U.S. Students Abroad: 
Lessons from Rome 
in Cultural Immersion

John Felice Rome Center 
July 5-18, 2015
Rome, Italy

ELPS 529: Selected Topics 
In Higher Education
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LOYOLA UNIVERSITY CHICAGO
School of Education

ELPS 529: U.S. Students Abroad:
Lessons from Rome in Cultural Immersion

5 July to 18 July, 2015
John Felice Rome Center
Via Massimi, 114/A
00136 Roma, Italy

Instructor Information
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Seminar Overview
This seminar is designed to enable students to explore multiple aspects of the education abroad experience of U.S. undergraduate students from the unique vantage point of personally experiencing a short-term, education abroad immersion simultaneously with focused study of this topic. The international city of Rome is each student’s “learning laboratory” and serves as the cultural context for the exploration of study abroad. Students are challenged to reflect on their own personal experience as they undertake their academic sojourn in Rome and to integrate their learning experiences with the research and topics that the course addresses. While time in a formal classroom occurs minimally we use that time for discussion and reflection on key topics related to education abroad. The course utilizes ‘engaged learning’ by moving beyond the traditional classroom setting into the city of Rome thus enabling students to engage with each other and with key informants at selected cultural, educational, religious, and historical sites within the city. In many respects, all classroom and out of classroom experiences while in Rome are viewed as valuable in gaining a holistic understanding and appreciation for the course—even while the student is on his or her own and not engaged directly in course-related activities (e.g., while touring, while dining, while shopping, etc.).

Stakeholders. This course is ideal for learners seeking to explore and understand the intercultural dynamics involved in international study, those wishing to reflect and understand their own previous international study experience, those seeking to work in education abroad offices within colleges and universities and/or with international students who travel to the U.S. to study, those desiring to work at international campuses of U.S. colleges and universities, those planning to have responsibility for coordinating and leading educational excursions to other nations, and those with scholarly (teaching and research) interests broadly in international education.

This course is accessible to students with wide-ranging international experience including those with no education abroad experience to those with extensive engagement with study abroad. Often, but not always, engagement for the first time with a totally new culture may result in varying degrees of discomfort or disequilibrium (what researchers label as ‘culture shock’). Experienced sojourners in the class are invited to support and engage those in our learning community who may experience symptoms of culture shock in order to enhance all students’ learning.
Seminar Objectives

1. To enhance student understanding of the purposes, goals, and mission of international study programs;
2. To enhance student knowledge about the diverse nature, breadth, and structure of education abroad programs;
3. To identify learning outcomes that may arise from different types of study abroad experiences;
4. To reflect on challenges and issues experienced by undergraduate students during study abroad;
5. To identify and examine issues faced by coordinators and administrators of education abroad programs; and
6. To reflect on the extent to which immersion within another culture and way of life is enhanced as a result of education abroad.

IDEA Objectives for this Seminar (for use with online student course evaluation system at end of course).
Note: Student Online IDEA Course Evaluation will occur July 16-26, 2015. Students are strongly encouraged to complete the evaluation.

1. Important: Gaining factual knowledge (terminology, classifications, methods, trends): Building a knowledge base;
2. Important: Learning to apply course material;
3. Essential: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course: Developing skills, abilities, or attitudes of a beginning professional;
4. Important: Developing a clearer understanding of, and commitment to, personal values;
5. Important: Acquiring an interest in learning more by asking questions and seeking answers.

The Eternal City as Classroom

The international city of Rome provides an exciting and culturally rich laboratory for student learning about cultural immersion through study abroad. Through visits to cultural, historical, educational, religious, governmental, and other sites and through talking directly with key informants, students will have the opportunity to examine their own immersion experiences while involved in scholarly exploration of the study abroad experience itself. The following field experiences reinforce and complement (i.e., ‘make real’) the topics under examination in this course.

- Approaches to Study Abroad. In an effort to gain an appreciation for different approaches to the provision of study abroad, we will visit selected campuses of both Italian and U.S. colleges/universities and meet with staff, faculty, and/or students to explore topics and themes from the literature that we address in this course. As enrolled students at the John Felice Rome Center of Loyola University Chicago, we will also compare and contrast our own program structure and experiences with those of other campuses we investigate.

Students are asked to review each of the following websites carefully prior to arrival at each site.

