

Managing International Summer Programs at Southern Utah University

A capstone submitted to Southern Utah University
in partial fulfillment of the requirements for the degree of

Master of Professional Communication

February 2016

By

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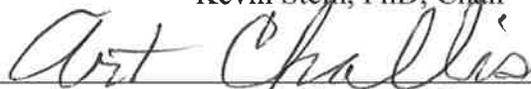
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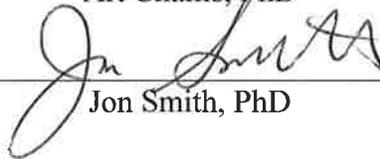
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Abstract

Beginning in the fall of 2010, I began developing and negotiating international summer study abroad programs at Southern Utah University for students from SUU's partner universities in Austria, China, and France. Although I had worked on these kinds of programs before, I had never developed and overseen them from start to finish, and there was always a great degree of oversight from my supervisor. For 2011 I wanted to oversee the programs myself, which would help me gain professional experience and improve my knowledge and abilities in several areas, including negotiation, project management, intercultural communication, organizational communication, and interpersonal communication. Additionally, I wanted to complete a practical, work-related project that would fulfill the capstone requirement for a Master of Arts in Professional Communication degree from Southern Utah University.

This paper comprehensively reviews the 2011 international summer study abroad programs at SUU from the early planning stages to the completions, and will report on the program objectives, how well they were met, and what can be done in future programs to ensure that all their objectives are met successfully. It will report on how SUU's international and study abroad programs have evolved and grown since this project was completed in 2011. Finally, this paper will discuss how this experience ties into the Master of Arts in Professional Communication degree program, and how the MPC program helped prepare me to oversee this kind of project.

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History of Project and International Summer Programs at Southern Utah University

Southern Utah University formalized its international programs in 2003 by creating what was then called the Office of International Programs. Before that time, there were no formal study abroad programs and international student enrollment was less than 1% of the total student body. The goal of creating the office was to build a study abroad program that gave SUU students opportunities to study away on short and long-term, academically focused trips that were more affordable than at other universities. The office was also charged with working with international exchange students who came to SUU. Degree-seeking international students were processed through the Admissions Office at that time.

The Office of International Programs consisted of one full-time director, Dr. Alla Paroiatnikova, and one student worker, myself. These individuals built the program from scratch, utilizing best practices as published by NAFSA (National Association of Foreign Student Advisers) and other universities with established study abroad programs. Aside from the director's salary the office was self-support, meaning it received no budget from tuition or other university funds. Because of this, it was necessary to find ways to earn money for the office.

The need to earn money is what spurred the creation of academic summer programs for international students. Although a small amount of money was brought in by study abroad application fees, it was clear that the fees would not be an adequate funding model for a sustainable program. By bringing international summer groups to SUU, charging a higher administrative fee than we could charge our domestic students, and carefully managing the program budgets, we could earn more than we could from our study abroad programs.

The first group of international students came in 2004. It consisted of 13 students from Japan who participated in athletic training and ESL classes. The program was developed by the

Office of International Programs, Internexus (the ESL provider for SUU at that time) and the SUU physical education department. The program lasted two weeks and included host families and cultural excursions in addition to the courses. I was responsible for making transportation arrangements, planning the cultural excursions, and chaperoning the students during their excursions. Since 2004, SUU has hosted international summer groups nearly every year, and groups have come from Austria, China, France, Japan, South Korea, and Taiwan. I was involved in planning and running these programs until 2014, at which time they were turned over to SUU's ESL department, since the majority of groups were primarily focused on learning English. In 2015, SUU hosted 71 international students from China and Japan in these types of short-term summer programs.

Since the formation of the Office of International Programs in 2003, SUU has increased its global education efforts to include not only study abroad and exchange programs, but international recruitment, an in-house ESL program, and an office dedicated to supporting international students and scholars before and after they arrive in Cedar City. In 2015, these departments were joined under the newly organized Office of International Affairs, which consists of 14 full-time staff and four ESL faculty. The Office of International Programs is now called the Global Engagement Center, and all study abroad and exchange programs are still managed by this department. There are two full-time staff members in the Global Engagement Center who supported about 250 students studying abroad through various short and long-term programs in the 2014-2015 academic year, as well as about 40 international exchange students who came to SUU that year.

Literature Review and Justification

The benefits of international education are diverse and well-documented. Students who study abroad gain skills such as adaptability, confidence, independence, communication, organization, patience, crisis and resource management, empathy, and the ability to work effectively with individuals from a variety of backgrounds and viewpoints (Institute of International Education [IIE], 2015; Mellors-Bourne, Humfrey, Kemp, & Woodfield, 2013; Paige, Stallman, Jon, & LaBrack, 2009). Their chances of gaining employment are higher than peers who graduate from college without a study abroad experience, and employers report they highly value the types of skills students gain when studying abroad (Brandenburg, et al., 2014; Gutierrez, Bhandari, Auerbach, & Satterwhite, 2009; IIE 2015).

Likewise, international students benefit their host campuses, communities and countries in a number of ways. In the 2013-2014 academic year, international students contributed \$30 billion to the U.S. economy and about \$200 million to the Utah economy (IIE, 2015). For every seven international students enrolled, three U.S. jobs are created or supported by them (National Association of Foreign Student Advisors [NAFSA], 2015). They help to diversify campuses and communities, bring global perspectives into U.S. classrooms and research labs, and build personal and professional relationships with American peers that often continue beyond college (Lavelle, 2013; Luo, Jamieson-Drake, 2013).

Looking at international education from a communication standpoint offers additional insights into the benefits of the practice. One of the most important, far-reaching skills an individual can have is to communicate effectively, and in today's world, where so many cultures intermingle and work together in various ways, effective intercultural communication is essential. Studies have shown that students who study abroad generally increase their

intercultural communication skills more than students who stay at their home campus (Williams, 2005; Salisbury, 2011). The effect seems a natural consequence, as students who are placed into new situations and locations with people from completely different cultures must adapt their communication style in order to succeed in school and at life in general.

What about international education in the reverse—bringing international students and opportunities to U.S. campuses? Interestingly, intercultural communication skills can also be improved if there is sufficient internationalization at the home campus as well. A recent study looked at the impact internationalizing a campus has on intercultural communication and other related skills for students who don't study abroad. The study found when students are given the opportunity to interact with a variety of cultures and have opportunities to participate in activities related to internationalization—enrolling in global/international coursework, engaging in globally themed activities, and interacting with international students—they gain intercultural competencies and communication skills similar to those of study abroad students (Soria, K. & Troisi, J., 2014). The intercultural communication benefit from international education, whether from studying abroad or bringing international students to the U.S., is apparent.

International education also gives some interesting frameworks from which to study communication theories such as Social Learning Theory and the Communication Accommodation Theory, and it can illustrate the premises of those theories perhaps more substantially than when they are studied in a single-culture situation.

For example, Social Learning Theory posits that learning takes place within a social frame of reference and through the perceived rewards and retributions certain behaviors receive within a social context (Bandura, 1977). Individuals observe a behavior, see whether the behavior is rewarded or not, and then choose whether to adopt that behavior, based on what they

perceived. An individual's confidence in his or her power to control or change a situation (locus of control) also affects his or her likelihood of adopting a behavior.

In a single culture framework, this theory has been useful in finding ways to motivate individuals to adopt healthier life habits, become more engaged in their classes, purchase an advertised product, and take other actions. But while these changes are significant and affect a person's life, they typically are not as life-altering as acclimating to and adopting a new culture.

The success of a student's international education experience is largely affected by how well he or she adapts to the new culture (McLeod, M. & Wainwright, P., 2009). Students who build relationships with peers in their host culture are more likely to view their study abroad experience positively and adapt better. (Kealey, D. J., 1989; Glass, C., Gomez, E. & Urzua, A., 2014). One of the reasons for this is likely that those students have more rewarding observations of what is acceptable because of their positive interactions with friends of that culture. These positive and rewarding interactions and observations of acceptable cultural behaviors encourage students to adopt them.

Communication Accommodation Theory is another lens with which to view the effects of international education. The basic premise of Communication Accommodation Theory is that individuals adjust their communication styles, including voice, gestures, and speech patterns, in order to accommodate to others in order to communicate more effectively with them (Giles, H., 2008). It's applications to intercultural communication seem natural, and it has been researched in conjunction with intercultural situations such as tourism, immigration, and international business quite a bit.

In terms of international education, the theory has often been applied to second-language acquisition. Communication Accommodation theory has been used to explain how second

language acquisition can occur, and has been helpful in developing teaching strategies as a result (Giles, H., Coupland, J., Coupland, N., 1991). It has also been useful in explaining how intercultural communication occurs in general and what characteristics and strategies can help an individual communicate better with those of another culture (Galloise, C., et al., 1995).

Understanding these strategies and being able to practice them are a beneficial quality that sets individuals who study abroad apart as they move forward with their schooling, employment, and interpersonal interactions (Brandenburg, et al., 2014; Gutierrez, Bhandari, Auerbach, & Satterwhite, 2009; IIE 2015).

This project was undertaken with the understanding that international education is beneficial to all involved, from the international students who came to SUU to the campus as a whole. The importance of international education is highly valued at Southern Utah University, and is supported in the university's core themes. The core themes include encouraging "students to develop their breadth and depth as scholars and global citizens," creating a "sense of an academic community wherein collaboration, diversity, respect for all people..are cultivated," and encouraging "discussion and exploration of differing views while recognizing the cherished individual freedom to reach one's own conclusions." These goals are achieved in a number of ways, including creating a culturally diverse campus and offering opportunities for students to travel and learn in countries and cultures other than their own.

The capstone project discussed in this paper contributed to the diversity and economy of Southern Utah University and Cedar City, and supported SUU's core themes. The students who participated were from two very different countries and with varying levels of English and education. Some lived on campus where other summer students and short-term groups of American students were staying, and all took classes with students from other countries, both in

business and ESL courses. The program fees they paid contributed financially to SUU in the form of tuition, student fees, rent, meal plans, income for the self-support Global Engagement Center, and pay for the faculty who taught them. Contributions to the local economy included payments made to host families for room and board, program-related excursions and activities outside of the university, and entertainment the students engaged in during their free time. As a result of the program for students from China, Southern Utah University now has a broader relationship with Wuhan Polytechnic University and growing numbers of their students are attending and completing degrees at SUU. This further increases the economic and cultural contributions they are making to SUU, Cedar City, and the United States.

