli, Esq. - Partner & Chair, Immigration Law Group, Vandeventer Black LLP

A basic overview of the Non-Immigrant Work Status options available after OPT and how to effectively communicate these options through either the ISSO or the Career Center. Details include on-campus written resources for student reference, the use of "Going Global" and other internet database resources, and leveraging the synergy available through the collaboration of ISSO - the Career Center - Immigration Attorney/Guest Speaker to enhance services offered to the international student.

Implementing an Academic Wellness Matrix for International Students

Amber Hill - Senior International Student Advisor, Global Education Office, Virginia Commonwealth University

Virginia Commonwealth University (VCU) has created an innovative Academic Wellness program that integrates and formalizes the participation of multiple University units in promoting international students' academic success. VCU's Academic Wellness Matrix marshals campus resources to create a "safety-net" woven of faculty, staff, and students from across the University. This presentation will describe the model in place at VCU, discuss the strengths and weaknesses of the approach, and propose a series of learning outcomes which guide and inform its use. Key issues discussed will include intra-university communication systems, programmatic intentionality, orientation programming, and assessment.

Session A

3:45 – 5:00 p.m.

Hot Topics: Education Abroad

Erin Mateu (Moderator) - Associate General Manager, Center for Global Education, George Mason University

Session B

3:45 – 5:00 p.m.

Hot Topics: International Student Services

Gail Gibbs (Moderator) – Director, International Student and Scholar Office, Towson University

Session C

3:45 – 5:00 p.m.

Hot Topics: English Language Teaching

Mark McTague (Moderator) – ESOL Teaching Specialist, English Language Center, Towson University

Poster Session

5:15 – 6:00 p.m.

Drexel International Gateway

Travis Harman - Instructor / ESP Specialist and Gateway Coordinator, English Language Center, Drexel University

The Drexel International Gateway (Gateway) program is a foundation year program designed for students who are academically qualified for admission to Drexel University but who still need to improve their English language skills in order to ultimately gain admission. Students remain in the Gateway program three to four academic quarters while taking language, test preparation, and university credit courses. Since Gateway is a conditional admission program, students must meet the following conditions to matriculate to the university: Drexel University GAP of 2.50; English Language Center grades of 75%; IELTS 6.5 or TOEFL iBT 79; English Language Center letter of recommendation. Those who are unable to meet the conditions are advised out of the program. Some students do choose to use Gateway as a bridge program to other universities. The presenter will relate the successes and challenges experienced in the first three years of the program.

English Conversation Club: International Connections, One Conversation at a Time

Jose Morales - Bilingual/Multilingual Student Liaison, JMU Learning Centers, James Madison University

This poster presentation highlights the "English Conversation Club," a language program inspired from a CAA visit to George Mason University. Initiated and led by the JMU Bilingual Student Liaison, the group brings together both US American and fully-matriculated international students to simply engage in active and friendly extemporaneous conversation, emphasizing cultural milieus and comparative perspectives. Through this personal, low-pressure

environment, students are able, in the target language, to collaborate with and respond to each other's academic and cultural experiences.

Everything You Need to Know to Run a Successful Short Term Exchange Program

Mara Blake-Ward – Associate Director of Special Programs, English Language Center, Drexel University

This poster presentation will describe how to run a successful short term exchange program in the United States. The presenter will address the following questions: What are RFPs? Where to look for RFPs? What do you do once you get the award? How are the participants on these programs different from Intensive English Program students? What adjustments do administrators and faculty have to make? Are the programs worth running from the university's point of view? What are the benefits to the participants? How can you document the success of the program? How can you quantify the benefits?