1. IES Rome Center [www.iesabroad.org] (a U.S.-based, third party, non-profit study abroad center)
2. American University Rome [www.aur.edu] (four-year degree granting university accredited by the U.S. with students from throughout the world, including U.S. students typically in residence for one semester)
3. Italiaidea [www.italiaidea.com] (an Italian Language and Culture School)
4. John Felice Rome Center (JFRC) [www.luc.edu/rome] (a U.S. university international campus)
5. Universita di Roma La Sapienza [http://www.uniroma1.it] (an undergraduate and graduate Italian university founded in 1303)

- **International Dimensions of Teaching and Scholarship.** Meet with Italian and U.S. faculty to explore through a faculty lens the international dimensions of academic work and experiences with cultural immersion in international education. Many study abroad organizations in Rome utilize faculty and scholars from Italy and other nations as either full- or part-time faculty. Our class will meet with a small sample of these scholars through our engagement with JFRC, IES Roma, Italiaidea, American University Rome, and/or at the University of Rome La Sapienza.

- **Education Abroad and Student Tourism.** A significant element of study abroad for students traditionally involves travel within the host nation and beyond including visits to key historical, cultural, religious, and other sites. These travel/tourism experiences can have a profound impact on study abroad students (e.g., Glmeh, 2004) and influence their developing perspectives about other nations, cultures, the people with whom they are engaged, and about themselves and their place in the world.

Both through our in-class sessions and when out of class, students will tour cultural, historical, religious and other sites in Rome to participate, along with other U.S. and international visitors, in visits to these sites. During these tours students are asked to serve in the role of “complete observers,” a form of naturalistic (and constructivist) inquiry often used in qualitative research (e.g., Kawulich, 2005). Each student is asked to particularly observe tourist behaviors, conversations, and to reflect on the questions these observations raise in these settings. Sites to be visited as part of our seminar include:

1. **Piazza di San Pietro and Basilica Papale di San Pietro** [www.saintpetersbasilica.org]
2. **The Colosseo** [http://greatbuildings.com/buildings/roman_colosseum.html] [note: see timeline link for information on other world class buildings in Rome]
4. **Piazza Navona** [www.romainteractive.com/pznavona.htm]
5. **Vatican Museums** [http://mv.vatican.va]
6. **Chiesa del Gesu di Roma** (begun 1551) [www.chiesadelgesu.org] and **Chiesa del Sant'Ignazio** (1626) [www.rome-italy.org.uk/st-ignazio-st-ignatius-rome.htm]
7. **Student Selected Sites** (see ‘Cultural Immersion Walks’ assignment)
   Note: Students are asked to bring a camera and/or smart phone with digital photo capability and a travel guide for the city of Rome as these will be helpful for relevant class activities, especially the photo elicitation project.

- **Cultural Immersion Walks.** In an effort to explore, understand, engage with, and appreciate day-to-day life among Italians the class as a whole will visit sites selected by four groups of students as part of ‘cultural immersion walks’ which aid our appreciation for and understanding of Italian culture. Students may select sites that offer historical, cultural, educational, religious, political, or other insights into the day-to-day lives of Italians. Students are asked to avoid, however, selecting major tourist sites (i.e., Pantheon, Trevi Fountain, or sites the full class visits, etc.) as their 'cultural immersion' site.

   In previous summers, student groups have explored:
   - the historic role of the neighborhood coffee bar,
   - a neighborhood open-air produce/meat/fish market,
   - a church-based center for homeless refugees and immigrants,
   - utilization of a major public garden by Italians,
   - the site of 1960 Rome Summer Olympics and role of football/soccer,
- the Italian cinema,
- the museum of purgatory,
- the Palazzo della Civilta Italiana in EUR (a Mussolini era project),
- the highly diverse and changing Testaccio neighborhood prominent in Roman history and film,
- a graffiti-filled subway station,
- and many others.

**Co-Curricular Programs.** Throughout the entire two week Loyola School of Education summer program at JFRC, all students will have the opportunity to participate in several program-wide co-curricular programs that will significantly enhance their education abroad cultural and educational experience. These programs include: a) A private faculty-led tour of the Vatican Museums; b) A presentation on the history of the Jewish Ghetto in Rome including a tour of the The Great Synagogue and Museum; c) Tentative: Optional attendance at a Roman opera performed under the stars at the ancient ruins of the Baths of Caracalla (see note below); and d) A visit to two major Jesuit churches in Rome including the historically preserved apartment of the Jesuit founder Saint Ignatius of Loyola who died in Rome in 1556 and buried in The Gesu, which we will visit.