Project Introduction

Beginning in the fall of 2010, I began developing and negotiating international summer study abroad programs at Southern Utah University for students from SUU's partner universities in Austria, China, and France. I had worked on similar projects in past years, with a large amount of oversight from my previous supervisor in the SUU Global Engagement Center (formerly the Office of International Outreach). In 2010, however, I asked to be put in charge of these programs as the main developer, negotiator, supervisor, and implementer, with the intention of using this experience as my capstone project for a Master of Arts in Professional Communication degree. My principle motivation for obtaining an MPC degree is to advance in the field of international education, not simply by receiving the degree, but by improving my knowledge and abilities, particularly in the areas of organizational, interpersonal, and intercultural communication. Throughout my graduate studies, I've sought to find a practical application of the theories and skills I've learned to my professional work. In addition to the knowledge I've gained about organizational, interpersonal, and intercultural communication, I've found as I've worked through the MPC program that my writing and presentation skills have vastly improved, and that these skills have been vitally important to my work.

Because my educational motivation has been mainly tied to advancing in my current field of employment, I felt it would be more useful and practical to complete a capstone project that would help advance my work-related communication experience and skills than it would have been to write a capstone thesis. I chose to oversee the international summer programs as my project because I knew the experience would involve a large amount of organizational communication, with local and international organizational involvement, a great deal of

intercultural communication with a diverse assortment of cultures involved (North American, European, and Asian), as well as a considerable amount of interpersonal communication.

My academic objectives for this project were to: (1) fulfill a project-focused capstone requirement for the Master of Arts in Professional Communication degree, (2) develop stronger organizational, intercultural, and interpersonal communication skills that would help me in my professional career, and (3) gain experience overseeing a major project in my field of employment. By the time I completed this project, these objectives had been met. In addition to my academic objectives, there were also professional objectives that needed to be met in order to consider this project successful. The main professional objectives were to: (1) make a profit of at least \$10,000 for the self-support Global Engagement Center, (2) price and execute each program in a way that would please the program participants and their home universities, and (3) by pleasing the 2011 program participants and their universities, bring more international students to SUU the next summer. The first objective was met and surpassed, as the Global Engagement Center made a profit of nearly \$30,000; the second was met very well with one group, but required a lot of extra work to be met with two others; and the third objective was met with the group from one participating school, but not with the groups from the other participating school. The reason for this will be discussed later in this paper.

This paper will review the 2011 international summer study abroad programs at SUU in their entirety, from the early planning stages to the completions, and will report on both the academic and professional objectives, how well they were met, and what can be done in future programs to ensure that all these objectives are met successfully. This paper will also discuss how this experience ties into the Master of Arts in Professional Communication degree program, and how the MPC program helped prepare me to oversee this kind of project.

2011 International Summer Programs at Southern Utah University

Beginning in October of 2010, I developed four complete summer program proposals for three international universities who wished to send students to SUU. The first was for a business and communication school with campuses in Paris and Bordeaux, France. The second two were for a business school in Vienna, Austria (one program was for undergraduate marketing students; the other was for graduate finance students.) The third program was for a group of young college students from China who wished to study English as a Second Language (ESL). The final program proposals that were sent to each school (after prices and program inclusions were negotiated and agreed upon) are found in Appendix 1.

The entire program process for each group, from the initial proposal to the completed transcripts, followed a basic model. In its simplest form, this model contains the following steps:

1. Based on the dates and courses desired by SUU's partner university, create a program proposal including activities, classes, and program price.
2. Send program proposal to the SUU partner university.
3. SUU's partner university will either accept the program proposal as it is, or request changes to the itinerary, price, or other element(s) of the proposed program.
4. If changes are requested, modify the proposal to match them.
5. Submit the new program to the partner university.
6. Once the partner university accepts the program proposal, begin making the necessary arrangements for classroom space, housing, excursions, etc.
7. Send program application instructions to partner university for students who wish to participate. The application documents they return to us are necessary for the students to be admitted to SUU, as well as to receive their student visas.

8. Send application documents to SUU's International Admissions Officer for processing. She formally admits the students to SUU and sends their DS-2019 visa documents to their home university. The home university is responsible for distributing those documents to the students. The students themselves are responsible for obtaining their U.S. visa once they receive the DS-2019 document.
9. Send invoice to partner university once application paperwork has been received for their students.
10. Finalize all arrangements for the student group, including pickup arrangements if requested.
11. Conduct orientation of SUU and Cedar City once group arrives.
12. Provide extracurricular activities for student group, if included in program.
13. Provide general support to the student group during their stay in Cedar City.
14. Host farewell dinner and certificate award ceremony at the program's end.
15. Survey the students to measure their satisfaction with the program.
16. Send transcripts to the students' home universities once their program is completed and their grades have been posted.
17. Follow up with the international office at SUU's partner university to discuss their satisfaction with the program and if plans should be made for another the following year.

Although every program followed this basic model, my experience with each was very different. I will explain the full process for each program, highlighting the similarities and differences between them, as well as what I learned from them in a communication context, in the next few sections of this paper.

In the end, although I proposed four programs, only three materialized. The school in France didn't have enough students apply for their program to run, so it was cancelled. The school in Austria sent a group of 28 students for the graduate finance program and one of 14 for the undergraduate marketing program. The Chinese school sent a group of 13 students and one chaperone for their ESL program.

INSEEC School of Business & Communication

The INSEEC School of Business & Communication has campuses in Bordeaux and Paris, France. They are one of SUU's more active partner universities, in that INSEEC and SUU participate in a number of activities together on student and faculty levels. These activities include:

- An MBA Double Degree program, in which SUU MBA students attend INSEEC for one semester and receive a Master's degree from both institutions upon completing their degree at SUU
- An MBA Double Degree program in which INSEEC students attend SUU for one academic year and receive a Master's degree from both institutions upon completing their degree at INSEEC
- A regular student exchange program that allows SUU and INSEEC students to study at the other university while paying tuition and fees only to their home university
- A faculty exchange program in which SUU professors teach short (1 to 2-week) courses at INSEEC and receive either travel and housing or monetary benefits

- SUU offers a summer ESL/Business/Communication program to INSEEC students. The program ran in 2007 and 2008, but hasn't had enough applicants to run in more recent years

I usually receive a proposal request from INSEEC during the fall semester prior to the summer they would like a program at SUU. In the past, SUU has proposed a program that allows INSEEC students to choose two courses in ESL, business, or communication, with a minimum of 10 students participating. The program included off-campus accommodations, utilities, meals in SUU's cafeteria, tuition and fees for up to six credits, and excursions to nearby national parks.

The first year SUU offered the program (2007), 12 students enrolled, passed their courses, and based on personal feedback from the students, had a wonderful experience. The second year SUU offered the program (2008), 48 students enrolled. Unfortunately, the students and SUU Office of International Outreach (now the Global Engagement Center) met several obstacles that year, which seem to have affected the number of students who have applied for the program since then.

The first obstacle was housing. SUU's International Office had a difficult time finding housing for that many students in one location. On-campus housing wasn't an option, and no off-campus housing within walking distance to campus would agree to accommodate 48 students when reservations were initially being made. Therefore, plans were made to accommodate the students in several different apartment complexes. Unfortunately, the apartments were not all of the same quality, and students who were placed in accommodations that weren't as nice as others demanded to be moved. Since student satisfaction is vitally important to the continuation of these summer programs (as word-of-mouth as a an important means of marketing them), the

International Office negotiated with the owner of the nicest housing option and convinced him to rent out enough rooms for all the students in the group.

The second obstacle was INSEEC student behavior. The International Office was called repeatedly by the apartment managers where the students were staying because the students were breaking rules. The managers had tried speaking to the students, but the behaviors didn't improve. The International Office then met with the student group and spoke with them, but again, some of the students would not follow the rules. Finally, it became necessary to contact INSEEC about disciplining individual students. After INSEEC contacted them, the offending students apologized to both the International Office and the apartment managers, and were well-behaved from that time on.

The third obstacle was course availability. That summer, many of the courses the INSEEC students had expressed interest in taking were cancelled due to low enrollment. Neither the International Office nor the students had been prepared for this occurrence, and many of the students were very upset by this. Many of them had to enroll in courses that they had either taken already at INSEEC, or that they didn't need for their degree. Unfortunately, there was nothing the International Office could do for these students in this case.

The fourth obstacle was the low level of English abilities many of the INSEEC students possessed. Many of the students that year failed their business and communication courses, and feedback from professors indicated it was due to lack of understanding English. The students had a difficult time reading their texts, understanding their professors, and turning in coherent homework.

The overall satisfaction for the 2008 program was much lower than the previous year, from both the INSEEC students' and the Office of International Outreach's standpoints.

Therefore, changes were made to the following year's program proposal in order to combat the frustrations experienced in 2008. These changes were:

- Make early reservations of at least 50 spaces in on-campus housing
- Find out which summer courses traditionally have enough students to run, and only offer those courses to INSEEC students
- Require a higher minimum TOEFL score for INSEEC students wishing to enroll in courses other than ESL

The Office of International Outreach proposed a 2009 program that contained these changes, and the program was approved by INSEEC. However, the higher TOEFL score and limited course selection made the program less attractive to their students. These changes were kept in place in subsequent years, and the program has received little interest from INSEEC students. The same occurred with the 2011 summer program. Only two INSEEC students applied, and since the 10-student minimum was not met, the program was cancelled.

FHWien School of Applied Sciences & Technologies (Graduate Program)

The FHWien School of Applied Sciences & Technologies is located in Vienna, Austria, and has been one of SUU's international partners since 2006. Although SUU and FHWien don't collaborate in as many ways as SUU and INSEEC do, the two still have an active partnership and engage in the following joint activities:

- A regular student exchange program that allows SUU and FHWien students to study at the other university while paying tuition and fees only to their home university

- A faculty exchange program in which SUU and FHWien professors teach short (1 to 2-week) courses at the other university and receive either travel and housing or monetary benefits
- SUU offers summer business programs to FHWien students that began running in 2009

The planning for the FHWien graduate program began when one of SUU's finance professors contacted me after speaking with one of his colleagues at FHWien. They had discussed program dates and the course which would be taught, and after establishing those elements, asked me to fill in the rest of the program details and offer a price.