Faculty Oversight of an IEP Curriculum

Greg Jewell - ESL Instructor, English Language Center, Drexel University

The Academic Affairs Committee at the English Language Center at Drexel University (Philadelphia, PA) is comprised of faculty who oversee the design, development, implementation, evaluation, and revision of many of the aspects of the curriculum of this intensive English program. This poster presentation offers a look into how the committee goes about its work in such vital areas as the development of student level placement and promotion guidelines, materials evaluation and selection, the development of syllabi, teacher orientation, and program accreditation. The presenter is the current chair of the committee and has previously served as chair from 2001-2005 and as a member since 1999.

From Bagpipes to Brain Cells: The Immeasurable Value of a Semester Abroad

Elisabeth Cronin - Student, Towson University

This poster presentation will describe a semester abroad in "Glaschu," or Glasgow, UK emphasizing the importance of an international education. The presenter will highlight the value of the study abroad experience both in terms of academic achievement and self-exploration inside and outside the classroom and the potential impact it can have on undergraduate participants.

Global Citizenship: INU - The International Network of Universities

Melanie Pissarius – Project Manager, International Network of Universities

The International Network of Universities (INU) is a consortium focusing on the enhancement of "Global Citizenship". This poster seeks to reflect on the lessons learnt from over a decade of developing long and short-term mobility programs for students, staff and faculty as well as creating original research and cooperation projects. It will address the successes but also failures of the consortium having to overcome the limits of multilateral funding, diverse academic, administrative, and cultural approaches, leadership changes as well as the restrictions of communication in a global consortium spanning five different time zones.

Making Connections: Using Study Abroad for Community Outreach

James Benjamin Falandays – Student, University of Delaware

Kathleen Cummiskey – Student, University of Delaware

Kisha Oister – Student, University of Delaware

Christopher Gray – Student, University of Delaware

Ravi Barua – Student, University of Delaware

This poster presentation will showcase projects developed to aid a tribal school in Assam, India by connecting it with an elementary and high school in Newark, Delaware. These projects will put the high school and elementary school students in direct contact with students their age in Parijat Academy, Assam, India through pen-pal programs, and through drives to gather supplies for the school. The schoolchildren in the U.S.A. can design or choose their own

projects based on the needs of Parijat Academy. The primary goal is to develop real and sustainable connections that go beyond fund-raising for anonymous organizations.

Student Participation and Interaction in Extracurricular Activities

Benjamin Barnett – ESL Instructor, English Language Center, Drexel University

Robert Walters - Student Services Coordinator / International Student Advisor, English Language Center, Drexel University

Bethany Shaw-Fallon - ESL Instructor, English Language Center, Drexel University

The international student's experience should be more than classwork, homework, and tests. Students who participate in extracurricular activities are often better equipped to function in their adopted culture. These students also frequently form social ties with other students more easily, leading to increased language practice and therefore proficiency. Extracurricular activities can take a variety of forms. This poster presentation will examine how the ELC soccer team at Drexel University was formed and how it operates and interacts with other programs; describe the Conversation Network, a method of pairing English Language Learners with Native English Speakers; and demonstrate the institution's more successful activities and the method by which activities are revised and improved.

Study Abroad: A Journey of Self-Discovery

Monica Padgett – Student, Towson University

College has a twofold purpose. Not only should one get a rigorous education so they can become a viable working member of the community, but also college is a time for self-discovery and personal growth. The presenter will share stories of his personal experience studying abroad in Italy to show how studying abroad can fulfill these goals and should be considered critical to every student's college experience.

The William and Mary/St. Andrews Joint Degree Program: Lessons from the First Year

Debi DeBacco - Global Education Programs and Services Coordinator, Global Education Office, The College of William and Mary

The 2011-12 academic year marks the launch of the ambitious new joint undergraduate degree program of the College of William & Mary and the University of St. Andrews. Presenters will highlight the steps taken to ensure the success of this signature initiative and reflect on the early lessons of its implementation on both the William & Mary and St. Andrews campuses. Questions addressed include: What insights can be gleaned from the early stages of implementation of such a program? What "course corrections" have had to be made along the way? What are the financial impacts of the program? As a greater number of universities and colleges pursue proposals for 2+2 joint undergraduate degrees, this institution's early experience with such an initiative can provide valuable lessons for other institutions considering similar initiatives.