In previous summers, our visit to Rome has coincided with scheduled performances (under the stars) of the **Italian opera** (or ballet) performed at the ancient ruins of the **Baths of Caracalla** in order to experience the grandeur of one of Italy’s most revered cultural traditions. The Puccini opera **Madama Butterfly** is scheduled for several dates but **July 14 and 16** may be feasible during our visit to Rome; depending on student interest, arrangements may be possible for a visit but attendance is not a requirement of the course (cost is usually 25 Euro for the least expensive ticket). The Opera begins at dusk (around 9 p.m. and lasts 2.5 hours). Transportation via shared taxi and/or chartered bus may be possible.

**Seminar Readings [Complete Prior to Arrival in Rome]**

Selected readings examining topics addressed in this course have been assembled and made available on the course Sakai site ([https://sakai.luc.edu](https://sakai.luc.edu)). Readings are found in the ‘Resources’ menu tab. The **required textbook** for the seminar is available for purchase online from various book sellers. Students are asked to complete the required readings prior to our first class session in Rome as these will be integrated into both formal and informal class discussions in the classroom setting and during site visits beginning with the first day of class (i.e., observation data collection at Saint Peter’s Basilica).

While some classes may have a topic/theme/focus for the day (e.g., our visit to La Sapienza with a focus on student mobility across borders within the EU and on nature and scope of the Italian University), we will typically be exposed to multiple topics and themes during site visits. A complete bibliography of both required and recommended readings is available on Sakai under the ‘Resources’ menu tab. The recommended readings are for those wishing to dig deeper into various topics and their context but they are not required for this course. Students are not required to bring print copies of any readings to Rome and will be able to access Sakai and the readings in the Information Commons at the JFRC.

**Seminar Assignments**

**Note:** Personal reflection is an important and meaningful part of any study abroad experience and accordingly students are asked to continuously reflect on their experience while in Rome. These reflections may be recorded electronically using computers at the Rome Center. **Students are advised not to bring laptops to Rome.** Students, however, are asked to bring a small journal booklet which they can easily carry to site visits so
that they can pen observations, feelings, and questions while in the city and during class-based site visits. Many travelers maintain journals of their experiences and keep these throughout their lives!

- **Photo Elicitation Project: Cultural Metaphors [20 points; Due Wednesday, 15 July in Class].** Using Gannon’s (2001) metaphor of the *Italian Opera* as a conceptual framework for illuminating various elements of Italian culture, you are asked to observe, reflect on, and write about one aspect of Italian life that you have observed or personally engaged in Rome that is particularly meaningful, interesting and new for you. You are asked to produce a minimum of 5 photos that capture your observations which together convey a cultural ‘story’. Please submit to Sakai (Assignments tab) your photos along with a short written reflection (maximum of 2 pages) describing the cultural phenomenon you have observed including why and/or how Gannon’s metaphor informs your reflection. Be prepared to present your photos and brief overview of your reflection (5 – 8 minutes/report; access to Sakai/your photos available in classroom).

- **Journal Reflections [10 points for each reflection or total 20 points; Due Sunday, 12 July and Saturday 18 July].** You are asked to prepare two reflective journal entries describing your personal reflections on your experience, the questions that have arisen for you related to education abroad, and new insights you have gained about your learning while in Rome. You may select a particular theme for each of the two journals and focus your reflection on each theme. Both reflections should be supported with evidence through your experiences during site visits, the assigned reading, and other non-class-based personal experiences. The first journal is due on or before Midnight Sunday, 12 July and on or before 10:00 a.m., Saturday 18 July. Journals should be uploaded into Sakai using the Assignments tab. Each journal should not exceed 3 pages (12 point font, double spaced).

- **Student-led Classroom Topical Discussion [10 points; Due July 8, 9, 10, and 15].** Given the ‘engaged learning’ seminar format, four small groups (3 groups of 4; 1 group of 3) will be identified and responsible for generating and leading a class discussion (with emphasis more on discussion than presentation) on one of the following topics related to education abroad. Each topic is broad by design in order to generate wide discussion. There are no absolute ‘right’ or ‘wrong’ views regarding these topics.