The first program I proposed included the course, on-campus accommodations and meals, an airport pickup and return, a one-night stay in Las Vegas, and excursions to nearby National Parks, with a minimum of 15 students enrolling. This first program was rejected as being too expensive, and I was asked to modify it to bring the price down. Eventually, as I negotiated the program with my counterpart at FHWien's Graduate Studies program, we decided to include only the course, accommodations in Juniper Hall (SUU's least expensive housing option at that time), a two-night stay in Las Vegas, and meals. The students would rent cars on their own in Las Vegas and would travel to the National Parks on their own if they desired. Most of the students who attend FHWien have excellent English language abilities and take many classes in English. They are also usually older students (late-twenties to early-forties in the graduate program). Because of these traits, they are generally pretty comfortable travelling and exploring on their own in the United States.

The trimmed-down program was agreed upon, and FHWien began marketing it to their students. By their application deadline in February, 2011, twenty-eight FHWien finance students

had applied and paid for the program. I confirmed their genders and numbers with SUU's Events Services Office, who organized the students' on-campus housing and meals. I gave the application documents to SUU's International Admissions Officer, who admitted the students to SUU and sent them their DS-2019 visa documents.

After the students were admitted, I was able to register them for their graduate-level finance course. At that time, I also sent an invoice to FHWien for the combined program price for all the students who had enrolled. Once the Global Engagement Center received a bank wire transfer from FHWien with the total amount due, we were able to pay the students' tuition and fees and clear their student accounts.

At this point, the Global Engagement Center experienced our first difficulty with this group. One of the students withdrew from the program and was requesting a refund of her payment. I discussed this with the Director of Global Engagement, and we decided to refund her entire payment minus expenses that were unrecoverable to our office. Because the student is abroad, the process of refunding her payment was a bit more complicated than it would be for a student in the United States. It was necessary for me to work with the Accounts Payable Office and communicate between them, the student, and my counterpart at FHWien in order for the refund to be processed successfully. Ultimately, she received her refund via international wire transfer directly to her bank account.

As part of their program, the students would spend two days and nights in Las Vegas, where they would take tours and meet with management of hotels and resorts on the Las Vegas Strip. These tours and meetings were arranged by the faculty member who was teaching the finance class, as well as faculty from SUU's Department of Hotel, Resort, and Hospitality Management. The faculty members negotiated the hotel price, but it was my responsibility to

complete all the paperwork the hotel needed, which included information on the students, dates of stay, the agreed-upon price, as well as payment information.

As the students' arrival date came near, I created a document containing driving directions and a map from the Las Vegas airport to Juniper Hall (Appendix 2). I emailed this, along with a link to SUU Housing's web page for Juniper Hall, to my FHWien counterpart for distribution to the students. He and I then agreed on a time when the students would arrive at Juniper Hall so that I could meet them and help them check into their accommodations. My counterpart was also planning to be at SUU at that time for the purposes of guest-lecturing in some summer business classes, as well as making sure everything went well with his students' arrival.

The week before the FHWien students were due to arrive, I began creating welcome packets for them with the help of my student assistant. These packets were folders that contained:

- A paper that listed each student's Tnumber, class information (course number, time, building and room number), the opening and closing times for different campus departments (such as the library, swimming pool, etc.), their cafeteria meal times, and the office and cell phone numbers for me, the Director of Global Engagement, and my student assistant (sample in Appendix 3)
- A day-by-day itinerary for the group (Appendix 4)
- A map of campus
- A map and schedule of Cedar City's public bus system
- A *Cedar City Magazine*, a publication put out by Cedar City's Chamber of Commerce

- A Utah National Parks brochure

The students arrived between 5:00 – 6:00 p.m. on Tuesday, July 5, 2011. I met with the students' program director for a few minutes before the students began arriving to discuss the program, his expectations for it, and things of that nature. I also invited one of my student assistants to help with the check-in, since I assumed (correctly) that the students would arrive at different times. Every time a group of arrived, either my student assistant or I took them to SUU's Housing Office for check-in.

Once the students began inspecting their rooms, I received a few complaints that the accommodations were unsatisfactory. They said in particular they were upset that each floor had only two bathrooms that they would all have to share. I told the students I would talk to the housing administrators the next day about the possibility of moving into other accommodations, but that nothing could be done that first night.

The next morning, my student assistant met the FHWien students at the Housing Office to take them to the cafeteria for breakfast, followed by their check-in with SUU's visa officer. Until an international student checks in with this officer, they are not technically allowed to begin their studies. The visa officer makes a copy of each student's passport, visa, and DS-2019 document (now stamped by U.S. Immigrations), then reports to the State Department that the student has arrived and is ready to begin their studies at SUU.

Following this check-in, the students attended their first class. The student assistant who had taken them around campus returned to our office and informed me that most of the students now wanted to move to accommodations other than Juniper. I called SUU's housing office, who informed me that two apartments in Eccles were available. They also informed me of the additional cost for staying in Eccles.

When the finance class was near its end, I went there to meet the students and let them know about the Eccles housing option. They wanted to see it before they committed to the change, and so we included it as part of the campus tour they were taking that afternoon. Ultimately, all the students decided against moving.

During the course of their program at SUU, I was informed by the SUU Event Services Office that many of the FHWien students weren't eating their meals in the cafeteria. When I communicated with the students, I was told they simply didn't like the food. While they were here, I was also contacted more than once by SUU's Housing Office, who informed me that the housekeepers in Juniper Hall had found alcohol containers in the trash several days in a row. The students had been informed of SUU's "dry campus" policy as part of their housing check-in, and at that point, I communicated with them about the policy again. The behavior was apparently corrected after that, as I received no more complaints from the Housing Office.

The only scheduled activities for these students were their class and their meals, and so my interaction with the students was minimal during most of their stay.

The last weekday of the program, the Global Engagement Center hosted a farewell dinner for the students that was catered by Chartwell's (SUU's food service provider) and held in the Hunter Conference Center. The students' professor, the Dean of the School of Business, and the staff of the Global Engagement Center attended the dinner as well. During the course of the dinner, various individuals from FHWien and SUU made speeches and said public farewells. We also awarded the students "Certificates of Completion." Before they left, the students were also asked to sign a *Transcript Request Form*, since their signature was necessary for SUU to mail their official transcripts to FHWien.

Near the end of the dinner, several of the FHWien students approached me about receiving a breakdown of their program fees, so they could report it on their taxes. I was fine doing this, but wanted to make sure it was ok with my counterpart at FHWien as well, in case he had charged any administrative fees on top of what SUU had charged them. He gave his go-ahead, and I put together the document, which broke the price down to tax-deductible and non-tax-deductible expenses (example in Appendix 5). I was able to prepare these documents the morning after the farewell dinner, and before the students checked out of housing and began their drive to Las Vegas. Later that morning, I met the students at the Housing Office, distributed their tax information forms, and said my good byes.

FHWien School of Applied Sciences & Technologies (Undergrad Program)

The planning for the FHWien undergraduate program began much the same as the graduate one, except with a different SUU faculty member (a marketing professor) and a different colleague at FHWien. As with the graduate program, both individuals had discussed program dates and the course which would be taught, and after establishing those elements, asked me to fill in the rest of the program details and offer a price. However, since I had already sent the proposal for the graduate program, and this colleague was aware of that, she asked for the same program elements, but with an undergraduate course and no stay in Las Vegas.

I sent my colleague the trimmed-down program proposal, she agreed to it, and began promoting it to FHWien marketing students. By the application deadline in February, 2011, 14 FHWien marketing students had applied and paid for the program. I confirmed their genders and numbers with SUU's Events Services Office, who organized the students' on-campus housing

and meals. I gave the application documents to SUU's International Admissions Officer, who admitted the students to SUU and sent them their DS-2019 visa documents.

After the students were admitted, I was able to register them for their marketing course. At that time, I also sent an invoice to FHWien for the combined program price for all the students who had enrolled. Once the Global Engagement Center received a bank wire transfer from FHWien with the total amount due, we were able to pay the students' tuition and fees and clear their student accounts.

As with the group of graduate FHWien students, I emailed a document with a map and driving directions from the Las Vegas airport, as well as a link to SUU Housing's web page for Juniper Hall, to the international officer over this student group at FHWien. She and I determined that the students would arrive at Juniper Hall for check-in between 5:00 and 6:00 on the first day of their program.

The week before this group of students was due to arrive, I created welcome packets for them containing the same materials as the packets did for the graduate FHWien students. Again, these were:

- A paper that listed the student's T-number, class information (course number, time, building and room number), the opening and closing times for different campus departments (such as the library, swimming pool, etc.), their cafeteria meal times, and the office and cell phone numbers for me, the Director of Global Engagement, and my student assistant (sample in Appendix 3)
- A day-by-day itinerary for the group (sample in Appendix 4)
- A map of campus
- A map and schedule of Cedar City's public bus system

- A *Cedar City Magazine*, a publication put out by Cedar City's Chamber of Commerce
- A Utah National Parks brochure

When this group of students arrived on July 10, 2011, I met them (this time, without my student assistant or an administrator from FHWien) and helped them check into housing. After the students entered the rooms, I received the same complaints that I had from the first group of FHWien students about the accommodations. I made them the same offer as I had to the first group to contact SUU's Housing Office and see if they could move into better accommodations.

The next morning I spoke with the housing office, who offered some spaces in Eccles. When the rooms and upgrade price were offered to this group of students, they chose to accept it and moved into Eccles that evening.

This group of students followed the same basic schedule as the graduate student group from FHWien (sample schedule in Appendix 4). The only scheduled activities for these students were their class and their meals, and so my interaction with them was minimal during most of their stay. After the housing problem was taken care of, I received no more complaints from the students. We hosted a farewell dinner for them at the end of their stay, in the same format as the one for the graduate group. The morning after, I met the students at Juniper Hall to say goodbye, at which point their program at SUU was finished.

FHWien Post-Program Communications

In early August, 2011, I received an email from the international officer in charge of the graduate FHWien students, saying that students from both the graduate and undergraduate

groups had contacted him about wanting to discuss some problems they had with the program at SUU. He wanted to give us a chance to tell our side of the story before he met with them in person, so I emailed him explaining about the students' dissatisfaction with their accommodations and the steps we had taken to rectify the situation.

After meeting with the students, I received another email from my colleague at FHWien. He first pointed out that the students were very happy with their classes and felt their professors were excellent. He then said, however, that the students from both groups were so upset by the housing conditions that it left them with very bad impressions of SUU and an overall dissatisfaction with their programs.