TU in Italy - A Summer in Rome

Allison Simpson – Student, Towson University

This poster presentation will explore the benefits of studying abroad and how it can change a student's perspective.

Friday, June 29

Session A

9:00 – 10:15 a.m.

Mind the Gap: Traversing the Lines between Student and Staff

Cole Cridlin – Education Abroad Advisor, Global Education Office, Virginia Commonwealth University

This presentation will explore the challenges and triumphs faced by a former student turned Study Abroad Advisor. Having entered Virginia Commonwealth University's Global Education Office upon graduation, I have found that navigating the lines between student and professional can be a difficult task but also offers a critical view for interacting and engaging with students, parents and university members.

Trends in Study Abroad for Students with Disabilities

Courtney Knott – Study Abroad Advisor, Study Abroad Office, Towson University

Trisha Dahlquist – Learning Disabilities Specialist, Disability Support Services, Towson University

This session examines new and current trends in providing access abroad to students with disabilities. Topics covered will include issues surrounding service animals, learning language disabilities, and other similar subjects. Representatives from the Towson University Disability Support Services Office and Study Abroad Office will provide a wide variety of relevant resources and shared experiences.

Using Study Abroad for Community Outreach at Home and Abroad

Mahasveta Barua – Assistant Professor of English, Department of English, University of Delaware

The presentation will describe how service learning in Study Abroad programs can be used to connect with communities in need abroad, and link those communities with local groups in the U.S. working on the same project. A case study of a class project and service project conducted in India by University of Delaware students, and connected to elementary and high school students in Newark, Delaware will be introduced. The goal of establishing an ongoing, sustainable program working towards specific goals rather than on a single short-term project will also be discussed.

Session B

9:00 – 10:15 a.m.

Building Effective International Living-Learning Communities

Eva Wong – International Student and Scholar Advisor, Office of International Students, Scholars, and Programs, The College of William and Mary

Living-Learning Communities (LLCs) offer students a unique opportunity to live and learn together with programs and amenities that support the interests of its community members. This session will explore the international living-learning communities at the College of William & Mary and at George Mason University. Attendees will learn strategies for developing effective international LLCs for both international and domestic students, from program conceptualization to implementation. Presenters will also share "lessons learned" from their programs and encourage attendees to share their ideas and experiences for supporting international LLCs on campuses.

Preparing ESL Students for Academic Life in American Universities

Yelena Toben – ESL Instructor, English Language Center, Drexel University

Mary Scholl - ESL Instructor, English Language Center, Drexel University

The goal of this presentation is to introduce ways that various academically based activities can benefit ESL students. International students come to the United States unprepared to take part in student life; many do not take

advantage of opportunities such as joining extracurricular activities, attending conferences comprised of experts in their chosen field, or meeting with fellow students competent in their area of study. Perhaps more importantly, in their home countries, many international students are not encouraged to develop critical thinking skills or to express their own ideas. It is no surprise that many of these students demonstrate a great difficulty conceiving of, organizing, and presenting their ideas to peers. The activities presented in this session, including book circles/discussions, research poster sessions, and academic conferences, can help international students prepare for participating more fully in academic life.

Virtual Conversation Partner Program: Developing Intercultural Communicative Competence

Jingzhu Zhang – Project Leader, Virtual Conversation Partner Program, The College of William and Mary

This presentation will address the effect of a virtual conversation partner program on international student's English language and cultural learning: how does it improve their intercultural communicative competence? The presentation will explore applying strategies from the process of planning, implementing and evaluating the Virtual Conversation Partner Program; comparing international students' perspectives to American students' perspectives in participating in this program; and identifying the impact of this program on developing international students' intercultural communicative competence.

Session C

9:00 – 10:15 a.m.