Because classroom-based discussion time is limited, groups should assume that all students will be prepared (through prior reading and reflection) to fully engage in the discussion—thus background/contextual presentation information should be limited to ensure good ‘coverage’ of the substantive ideas to be discussed.

**Topics** to be explored include:

1) In what ways might the intersection of each student’s **social identities** (e.g., gender, sexual orientation, race, SES, etc.) with education abroad experiences challenge long-held assumptions that all students experience predominantly positive learning while studying abroad? How might education abroad impact students’ self-perceptions of social identities both at home and abroad?

2) Is the goal to achieve optimal **student diversity** (defined broadly) in education abroad possible? Why or why not? What are challenges and resources available?

3) To what extent can a case be made to support or refute Ogden’s (2007) **postcolonial paradigm** for contemporary U.S. students who experience education abroad?

4) To what extent can a case be made (or not) that most education abroad programs actually lead to enhanced **student intercultural awareness, sensitivity, and competence**? What contributes to enhanced intercultural competence while abroad and what, in your view, challenges the development of this competence?

- **Participation and Engagement in Class and at Field Sites [25 points].** Student participation includes an expectation that required readings are completed as these serve as an important foundation for all site visits and a measure of the extent of readiness we will have to engage with our various hosts (faculty, staff, students, etc.) who are generously giving their time to meet with us. Thoughtful consideration (both in advance and on site) regarding what questions and topics you wish to raise is very important.
Informed by course readings and your own experiences, students are asked to arrive in Rome with an initial list of questions/topics that you might ask key stakeholders with whom the class will engage (e.g., Italian and U.S. faculty, U.S. students, Italian and U.S. campus administrators, homestay parents, Interns and internship supervisors, and other informants). Thoughtful observation, questioning and listening at each site are expected.

- **Cultural Immersion Walk [25 points].** At class time on **Friday, 10 July**, students will notify instructor the names of group members AND the site the group has selected for its Cultural Immersion Walk, including a rationale for choosing that site including how may enhance class understanding of some aspect of Italian culture. There will be 3 groups of 4 students plus 1 group of 3 (these are to be different groups from the topical discussion groups described above). The immersion walks will occur on Thursday and Friday of Week 2. Up to 45 minutes will be allocated for each site presentation (not including travel). Based on location, the class will determine which walks will occur on Thursday versus Friday.

This assignment asks each group…

a) to **identify a site** that will advance class learning about some aspect of Italian/Roman culture (site identification due in class Friday, July 10);

b) to **lead the class to the site** using public transportation, and/or by walking if within the local neighborhood;

c) to **present contextual/background information** about the site and how it reflects Italian culture;

d) to **lead a class discussion** and both generate and respond to class questions; and

e) to **provide a one page executive summary** of your report (one student is to post one group report to Assignments tab on Sakai with names of all group members identified).

**Narrative of Daily Itinerary (subject to modification if necessary)**

*Note: A separate Daily Schedule of Classes is Available*

**WEEK 1**

**Monday, 6 July:** Following student and course introductions and selection of student discussion groups, we will travel to the **Vatican** where we will be introduced to a brief contextual history of the site (Piazza and Basilica). We will enter the basilica for a self-guided tour (you may want to bring your tour book with you although you will have a simple ‘floor plan’ to use) and to conduct a participant observation analysis (bring pen and journal or use phone to take notes while inside). Following time for recording observations, we will meet for about 15 minutes as a group and share reflections. At this time, class will be dismissed and students are free to continue to explore the Vatican, stay downtown for dinner (remember most restaurants open around 7:30 p.m. or later unless in high tourist areas), or return to the JFRC. But first, I hope you will join your instructor for **gelato (I will treat)**! A key required reading for this activity is the **Kawulich (2005)** article. Also review website for the Basilica and Piazza and become familiar with layout of the Piazza and Basilica.