I met with my supervisor to discuss the issue, then drafted and sent a response email to my colleague at FHWien. (Email conversation Appendix 6). He responded to my email about a month and a half later, again complaining about the housing conditions. He pointed out a piece of misinformation in the email I had sent him regarding the accommodations of previous FHWien summer student groups. He also gave some false information in his response, which I don't believe he did intentionally, but rather had forgotten how past events had transpired. He also said that SUU's provost and professors had told him how highly we valued FHWien students, but that the actions of my office didn't show this. He had copied his supervisor, my supervisor, and the professor who taught the undergraduate students on the email.

At this point, I realized the problem was probably moving beyond my authority, so I met with my director about our course of action. The Global Engagement Center relies on these summer groups to bring in money, since the Center is funded on a self-support basis. The FHWien groups had become one of our reliable sources of income, so we didn't want to lose them. After discussing ways we might remedy the bad feelings of our FHWien colleagues, we

decided to contact the Director of Housing and ask him to respond to FHWien about the students' dissatisfaction with their accommodations. My director also felt an apology from him, as the highest administrator in the Global Engagement Center, would make it seem that we were more serious about feeling sorry than if another email was sent from me, someone in a mid-level position. My director, as well as the Director of Housing, emailed an apology to my counterpart, and neither received a response.

The next communication we received regarding this issue was actually a forward from one of SUU's business professors. In an email to this professor, my counterpart at FHWien had complained again about my office's lack of response and claimed that although he would like to send students to SUU, he didn't feel we showed enough diligence and interest in hosting his students. Therefore, no FHWien finance graduate students would attend SUU in the summer of 2012. He said they may consider sending them in the summer of 2013, but when that individual left FHWien, no other summer programs for those students were requested.

For the summer of 2012, I put together a program for the FHWien undergraduate marketing students and sent it to my counterpart who was over that group of students. She didn't share the complaints as the graduate student coordinator; however, after emailing her I found out she no longer worked at FHWien. I then sent the program quote to someone new in the office who I hadn't worked with before, but never received a response. I followed up, again with no response. We didn't host any group from FHWien in 2012 and although we are still active with student and faculty exchanges, we haven't hosted their students for short-term summer programs.

Wuhan Polytechnic University

At the end of April, 2011, as I was meeting with other internationally involved staff of SUU, I found out that another campus office had begun putting together a summer program for a group of students coming from one of SUU's partner universities in China, Wuhan Polytechnic University. Someone from this office had been communicating with an administrator at Wuhan, not realizing that my office handled these programs, and so began working on one herself. At the point she found out my office ran these programs, she forwarded me all the email conversations she'd had with her contact at Wuhan, and my work on the program began. There were a few issues I had to deal with as I began putting this program together. They were:

1. There was a very short time period from when I began working on the program to when the students would be arriving in which to do all the necessary planning and make all the logistical arrangements.
2. The person at SUU who had been communicating with Wuhan had given them itemized prices for tuition and full board with host families, but no activities or other program additions. The person at Wuhan understood the combination of these two prices to be the total program price, which was far below what the actual costs would be to run the program they wanted.
3. The students would be taking ESL courses; however, they would arrive the week that SUU was taking over the ESL program from Internexus, and there were some course arrangements and registration procedures that hadn't been finalized.
4. Internexus had already issued visa documents for the Wuhan students, but since SUU would be administering the program, the visa documents needed to come from SUU.

5. The students would be staying through the first week of SUU's fall semester, which meant that ESL teachers would have to be hired to teach this group of students for that specific week, since the regular ESL teachers would need to begin their fall semester courses.
6. Our contact at Wuhan Polytechnic University wanted afternoon activities for their students every weekday for four weeks. I had never arranged this many activities before.

As I became aware of these issues, I realized this program would be the more complicated and time-consuming than any I had put together before. It was my first time working with a Chinese university, so I needed to become familiar with their negotiation process and how to handle communication and possible conflicts with them. I also realized with the changes to SUU's ESL program and the number of afternoon activities the school wanted that I would need to collaborate closely with more SUU colleagues than I would normally for a summer program. Thirdly, I would need to begin arranging the program as quickly and efficiently as possible, since the time span from proposal to the students' arrival was so short.

I asked the person who had begun putting together a program to send me all the communications she'd had with Wuhan Polytechnic University regarding the summer program, so I could see what had been said and promised from both sides. I also asked her to email an introduction to them. I then asked SUU's international admissions/visa officer to send me a list of names, genders, and Tnumbers for all the students coming from Wuhan.

The next step I took was to arrange a meeting with the person who would be director of SUU's ESL program. At our first meeting, we discussed the obstacles of the ESL courses beginning right as the program was to be implemented by SUU and of the courses extending through the first week of SUU's fall semester. The issue of the ESL program being taken over

by SUU at that time would make things a little more stressful he said, but shouldn't cause any real problems. As for the second issue, after discussing the dates, he realized he would have to hire ESL teachers specifically to instruct the students during their last week at SUU, since the regular ESL teachers would be starting their regular fall semester classes at that time. We realized a way around that would be to schedule all the Wuhan students' ESL classes within the first four weeks of their stay at SUU and do all their big excursions the last week. I told him I would propose both options to Wuhan Polytechnic University, and let him know what they said.

We also discussed:

- The times the classes would be taught, so that I could arrange activities around those times
- Coordinating host families, since those are arranged through the ESL program
- The cost of textbooks and workbooks, so I could include those in the final program price
- Afternoon activity and excursion ideas, since I hadn't arranged many afternoon activities before

After our meeting, I contacted the host family coordinator with the names and genders of the Wuhan students so she could begin arranging their homestays. Then I began reading through all the email communications between Wuhan Polytechnic University and the person at SUU who had begun putting together their program initially. Once I had an idea of what was expected for activities and price, I was ready to start putting together some itineraries and price quotes.

I first created an itinerary for a five-week ESL program with classes every morning and activities every afternoon, with several day-long excursions interspersed throughout. Then I priced out all the activities included in the program and was able to put together a quote. I did

the same thing for a four-week ESL program with one week of excursions after the courses ended.

I emailed these at the end of April, along with an introduction, to the contacts I was given at Wuhan Polytechnic University.

I received a response a week later from one of the individuals I'd emailed at Wuhan which said the following:

“Dear Tessa McNeel,

Thanks for your reply. We are preparing the documents for the students' visa. Just one student, Wenliang Dai, couldn't go there. His parents have some problems in economic status. So, there are 13 students and one English teacher in the group.

We accepted your suggestions for four weeks ESL courses, and then doing excursions for the fifth week. We would like to choose the excursion. We are worry about the safety for the sports excursions. So we didn't choose that.

We checked the several emails (seeing one of those), the total price is \$2500 for 5 weeks. Tuition fee:1150, room and aboard:1150, application fee:200. The other activity fee is \$170. We had told the price to the students and parents. And now, for 5 weeks is \$2750. We just take the classes for 4 weeks. So we didn't know how to explain the price to the students. We hope the total price is \$2500, 4 weeks for class and one week for excursion. The excursion fee is \$170 or \$235 (you mentioned now). How about the insurance? It is very important for the students. Last time, Nicole mentioned the fee is \$100.

Thanks again for your help to our students,

Hope you may pay the visit to our university at your convenience.

Best wishes,

Sherry”

From this email, I gathered several important facts. First, the group would be one student smaller than anticipated, and that meant the price would have to be increased for the other students in order to make up the difference on things such as transportation and accommodations for their chaperone. Second, they preferred the four-week ESL program with one week of

excursions at the end, which is what we had hoped they would choose. Third, they agreed to all the excursions I'd listed except for the sport-related ones. Fourth, they thought the price I had given them was too high. Fifth, they wanted insurance included in the price, which I hadn't calculated in the original.

I began reworking the program to try and bring the price down from \$2,735 to the range they wanted, which was around \$2,500 for all classes, activities, and excursions. This proved very difficult. I tried recalculating the transportation with different forms, such as renting SUV's rather than using school buses, but the price per student didn't change significantly. Most of the fees included in the price were fixed, such as tuition, housing, and the cost of transportation. Our office also needed to make a profit on this program, and we determined with the amount of work involved that our goal was to make at least \$375 per student.

I was having trouble lowering the price in any significant way, so I met with my director and we decided to call a meeting with the person who had begun putting together the program, as well as her immediate supervisor, to see if they might have any helpful suggestions; or, since she had given the initial prices to the Wuhan people, if they could supplement the expenses from their budget.

At the meeting, we brainstormed and came up with several ideas about how to lower the program price. These included changing the excursions from the National Parks and Las Vegas to local sites, as well as doing afternoon activities that would cost little or no money. The other office couldn't offer any financial support from their budget, and said the prices that were given to Wuhan from their office were estimates, not firm quotes.

I went back to my office with their suggestions and reworked the program and price, and was able to get it to \$2,600. I emailed the new quote, along with an explanation of how I had

lowered it (mostly by changing the excursions), why I couldn't lower it more, as well as some encouragements about their importance to SUU and the special arrangements we were making for them as far as price was concerned.

About a week later I received a response from Wuhan Polytechnic saying that they preferred the excursions in the first, more expensive program, and requested a new quote for that program, with insurance included. I gave them the price of \$2,800, which they accepted. I had survived the Chinese negotiation process and come out of it, I believe, with satisfaction on both sides.

Once the program and price were agreed upon, I began making and finalizing all the arrangements for the group, including following up on their host family information, planning their afternoon activities, reserving any building spaces that would be needed, reserving buses for their excursions, putting together their international insurance cards, and organizing schedules for me, my student assistants, and other SUU staff that would be helping with the students' activities. This whole process took quite a bit of time, organization, and help from other individuals that work in the Global Engagement Center and other departments of SUU. Finally, all the preparations were completed, and SUU's first student group from Wuhan Polytechnic University would be coming.

I was planning to ride on the bus that would be picking the students and their chaperone up at the Las Vegas airport. However, the day before they were to arrive, an issue in my personal life affected my availability for going to Las Vegas. My husband, who I had recently separated from, told me he would not watch our two daughters, who were two and four years old. I would need to find a babysitter, or take them with me. I didn't want to take them with me on such a long trip, when I would need to concentrate on the Wuhan students and their chaperone,

so I tried to find a last-minute babysitter. Unfortunately, the group was arriving on a Friday, and I was going to be gone at least seven hours if there were no problems with the flight or luggage, and possibly more. I couldn't find anyone to watch my daughters, so my administrative assistant offered to go in my place. I thanked her- a lot- and agreed to meet her and the group when they arrived in Cedar City.