Creating a Course with Integrated Skills and Experiential Learning Components for Low-Beginner IEP Students

Ashley Green - Lecturer, English Language Center, Old Dominion University

Laura Ray - Administrative Coordinator/Faculty, English Language Center, Old Dominion University

The recent influx in low beginning ESL students into IEPs is posing a curricular challenge for instructors and administrators across the country. In an effort to meet the unique needs of this new student population, the Old Dominion University (ODU) English Language Center has modified its curriculum by dividing its lowest proficiency level - Basic, into Basic 1 and Basic 2. The new curriculum for Basic 1 consists of two classes: Integrated Skills (15 hours) and Experiential Learning (5 hours). Teaching language skills through theme-based instruction allows the students to build a foundation of grammar and vocabulary, enabling them to develop their reading, writing, listening, and speaking more successfully. The experiential learning component provides students with opportunities to apply the language skills learned in Integrated Skills to "real-life" situations while introducing them to American culture. The presentation will share practical ideas used in creating this new course, with examples of activities, assessment, and teaching methods.

Sustaining the Quality of ACCESS: A Three-Pronged Approach to Faculty and Curriculum Development

Karyn Mallett - Assistant Director, English Language Institute, George Mason University

Nicole Sealy - Director, Center for International Student Access, George Mason University

As we move from the initial phase of launching university programs for international students into the expansion phase, best practices and procedures focused on faculty and curriculum development become integral to the sustainability of such initiatives. Now having completed the second year of the undergraduate international student program, ACCESS, George Mason's Center for International Student Access has prioritized three program aspects: faculty training, materials development, and curriculum alignment. In this session, presenters will provide an overview of program structure and a model for implementing this three-pronged approach to constructing a comprehensive and sustainable foundation in anticipation of future program growth. Building on inter-institutional interest in this endeavor, presenters will share both the highlights and challenges of this process.

Thinking about Thinking: Developing Critical Minds

Murali Venugopalan – Director, English Language program, Virginia Commonwealth University

This presentation will focus on the growing importance of teaching English through the application of critical thinking in an ESL curriculum. Specifically, the presentation shall highlight the relevance of developing critical minds in the ESL classroom and will include discussions among advanced-level ESL students concerning but not limited to the pros and cons of readily available technology, time management, health and wellness, as well as factors that contribute toward making a country successful, and how "success" is defined. Student feedback regarding the teaching of this course will also be analyzed and discussed.

Session A

10:45 a.m. – 12:00 p.m.

Pack your Bags and See your Work from another Perspective: The CAA Visiting Professionals Program

Mary Frances Forcier - Director, Colonial Academic Alliance

Carlin Anderson – Program Coordinator, Colonial Academic Alliance

Laura Ray – Administrative Coordinator/Faculty, English Language Center, Old Dominion University

Felix Wang – Director for Study Abroad, Office of International Programs, James Madison University

The Colonial Academic Alliance Visiting Professionals Program was implemented in 2008 as an opportunity for student affairs professionals to learn from their CAA counterparts through a focused, intensive visit to another CAA institution. This highly successful program has expanded to include all areas of global education, including education abroad, ISSP, and ESL. Participants spend two days at another institution, meeting with staff members in their specific field, while learning best practices and gaining new ideas and insights. Feedback from both participants and hosts has consistently been excellent. This presentation will explain the structure and goals of the Visiting Professionals Program. A previous host and a previous visitor will describe the benefits resulting from their participation. Attendees will be encouraged to consider how participation in this program might be a vehicle for their own or their colleagues' professional development.

Session B

10:45 a.m. – 12:00 p.m.

Basic Immigration Concepts for non-International Student Professionals

Jennifer Fernandez-Villa- Director, International Student and Scholar Services, University of North Carolina Wilmington

A basic overview of U.S. immigration laws, the visa process, SEVIS, and other related topics for professionals OUTSIDE of international student and scholar advising who would like to know more about the common visa types most seen on U.S. campuses.