**Tuesday, 7 July:** Following a short classroom session, today we travel to **Italiaidea**, a small, privately owned Italian language and culture school. I have arranged for us to participate in a ‘sample’ Italian language course which is entitled ‘Italian Survival.’ While this is only a sample and introduces us to very basic language for use by travelers (some of you may already be fluent and of course experience with other Romance languages—Spanish, French, Portuguese, and Romanian—will help!), it provides us with a good example of just one of many Italian language and other cultural courses offered to students (on a contract for fee basis) from around the world. Many U.S. students enroll in this type of program either directly or through their college. Unlike our own experience with the sample course, most language courses at Italiaidea enroll students from many nations in the same course where no first language is common across all students presenting quite a pedagogical challenge to the instructor! After the lesson we will have time with the senior administrator of the school and our instructor who will answer questions we may have about pedagogy and the school’s operation—hint: you should bring questions with you around the topics/issues in which you are interested! **Review the website** provided for this school in advance.
**Wednesday, 8 July:** Following a classroom session, we will travel via bus and walk across the beautiful pedestrian-only Ponte Sant’ Angelo, or ‘Bridge of Angels’ to the campus of IES Roma, a non-profit Chicago-based, third-party provider of education abroad for students. We will meet with several key academic and student life staff and others. After opening introductions and overview, we will divide into 3 small groups with each group meeting with one or more staff members for focused discussion and questions on one topic (i.e., housing and student life issues; health/safety issues; and academic/curricular issues). Following these sessions, we will meet as a class with homestay parents and with Italian Student Companions (ISCs) to explore their personal experiences living closely with U.S. undergraduate students. Because you will have time only to attend one breakout session, not everyone may get their top choice. We’ll spend class time sharing information from all breakout sessions later—perhaps some of you may want to ‘debrief’ over lunch together following the visit to IES.

Following lunch nearby, the class is invited to a faculty-led visit to the Colosseum (with brief commentary by your instructor). The cost of admission is covered. The visit will take about one hour. Bring lots of water! Your group ticket will also admit your group to the Imperial Forum and Palatine Hill within 48 hours. Note: no backpacks, large bags permitted. Bring water!

Return to JFRC before 7:30 p.m. to participate in a picnic dinner (pizza, Italian style) in the JFRC courtyard along with entertainment! (The dinner is included in your program fee)

**Thursday, 9 July:** Following classroom discussion, today we travel once again to IES Roma and then to an internship site to meet with a summer IES student intern and site supervisor. The site is walkable from IES. We will be accompanied by the IES Internship Coordinator.

Tonight at 5:45 p.m., students will meet at the main entrance to the Vatican Museums for a two-hour private visit led by Prof. Janis Fine, our summer Rome program director. This is a very unique opportunity that few have the privilege of experiencing. Seeing the collections within the museums, however, takes far more than 2 hours so students are strongly encouraged to visit on your own the museums during your stay in Rome. The cost of the museum entrance and private tour is covered by the Loyola School of Education.

**Friday, 10 July:** This morning, we remain at the JFRC for classroom discussion and a review of learning from the first week of class. Today, small groups are to report on where our cultural immersion walks will occur next week! Enjoy your weekends and be safe and observant!

**Note:** Remember Journal #1 due Sunday night at midnight after your return!

**WEEK 2 [Welcome Back!]**

**Monday, 13 July:** Today, following our classroom session, we travel via bus and subway (and our legs) to the University of Rome La Sapienza (one of its many campuses) to meet Emiliane Rubat du Merac, a faculty member in Education Sciences at the University whose research involves leadership development of students. In Fall 2013 she was a Fulbright Scholar at Loyola in the School of Education. She has agreed to meet with our class to talk about the Italian university and educational exchange across nations. We will meet with Professors Guido Benvenuto who coordinates Italian university student international study exchange, Pietro Lucisano faculty member in Experimental Pedagogy, and Silvia Zanazzi, researcher in labor politics, life-long learning, and intercultural education (Ms. Zanazzi studied in U.S. for one year). We will also have opportunity to informally meet with both U.S. and Italian students who have experienced study abroad to talk with them about their experiences.

**Tuesday, 14 July:** Today we begin in the classroom and then travel to American University Rome, a four-year degree institution and study abroad provider (accredited regionally in U.S.). This campus enrolls both study abroad students and four-year degree seekers not only from U.S. but from throughout the world. We will meet with student life staff, faculty, and U.S. undergraduate students enrolled in summer session. Following a brief introduction to AUR and discussion about how students acquire intercultural competence, we will divide up into 3 small groups for focused discussion with staff on: a) student life challenges, b) The 4-year academic degree
program (students from throughout the world), c) student diversity issues. We hope to have time to talk with U.S. students enrolled for summer.