The group arrived at 10:30 p.m. that night, and I and my daughters met them and their host families at the SUU Centrum arena. They were tired, but excited, and their chaperone was friendly and spoke pretty good English. Although the day had started with some difficulties on our side, the program seemed to be off to a good start. After all the students and the chaperone had been placed with their host families, I went home.

The following Monday, I and my student assistant met the group to take them on a tour of campus, check them in with our international visa officer, get them their student ID cards, and take care of any issues they were having. They began their ESL classes, and the next day we began their afternoon activities. My student assistant coordinated all of these except for two weeks around the time she got married. During those two weeks, I coordinated the afternoon activities.

One of the problems we encountered was with the students' admission and registration. All the students who completed applications and had received admission letters from SUU; however, some of them hadn't been "fully" admitted, meaning I couldn't register them for their courses. Normally I register summer study abroad students about a month before they arrive, but since these students were taking ESL classes, they couldn't be registered until they had taken English proficiency level placement exams and had been assigned to a beginning or advanced course. Also, SUU was taking over the program, but they hadn't assigned course numbers to the

ESL courses until a few days after the students from Wuhan arrived. Therefore, I didn't find out about the admission problem until after the students had arrived, taken their placement exams, and began their classes. I had to work with the Admissions Office to get all the students "fully" admitted, then with the Registrar's Office to get all the students registered for the appropriate classes, even though their classes had already begun. Thankfully, SUU's Admissions and Registrar's Offices were both extremely patient and helpful in getting these issues resolved.

Some other issues we noticed with the program were with the afternoon activities (Itinerary Appendix 7). We had a number of sports activities planned, which the boys really liked, but the girls wouldn't participate in at all. They also felt a lot of the activities were redundant, because we did some of them, such as swimming, at least once a week. There were only a few activities we could do without incurring additional costs, so we couldn't make a lot of changes for this group. However, for future groups, I knew I'd need to plan a greater variety of activities. The group chaperone and I discussed this, and I began coming up with a list of possible activities for future groups.

The last week that the group was here, instead of attending classes they went on excursions to nearby points of interest. These included Zion National Park, Bryce Canyon National Park, and St. George. They also spent a day participating in Utah-Shakespeare-Festival-related activities, which included going on a backstage tour, and attending the Greenshow and a musical play. The group's last night on this program was spent in Las Vegas, NV, where they went site-seeing and enjoyed a little vacation time before they flew back to China.

Wuhan Polytechnic Satisfaction

Overall, this group of students was very, very pleased with their courses, their host families, and their excursions. We received excellent feedback from the students and chaperone while they were here, as well as follow-up “thank-you’s” from the group’s chaperone. Additionally, the international office at Wuhan Polytechnic University emailed me to say how much the group enjoyed their program here, how much they learned and improved their English, and how some of them were considering matriculating to SUU in the future. They also told me to plan on another group of students from Wuhan Polytechnic University in the next summer. After a few months they asked me to put together an additional program specific to Engineering ESL students. These program requests assured me and my director that the international office at Wuhan Polytechnic University, the group of students who came to SUU, and their chaperone, were all highly pleased with the program we provided for them.

Degree Applied to Project

The narratives I've given demonstrate several forms of communication that were necessary for me to succeed in accomplishing my project and achieving satisfactory results for the groups that came, the universities that sent them, and the SUU Global Engagement Center. These communication skills were learned and improved through several of the classes I took in the Master's of Arts in Profession Communication program.

All of the courses in the Master's program have given me knowledge and skills that have helped me in my academic and professional life. One skill I took away from this program that I will be eternally grateful for is thinking critically. Every class I took in the graduate program, from Communication Research to Quantitative Analysis to Pop Culture helped me develop and hone this skill, and I would not be where I am in my career or personal life today without developing this.

Three other absolutely vital skills I've gained from the graduate and undergraduate communication programs at SUU are the abilities to write clearly, concisely, and well, and to speak and present in public settings professionally and effectively. However, I really honed these skills in the Professional Writing & Communication class I took from Dr. Art Challis. In this class, I remember giving several presentations which were critiqued by both Dr. Challis and my classmates. This feedback was invaluable in helping me improve my public-speaking skills and gain the confidence necessary to present in front of different types and sizes of audiences. We also practiced writing a number of technical documents, many of which I've had to replicate in my work. I feel that because of all the classes I took in the MPC program, but through this one in particular, I've become an impressive writer and a capable public speaker. I'm often complimented on these skills, and it's especially gratifying when my director, the former English

Department Chair at SUU, reads through a work-related document I've written and can offer no changes or suggestions, or asks me to proof and edit documents he has written. I attribute these abilities directly to my courses in the Communication Department.

The skills I honed in the Professional Writing & Communication course were important tools as I completed my capstone project. Something that was consistently stressed in the class was knowing your audience before you start communicating. As I began corresponding with the international officers at the universities in Austria and China, it was crucial for me to communicate in a way that would be effective with my intended audience. I knew that with one of the Austrian international officers I needed to be professional as much as possible in my emails. With the other, we had a professional, yet friendly, relationship, and we felt comfortable with a little back-and-forth personal conversation thrown into our work-related emails. The level of English the Austrian international officers have is very high, so it wasn't necessary for me to simplify my messages in order for them to understand what I was trying to communicate.

The audience of my conversations with Wuhan Polytechnic University was quite different from my Austrian ones. First, the English language abilities of the Chinese international officer I was communicating with are much lower, and I therefore had to simplify my messages. I used basic English, and tried to use short, simple words as much as possible. Additionally, I was beginning a purely professional relationship with this person, and so I tried to maintain a lot of professionalism in my writings. When we were negotiating the program price after the initial misunderstanding, I tried to convey empathy, but also firmness in what SUU was able to do to lower the price. I did this because I knew that when negotiating with someone from the Chinese culture, any aspects or boundaries that aren't conveyed as being completely firm will usually be pushed and questioned until the limits are made absolutely concrete. With both the

Austrians and the Chinese, knowing my audiences and tailoring my messages to those audiences ensured much more effective communications than we would have had otherwise.

Another way in which Professional Writing & Communication helped me with these programs was during the times the groups were at SUU and I had to make several presentations to each. These included a brief welcome speech when each group arrived, announcements in their classes at times, and a thank-you and farewell speech at the closing dinners for each group. The presentations to the Austrian students were given in much the same way as I would have presented to American graduate students, since their English language abilities were quite high and the cultures are similar. With the Chinese group, my presentations were spoken very slowly while using simple language. I also had to pause between sentences or phrases to allow the group's chaperone to translate what I was saying, in order to ensure that every group member understood what I was trying to convey. Speaking in front of a group while breaking up your thoughts and waiting for someone else to translate them is quite a different experience than speaking continuously. But it was the only way to effectively communicate with my audience in those situations.

Another class from the MPC program that stands out as teaching me a number of skills I utilized while working with these student groups was Leadership in Communication with Brian Heuett. The course showed me examples of effective vs. ineffective leadership styles, and taught me about tailoring my leadership style to suit different individuals. About six months before I enrolled in the course, my supervisor changed from an individual with a very authoritarian leadership style to one with a very participative leadership style, and it was interesting to be able to compare and contrast the two and learn about why I felt like a more effective employee under the second supervisor. It also confirmed in me why I had already decided I would supervise

those under me in the same way my current supervisor does. The students from Austria and China are included in that group.

With the Austrians, I recognized that they were more independent and didn't need a lot of supervision throughout their program. They were able to communicate effectively with their professors and other Americans, attended their courses regularly and completed assignments without needing help or a lot of explanations. They had all travelled outside of their home country, and so were familiar with adapting to different cultures and ways of doing things. For them, I mainly served as a "go-to" person if they had concerns about their program at SUU (such as housing).

In contrast, the Chinese students, as well as the chaperone who had accompanied them, required a lot of supervision and assistance. The chaperone's English-language abilities were good, but most of the students had only a very basic knowledge of English. Most had never travelled outside of China, and the American culture was new and often difficult for them. They lived with host families, so had to adjust to living with an American family, and they had an especially difficult time with American food. The girls didn't want to participate in most of the activities we had planned, because many of them were sports-related, and I hadn't realized that in China girls don't usually play sports.

I found the Chinese students were good about attending their classes and completing assignments, but I had to work a lot to keep them motivated in other areas of their study abroad program. With this group, I tried to employ elements of a transformational leadership style to incite the students to gain what we were hoping they would from this experience by emphasizing the goals we all had for their program. Many of the students were afraid to communicate in English, and most were afraid to express any concerns to their host families. This resulted in the

chaperone often conveying the students' thoughts, such as food issues, to me rather than having the students communicate directly to their host families. I would pass on their concerns, but encourage the students to try and communicate with their host families, and tried to reassure them that it was ok to express their thoughts and feelings with their host families. I tried to explain that our main goals were for them to improve their English, gain a better understanding of American culture, and become more effective students and future employees because they will possess these skills and knowledge. I expressed the need to practice speaking in English to their host families, because their language and culture skills wouldn't improve otherwise. I also worked to try and motivate the girls to participate in more of the sports-related activities by inviting female American students and trying to show them that in American culture, girls play sports and have fun participating in them. Sometimes that strategy worked and at other times, it didn't. By the end of the program, the students were communicating more with their host families, and one student's English and communication skills had noticeably improved.

A third class that taught me skills I used when dealing with these groups was Mediation, also taught by Brian Heuett. I wasn't necessarily acting as a mediator between groups or individuals, which was the main focus of the class, but because of knowledge I gained in that course, I believe I was able to communicate more effectively with both groups during times and points of conflict that arose before, during, and after each program.

With the FHWien groups, the major point of conflict was the students' accommodations. Both the graduate and undergraduate student groups were very unhappy with the accommodations in Juniper, and once I was informed of this by both groups, I began working with them to try and find an alternative arrangement that would satisfy both them and my office. I tried to employ interest-based negotiation in this case to come to a conclusion where both sides

received a satisfactory result. The best solution I could offer them was to move to a different housing unit on campus. This would give them much nicer accommodations. However, because my office couldn't afford to lose money on the program, we had to charge the students for the price difference between Juniper Hall and Eccles. The graduate students determined that they would rather stay in Juniper Hall and not pay any additional fees. The undergraduate students decided to pay the difference and move to Eccles. As long as both groups were at SUU, to my knowledge they were satisfied, and my office was satisfied as well. Unfortunately, I learned after the groups returned home to Austria that they were quite disappointed in the accommodations, even after we had offered them alternative arrangements. This was when the second major point of contention occurred and I had to draw on the knowledge I gained from the Mediation course to try and make communication as effective and agreeable as possible with my counterpart at FHWien who oversaw the graduate student group.

Previously in this paper, I discussed the communications I had with my counterpart over the FHWien graduate program after the groups returned to Austria, and the results of my and my office's correspondence with him. We tried to demonstrate to him that we had attempted to appease his students' dissatisfaction in the only way available to us, which was to offer them alternative accommodations. We also explained that as we are a self-supported program, we could not offer the upgraded accommodations at the same price as the initial accommodations. To my office, this seemed like a fair resolution. To my counterpart at FHWien, it apparently wasn't enough to continue working with my office and Southern Utah University as a summer school provider. In this case, although I was trying to employ knowledge I had gained in my Mediation course, I didn't apply it effectively enough to maintain this relationship. It should be

noted, our relationship with the university as a whole has continued to grow, as we send a number of exchange students between the two each year.

As I stated earlier, all of the courses I took in the Master of Professional Communications program taught me skills and gave me abilities that I used with these summer groups, as well as abundantly throughout my career in the SUU Global Engagement Center. I'm positive I would not be in the position I am today, an assistant director, without the skills and knowledge I gained from this program, and I'm especially grateful for the skills of critical thinking, writing, and public speaking that were ingrained in me by every class I took.

Project Conclusion

This paper reviewed the 2011 international summer study abroad programs at SUU in their entirety, from the early planning stages to the completions, and reported on both the academic and professional objectives, how well they were met, and what can be done in future programs to ensure that all these objectives are met successfully. This paper also discussed how this experience tied into the Master of Arts in Professional Communication degree program, and how the MPC program helped prepare me to oversee this kind of project.

My principle motivation for obtaining an MPC degree is to advance in the field of international education, not simply by receiving the degree, but by improving my knowledge and abilities, particularly in the areas of organizational, interpersonal, and intercultural communication. Throughout my graduate studies, I've sought to find a practical application of the theories and skills I've learned to my professional work, and as I hope this paper shows, the MPC program has given me a number of skills vital to my advancement and success in my career.

Because my educational motivation has been mainly tied to moving forward in my current field of employment, I felt it would be more useful and practical to complete a capstone project that would help advance my work-related communication experience and skills than it would have been to write a capstone thesis. I chose to oversee the international summer programs as my project because I knew the experience would involve a large amount of organizational communication, with local and international organizational involvement, a great deal of intercultural communication, with a diverse assortment of cultures involved (North American, European, and Asian), as well as a considerable amount of interpersonal

communication. The experience did give me an opportunity to practice these types of communication, as well as others I had learned in the MPC program.

Overall, I feel like I have been able to succeed in most elements of this project, as well as my career field, because of skills and knowledge I gained from the MPC program.

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Appendix 1

PROGRAM QUOTE: INSEEC Undergraduates
Southern Utah University
May 31-July 1 Summer Business Program

Price per student (minimum 15 students): \$4,100

Price includes:

SUU tuition and fees (2 classes, 6 credits)
 SUU admission
 SUU housing (dorm-style, private rooms)
 SUU meals (3 meals/day)
 Farewell dinner
 Las Vegas hotel (2 nights, double occupancy)
 Transportation from/to LAS airport
 Excursions

Price per student (minimum 4 students): \$4,200

SUU tuition and fees (2 classes, 6 credits)
 SUU admission fee
 SUU housing (dorm-style, private rooms)
 SUU meals (3 meals/day)
 Farewell dinner
 Las Vegas hotel (2 nights, double occupancy)
 Transportation from/to LAS airport
 Excursions

* *Classes can be a combination of one ESL class + one SUU class, or two SUU classes.*

Available SUU classes are:

- ACCT 2010- Accounting Principles
- COMM 2080- Introduction to Advertising
- FIN 3250- Managerial Finance I
- MGMT 3180- Management & Organizations

***Excursions in and around Cedar City, including Zion and Bryce Canyon National Parks*

PROGRAM QUOTE: FHWien Undergraduates
Southern Utah University
July 10-July 23, 2011

Price per student (minimum 15 students): \$1,680

SUU tuition and fees
Personal Selling & Sales Management course
SUU admission
SUU housing (dorm-style, private rooms)
SUU meals (3 meals/day)
Farewell dinner

PROGRAM QUOTE: FHWien Finance Grad Students
Southern Utah University
July 3-July 13 Summer Business Program

Price per student (minimum 15 students): \$2,060

SUU tuition and fees (3-credit course)
SUU admission
SUU housing (dorm-style, private rooms)
SUU meals (3 meals/day)
Farewell dinner
Las Vegas hotel (2 nights, double occupancy)

PROGRAM QUOTE: Wuhan Polytechnic University
Southern Utah University
5-Week Summer ESL Program

Price per student (minimum 15 students): \$2,800

SUU tuition and fees (3-credit course)