In the afternoon, you have the opportunity to participate in an optional visit to two Jesuit churches in the historic district of Rome including the 16th Century apartment of Saint Ignatius of Loyola which has been preserved. Loyola University Chicago is one of 28 U.S.-based Jesuit higher education institutions founded and led by Jesuits from the Order of the Society of Jesus (there are over 200 Jesuit universities world-wide). The highly popular current Pope Francis is the first Jesuit elected to the Papacy.

**Wednesday, 15 July:** Today, we remain at the JFRC in our classroom where we will engage with two members of the leadership team regarding the Loyola model for a university-based international branch campus. First, we will meet with Cindy Bomben, Associate Dean for Student Life at JFRC and a long-time higher education professional in Italy. She will discuss her role and the challenges she and her student life colleagues face working with U.S. students in Rome. Second, we will meet with Emilio Iodice, Vice President of Loyola and Director of the JFRC. He will discuss the leadership challenges he and his staff face in operating a full campus of an U.S. university in Rome.

When class resumes following lunch, students will present reports on their photo elicitation projects on Italian culture (upload reports to Assignments tab).

**Thursday, 16 July:** Today, the first two student-led ‘Cultural Immersion Walks’ will occur in the morning. If possible, we will have the second walk end in or near the historic district so we are close to where we need to be at 1:30 p.m.

Following lunch all students will convene on the west bank of the Tiber River (below street level) for Prof. Fine’s excellent program on the history of the Jewish Ghetto in Rome including a visit to The Great Synagogue of Rome and Museum (entrance fee covered).

**Friday, 17 July:** Today is our last full day together in Rome! We depart campus for our final 2 cultural immersion walks! Students are invited to have a ‘farewell’ lunch with your instructor (he will host). Following lunch students are asked to return to campus in time to prepare for our class photo at 6:45 p.m. in the JFRC courtyard. Following photos, we will board chartered (and air conditioned!) buses for our program’s final dinner held at a nice Roman restaurant south of Rome on the ancient Appian Way (near ancient Christian catacombs). The bus will bring us back to campus around 11:30 p.m.

**Note:** Journal #2 due on or before 10 a.m. tomorrow/Saturday (Assignments tab).

**Saturday, 18 July:** Journal #2 due on or before 10:00 a.m. Students and faculty depart the JFRC during morning hours. Safe travels! Please plan in your future to return to Roma! Congratulations on your successful completion of the M.Ed. degree in International Higher Education from Loyola and feel free to stay in touch with your instructor! Arrivederci!

**Grading Protocol**

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Loyola University Chicago Course-Related Policies

**Academic Honesty**
Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education’s Policy on Academic Integrity can be found at: [http://www.luc.edu/education/academics_policies_integrity.shtml](http://www.luc.edu/education/academics_policies_integrity.shtml). For additional academic policies and procedures refer to: [http://www.luc.edu/education/academics_policies_main.shtml](http://www.luc.edu/education/academics_policies_main.shtml)

**Accessibility**
Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: [http://www.luc.edu/sswd/](http://www.luc.edu/sswd/)

**EthicsLine Reporting Hotline**
Loyola University Chicago has implemented EthicsLine Reporting Hotline, through a third party internet & telephone hotline provider, to provide you with an automated and anonymous way to report activities that may involve misconduct or violations of Loyola University policy. You may file an anonymous report on-line or by dialing 855-603-6988. (within the United States, Guam, and Puerto Rico)

The University is committed to the highest ethical and professional standards of conduct as an integral part of its mission of expanding knowledge in the service of humanity through learning, justice and faith. To achieve this goal, the University relies on each community member's ethical behavior, honesty, integrity and good judgment. Each community member should demonstrate respect for the rights of others. [www.luc.edu/ethicsline](http://www.luc.edu/ethicsline)

**Conceptual Framework**
A conceptual framework that emphasizes *Professionalism in the Service of Social Justice* guides instructional, extracurricular, and professional activities in Loyola’s School of Education. The School of Education, including through this seminar, seeks to develop persons of conscience devoted to the service of others. This course contributes to the understanding of this framework in a number of ways as it affords students the opportunity to begin their professional journey under the mentorship and guidance of a Loyola faculty member. This support will assist students in developing their own professional voice, applying the theory they have learned in the classroom to the practice of working within an international education context. Students will also have the opportunity to reflect upon their experiences with their peers and instructor, considering various perspectives and assisting them in their own problem solving. The School of Education conceptual framework is described here: [http://www.luc.edu/education/mission/](http://www.luc.edu/education/mission/)