SUU admission

Room and board with a host family

Welcome and farewell dinner

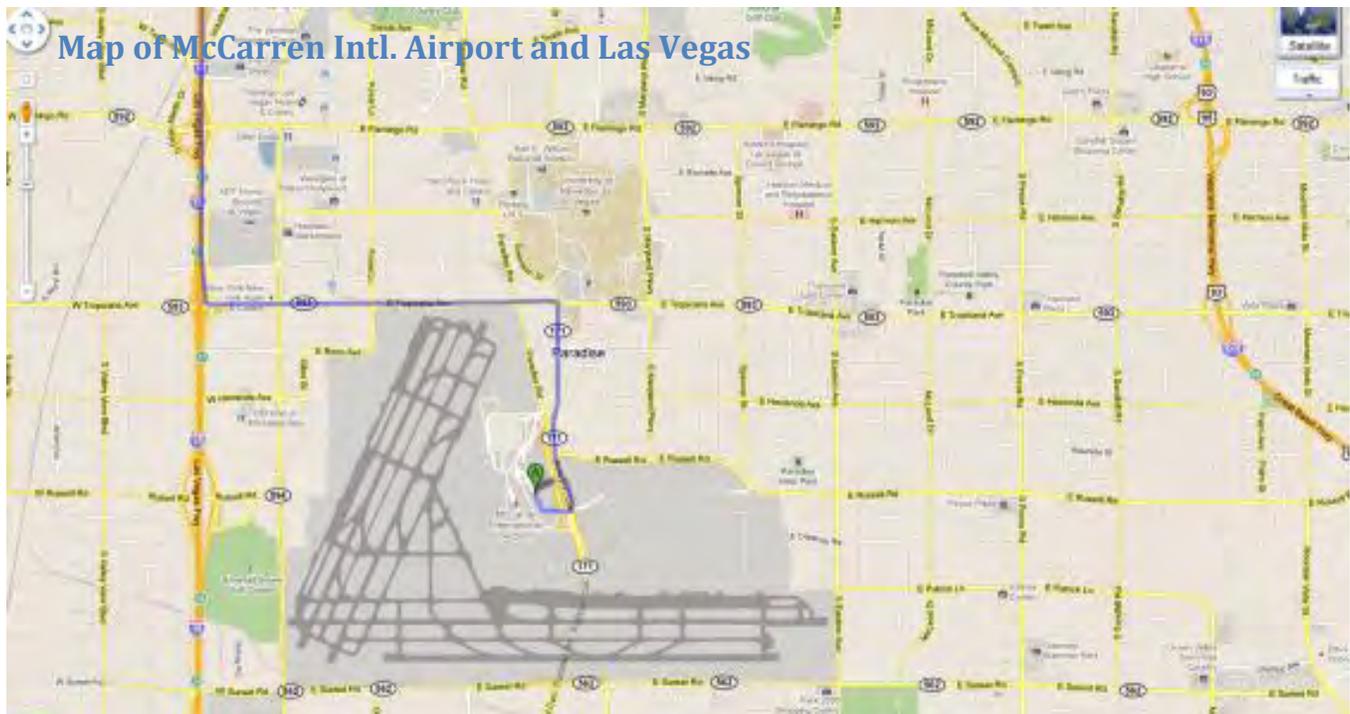
Las Vegas airport pickup and drop off

Excursions in and around Cedar City

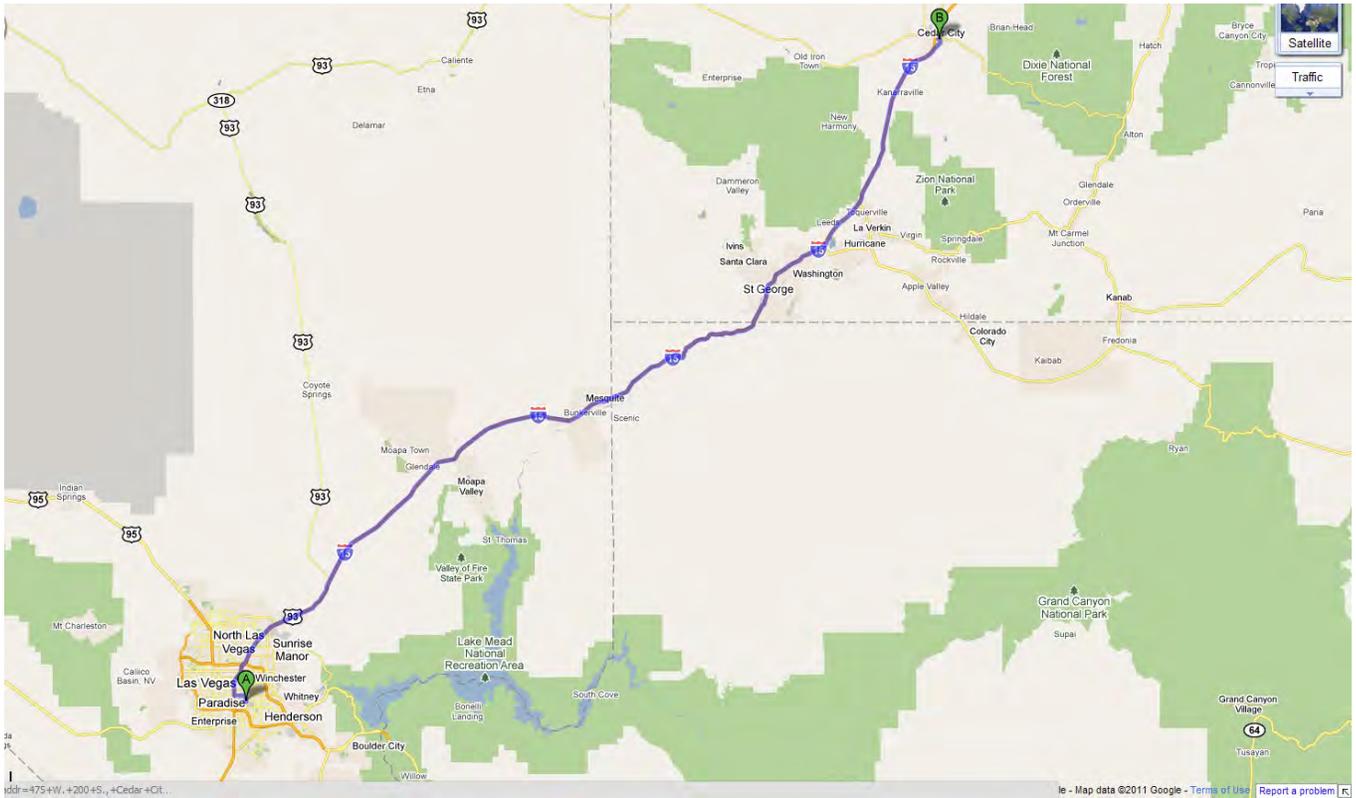
Appendix 2

Directions from McCarran International Airport to Southern Utah University

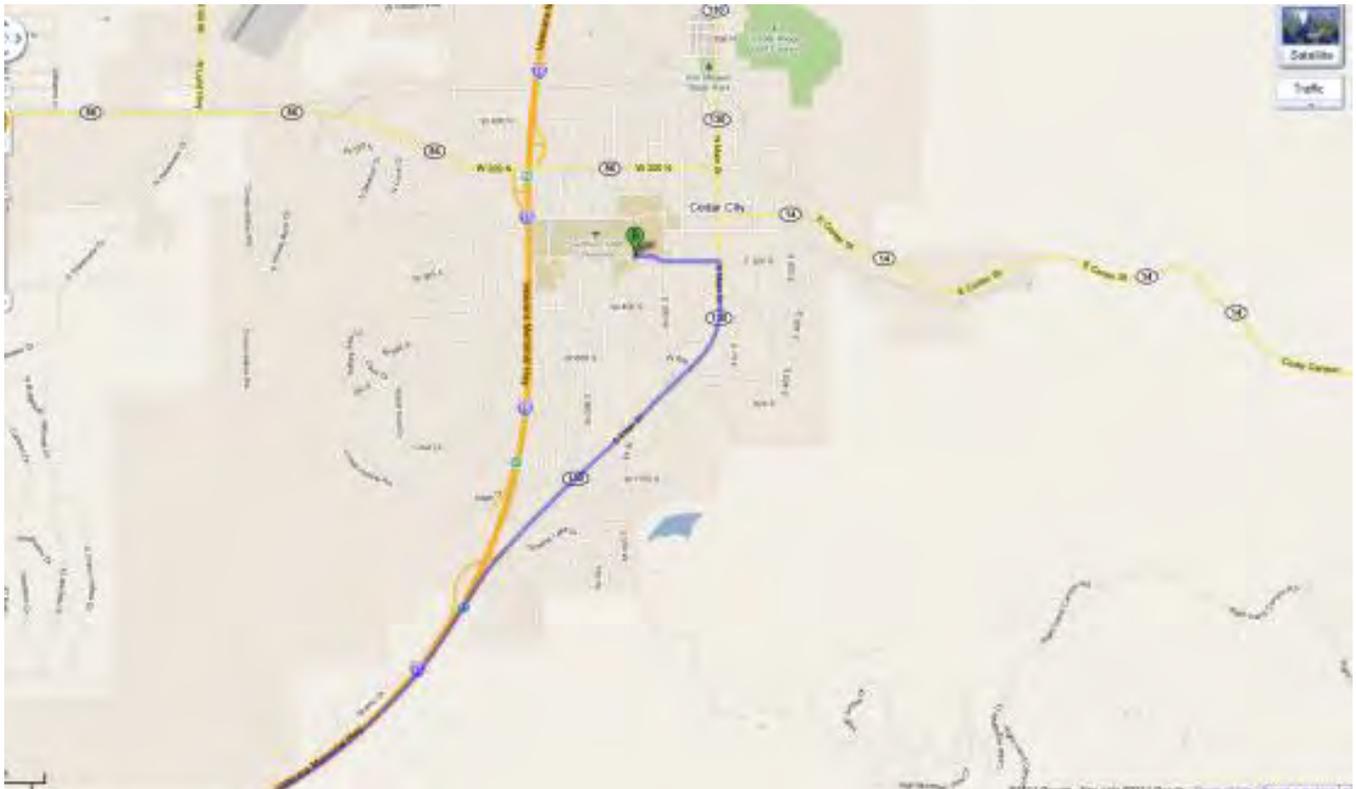
1. Head **southeast** toward **Airport Shuttle Terminal Parking** 0.1 mi
2. Continue straight onto **East Landing Strip Ave** 0.1 mi
3. Turn left to merge onto **N Airport Con** 0.6 mi
4. Continue onto **Swenson St** 0.6 mi
5. Turn left onto **E Tropicana Ave** 1.9 mi
6. Turn right to merge onto **I-15 N**
Passing through Arizona
Entering Utah 172 mi
7. Take exit **57** toward **Cedar City/I-15/UT-14** 0.4 mi
8. Merge onto **S Main St** 1.9 mi
9. Turn left onto **W 200 S**
10. Drive through three intersections and down a small hill
Juniper Hall will be on the left at 475 W. 200 S. 0.4 mi



Map of Interstate 15 from Las Vegas to Cedar City



Map of Cedar City



Appendix 3

Student: XXXXXX

Tnumber: XXXXXXX

Class Number	Class Name	Day/Time	Location
MKTG 4900-02	Personal Selling & Sales MGMT	MTWRF 8-12:00	BU 102

Cafeteria Hours:

Breakfast	7:00-10:30
Lunch	11:00-13:30
Dinner	16:30-19:00

Library Hours:

Monday - Thursday	7:00-23:00
Friday	7:00-19:00
Saturday	11:00-19:00
Sunday	14:00-22:00

Bookstore Hours:

Monday - Friday	8:00-17:00
Saturday	10:00-14:00
Sunday	Closed

Gymnasium Hours:

Monday - Friday	6:00-23:00
Saturday	10:00-16:00

Open Swim

Monday - Friday	16:00-21:00
Saturday	10:00-15:00
Sunday	Closed

Lap Swim

Mon, Wed, Fri	6:00-11:00
Tues, Thurs	6:00-10:00
Saturday	10:00-15:00
Sunday	Closed

Fitness Center Hours:

Monday - Friday	6:00-22:30
Saturday	10:00-15:00
Sunday	Closed

Global Engagement Center

Monday - Friday	8:00-17:00
Phone:	(435) 586-xxxx
Kurt Cell Phone	(435) 669-xxxx
Tessa Cell Phone	(435) 463-xxxx
Haley Cell Phone	(801) 787-xxxx

In the event of an Emergency, call 911

Appendix 4

FHWien at SUU Summer Course Schedule

July 10, 2011

6:00 p.m. Arrive in Cedar City and check into housing

July 11, 2011

7:00 a.m. Meet in Juniper Hall Living Room to go to breakfast as a group
7:00-8:00 a.m. Breakfast in SUU cafeteria
8:00-9:00 a.m. Check in with university visa officer- bring your passports and DS-2019's
9:00-12:30 a.m. Personal Selling & Sales Management Course in Business Building, room 102
12:30-1:00 p.m. Free time
1:00-2:00 p.m. Student setup (student ID cards, computer lab account, bookstore)
2:00-3:00 p.m. Lunch in SUU Cafeteria
3:00-4:00 p.m. Tour of campus
4:00-7:00 p.m. Free time
7:00-8:00 p.m. Dinner in SUU Cafeteria

July 12-July 23

7:00-8:00 a.m. Breakfast in SUU cafeteria
9:00-12:30 a.m. (Mon-Fri) Personal Selling & Sales Management Course in Business Building 102
12:30-1:00 p.m. Free time
2:00-3:00 p.m. Lunch in SUU Cafeteria
3:00-7:00 p.m. Free time
7:00-8:00 p.m. Dinner in SUU Cafeteria

July 22

6:00-8:00 p.m. Farewell Dinner (Vermillion Cliffs, Hunter Conference Center)

*** On Sundays, only two meals are offered:**

10:00-11:00 a.m. Brunch in SUU Cafeteria

7:00-8:00 p.m. Dinner in SUU Cafeteria

Other Interesting Activities

- Cedar City is home to the Utah Shakespearean Festival, which has performances Mondays-Saturdays during July. Tickets can be purchased at the theater box office (located on the SUU campus) or online at www.bard.org
- In addition to the ticket performances, the Utah Shakespearean Festival also has a free “Greenshow” performance at 7:00 p.m. Mondays-Fridays during July. This performance is outside, on the upper-quad of SUU’s campus.
- July 13-16 will be the “Renaissance Faire” at Cedar City’s Main Street Park

Appendix 5

October 18, 2011

To whom it may concern:

This letter certifies that XXXXXXXXXXXX participated in the Personal Selling and Sales Management course at Southern Utah University. The following expenses were paid to Southern Utah University for the program:

Tuition and Student Fees:	\$1,139.00
Housing:	\$266.00
Meals:	\$275.00
Total Program Price:	\$1,680.00

Sincerely,

Tessa McNeel
Study Abroad Coordinator
Southern Utah University
351 W. University Blvd.
Cedar City, UT 84720
Phone: (435) 586-1995
Email:mcneelt@suu.edu

Appendix 6

>>> Pichler, Robert | FHWien-Studiengänge der WKW <robert.pichler@fh-wien.ac.at> 8/4/2011 8:54 AM
>>>

Dear Tessa, dear Kurt,

Thanks for submitting the certificates for the Finance students.

Both groups, the finance and the MBA groups were quite impressed and satisfied with the classes they took but also shocked about the housing conditions; I heard from some that they moved to a hotel. Some took disturbing pictures of the bathrooms and they are asking for an appointment to discuss the issue with me.

Could you please tell me how many of our students did not stay in the residence hall and is there any kind of refund for them?