**Dispositions**
Each semester, including summer, the School of Education requires all programs to assess students not only on knowledge gained and skills developed or enhanced but also on attitudes and dispositions that connect with specific behaviors expected of professional educators regardless of their field of study. Each graduate program has developed a rubric that is used by faculty in each graduate course to assess students on those dispositions deemed important for those preparing to work with students. In this course the broad dispositional categories of *Professionalism, Fairness, and Belief that All Students Can Learn* will be assessed. During each academic year, all students are evaluated by faculty based on their collective assessments in courses completed during the year. The assessment rubric for this course is included below and students are expected to become familiar and to strive to adhere to each set of expectations. The course rubric is completed by faculty and the completed rubric is available to students for review at the student’s LiveText site. Depending on the results of the annual review, students may be asked to meet with program faculty to discuss specific aspects of the assessment.
CANDIDATE

FACULTY

DATE

Assess the candidate using: Target (above average), Acceptable, Unacceptable

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<tr>
<th>Professionalism</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
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<tbody>
<tr>
<td>Professionalism</td>
<td>Student demonstrates exceptional ability to work well with others, lead educational initiatives, and show leadership qualities in professional settings</td>
<td>Student demonstrates an ability to work well with others in a professional setting through exhibiting behaviors such as punctuality, meeting deadlines, and being open and responsive to feedback</td>
<td>Student fails to demonstrate professional behavior in the academic or work setting</td>
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- Student meets all deadlines
- Student attends class and is punctual for all professional obligations
- Student communicates promptly with faculty, supervisors, employers, and peers (no longer than 2 business days)
- Student is able to express himself or herself appropriately (verbally and in writing) with faculty, supervisors, employers, and peers
- Student is able to work effectively with peers on assignments
- Student demonstrates ethical behavior in all professional and graduate student work
- Student adequately addresses feedback provided on coursework (e.g., grammar, APA style, content)
<table>
<thead>
<tr>
<th><strong>Student accurately cites material in academic work ascribing appropriate credit for information conveyed</strong></th>
<th><strong>Fairness</strong></th>
<th><strong>Belief that All Students Can Learn</strong></th>
<th><strong>Comments:</strong></th>
</tr>
</thead>
</table>
| **Student demonstrates exceptional ability to understand the situations of others and responds in an appropriate, proactive manner** | **Student demonstrates ability to understand the situations of others and responds in an appropriate, proactive manner** | **Student exhibits exemplary understanding and practice reflecting the belief that all students, regardless of contextual influences, are capable of learning** | **Technology**
This seminar is a seminar that ‘blends’ both technology and in-person teaching. Students will rely heavily on technology (using Sakai course software). Prior to arrival in Rome, students will review all required readings online through Sakai (with one exception being a paperback text available for purchase). Additionally, while in Rome, students will utilize technology daily for a wide variety of project work assigned. It is expected that a review of selected software used by education abroad professionals will also be included in the seminar [e.g., TDS (TerraDotta Software) for Study Abroad (formerly StudioAbroad), etc.]. |
| **Student is considerate (verbally and nonverbally) of appropriately expressed feelings and opinions of others** | **Student is able to accept constructive feedback** | **Student is sensitive to cultural differences** | |
| **Student exhibits active listening skills** | **Student respects the diversity of learning styles** | **Student uses the framework of social justice in decision making** | |
| **Student fails to consider the situation of others in making professional decisions and acts inequitably** | **Student exhibits exemplary understanding and practice reflecting the belief that all students, regardless of contextual influences, are capable of learning** | **Student exhibits exemplary understanding and practice reflecting the belief that all students, regardless of contextual influences, are capable of learning** | |
**Electronic Communication Policies and Guidelines**
The School of Education faculty, students and staff respect each other’s rights, privacy and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking and research. All members of the university community are expected to demonstrate the highest standards of integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities. A link to the Loyola University Chicago and School of Education official policies and guidelines can be found at:

http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf

**Diversity**
The topic of diversity is central to this seminar. The course by its design will contribute to student learning about diverse institutions, students, and working environments within higher education. A key topic in this course will focus on the lack of student diversity in education abroad among U.S. undergraduate students. Included in this focus will be how student perceptions and experience with gender (and its intersection with other identities such as race and sexual orientation) are experienced by students during education abroad.