I'd appreciate this information before I meet with our students.

Thanks,

Robert

Dr. Robert Pichler, MBA

Department Chair

Von: Tessa McNeel [mailto:McNeelT@suu.edu]

Gesendet: Donnerstag, 04. August 2011 18:40

An: Pichler, Robert | FHWien-Studiengänge der WKW

Cc: Domaschkina, Elena | FHWien-Studiengänge der WKW; Kurt Harris

Betreff: Re: Vienna students

Dear Robert,

I'm glad the certificates made it, and that your students enjoyed the classes.

About the housing- We housed your students in the same dormitory that the other groups from FHWien have stayed in the past couple of years, and because the other groups hadn't complained, I had no idea there would be any problems with it this year. We house them in Juniper because the price of staying there is much lower than SUU's other apartments, and we were trying to keep the program price for your students as low as possible.

After your Finance students arrived and informed us that they did not wish to stay in Juniper Hall, we offered to move them to our [Eccles Living and Learning](#) apartments, which cost more money (about \$200 more per student), but are much nicer. After visiting one of the Eccles apartments, and finding out the

price difference between Eccles and Juniper Hall, the students chose not to move. I was not aware that they had chosen to stay in a hotel instead, and I'm kind of surprised, as a hotel would cost them more than staying in Eccles and paying the price difference between there and Juniper Hall. Also, as far as I know, none of the students checked out of Juniper Hall and turned in their keys before the program ended, so they had access to their dorm rooms the entire time they were here.

The MBA students had the same complaints about Juniper Hall, and they did choose to move to Eccles. From my understanding, once they moved, they were completely satisfied with their program here.

I'm sorry that the housing situation was so negative for your students, but we did try to correct it by offering them nicer accommodations, and we will definitely change the housing arrangements for next year so they are more satisfactory. From now on, we will house your students in Eccles, and although it will increase the price a bit, I think overall the students will be much happier.

I hope this information helps when you meet with your students. If you have any other questions or concerns, or wish to discuss this further, please let me know.

Best regards,

Tessa

From: "Pichler, Robert | FHWien-Studiengänge der WKW" <robert.pichler@fh-wien.ac.at>
To: "Tessa McNeel" <McNeelT@suu.edu>
Cc: <harrisk@suu.edu>, <Hamlin@suu.edu>, "Domaschkina, Elena | FHWien-Studiengänge der WKW" <elena.domaschkina@fh-wien.ac.at>
Date: Mon, 19 Sep 2011 16:23:56 +0200
Subject: AW: Vienna students

Dear Tessa,

I am sorry that it took me a while to answer – **our semester just started and it's really busy** right now.

After talking with more students who visited SUU this past summer I received even more complaints about the unacceptable housing conditions (dirty and smelly rooms in the basement, terrible hygiene conditions in the bathrooms & showers, dirty underwear in the hallways and toilets, etc.). They took pictures and I have to agree with their assessment. As a result of this I am confronted with compensation claims; the least that I have to do is to apologize to our students (although SUU housing is nothing I should have to take account for).

Your comment below that our student groups always stayed at Juniper is not correct. In 2009 our students stayed at Windsor apartments which were cheaper and by far nicer than the rooms at Juniper. In 2010 when Lena and I visited SUU, you and Kurt showed dorm rooms to us which, as you mentioned, were designated for our Master students. I guess those rooms were at Eccles (apartment like with four single rooms and a shared living

room/kitchen). You never showed us rooms at Juniper (Lena and I would have never deemed those rooms suitable for our graduate students).

Altogether, students were absolutely thrilled about instruction (both Alan Hamlin and Gerry Calvasina did a wonderful job). Gerry in turn mentioned that the papers that our students had turned in were among the best he ever received. Unfortunately the entire experience was clouded by the inappropriate and unacceptable housing situation.

Professor Alan Hamlin and Provost Bradley Cook repeatedly mentioned to me and other officials of my university how important and highly appreciated the Vienna students are for SUU. Looking at the facts this does not relate to what happened this past summer. Overall I have to conclude that prices went up considerably over the past few years and quality (not academic instruction) went down. I do not assume that all this happened on purpose, however if we want to continue our cooperation the housing arrangements have to change. As a result, I kindly ask you to submit an offer for a Marketing class including tuition and housing (but not Juniper).

Thank you and all the best from Vienna,

Robert

Appendix 7

Wuhan Polytechnic University at SUU Summer Schedule

July 22, 2011

3:30 pm	Bus pickup at Las Vegas airport
7:30 pm	Arrive in Cedar City. Host family pickup at SUU Centrum

July 23, 2011

All day	Pioneer Day Activities with host family (Pioneer Day is a Utah state holiday)
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July 25, 2011

All day	SUU closed for holiday- day spent with host families
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July 26, 2011

9:00-11:30 am	Take ESL placement test (General Classrooms Building, room 405)
12:00-1:00pm	Lunch (host family will provide sack lunch)
1:00-2:00 pm	Check in with university visa officer (bring passport and DS-2019)
2:00-3:00pm	Student setup (student ID cards, computer lab account, bookstore)
3:00-4:00pm	Tour of campus
4:00	Host family pickup at General Classrooms Building

July 27

8:00 am- 11:50 am	English class
12:00 pm	Host family pickup for lunch at General Classrooms Building
	Afternoon activities with host family

July 28

8:00 am- 11:50 am	English class
12:00 pm	Lunch at SUU (host family will provide sack lunch)
1:00 pm	Swimming at SUU pool
3:00 pm	Host family pickup at SUU PE Building Parking Lot

July 29

8:00 am- 11:50 am	English class
12:00 pm	Lunch at SUU (host family will provide sack lunch)
1:00 pm	Basketball at SUU gym
3:00 pm	Host family pickup at SUU PE Building Parking Lot

July 30-31

Weekend with host family

August 1

8:00 am- 11:50 am	English class
12:00 pm	Lunch at SUU (host family will provide sack lunch)
1:00 pm	Special presentation of Shakespeare's First Folio and Festival Photo Exhibit
3:00 pm	Host family pickup at SUU Library Parking Lot

August 2

8:00 am- 11:50 am	English class
12:00 pm	Lunch at SUU (host family will provide sack lunch)
1:00 pm	Movie in SUU Student Theater
3:00 pm	Host family pickup at SUU Library Parking Lot

August 3

8:00 am- 11:50 am	English class
12:00 pm	Host family pickup for lunch
	Afternoon activities with host family

August 4

8:00 am- 11:50 am	English class
12:00 pm	Lunch at SUU (host family will provide sack lunch)
1:00 pm	Swimming at SUU pool
3:00 pm	Host family pickup at SUU PE Building Parking Lot

August 5

8:00 am- 11:50 am	English class
12:00 pm	Host family pickup for lunch
	Afternoon activities with host family

August 5-7 – Cedar City Family Festival

Host family will be responsible for taking students to festival activities

August 8

8:00 am- 11:50 am	English class
12:00 pm	Lunch at SUU (host family will provide sack lunch)
1:00 pm	Rockclimbing
3:00 pm	Host family pickup at SUU PE Building Parking Lot

August 9

8:00 am- 11:50 am	English class
12:00 pm	Lunch at SUU (host family will provide sack lunch)
1:00 pm	Swimming at SUU Pool
3:00 pm	Host family pickup at SUU PE Building Parking Lot

August 10

8:00 am- 11:50 am	English class
12:00 pm	Host family pickup for lunch
	Afternoon activities with host family

August 11

8:00 am- 11:50 am	English class
12:00 pm	Lunch at SUU (host family will provide sack lunch)
1:00 pm	Water Kickball
3:00 pm	Host family pickup at SUU Library Parking Lot

August 12

8:00 am- 11:50 am	English class
12:00 pm	Lunch at SUU (host family will provide sack lunch)
1:00 pm	Sports activity at SUU gym
3:00 pm	Host family pickup at SUU PE Building Parking Lot

August 13-14

Weekend with host family

August 15

8:00 am- 11:50 am	English class
12:00 pm	Lunch at SUU (host family will provide sack lunch)
1:00 pm	Movie in SUU Student Theater
3:00 pm	Host family pickup at SUU Library Parking Lot

August 16

8:00 am- 11:50 am	English class
12:00 pm	Lunch at SUU (host family will provide sack lunch)
1:00 pm	Rockclimbing
3:00 pm	Host family pickup at SUU PE Building Parking Lot

August 17

8:00 am- 11:50 am	English class
12:00 pm	Host family pickup for lunch
	Afternoon activities with host family

August 18

8:00 am- 11:50 am	English class
12:00 pm	Lunch at SUU (host family will provide sack lunch)
1:00 pm	Swimming at SUU pool
3:00 pm	Host family pickup at SUU PE Building Parking Lot

August 19

8:00 am- 11:50 am	English class
12:00 pm	Lunch at SUU (host family will provide sack lunch)
1:00 pm	Sports activity at SUU gym
3:00 pm	Host family pickup at SUU PE Building Parking Lot

Aug 20, 2011

All day	Saturday with host families
---------	-----------------------------

Aug 21, 2011

7:45 am Host family drop off at SUU Centrum
8:00am Depart for Bryce Canyon National Park
12:00 pm Lunch (host family will provide sack lunch) Bring a lot of water!!!
5:00 pm Host family pickup at SUU Centrum

Aug 22, 2011

8:45 am Host family drop off at SUU Centrum
9:00 am Depart for St. George
12:00 pm Lunch (host family will provide sack lunch)
4:00pm Host family pickup at SUU Centrum

6:00 pm Farewell Dinner at Cedar City Main Street Park (host families bring a side, salad,
or dessert)

Aug 23, 2011

10:00 am Host family drop off at Randall Jones Theater
10:15 am Backstage tour of Utah Shakespeare Festival
11:20 am Host family pickup in front of the SUU Auditorium

6:45 pm Host family drop off at SUU Auditorium
7:00 pm Shakespeare Festival Greenshow performance
8:00 pm "The Music Man" Shakespeare Festival musical play
10:30 pm Host family pickup at SUU Auditorium

Aug 24, 2011

7:45 am Host family drop off at SUU Centrum
8:00 am Depart for Zion National Park
12:00 pm Lunch (host family will provide sack lunch) Bring a lot of water!!!
4:00pm Host family pickup at SUU Centrum

Aug 25, 2011

9:45 am Host family drop off at SUU Centrum
10:00 am Depart for Las Vegas
12:00 pm Arrive at New York, New York Hotel